ARTICLE

THE RELATIONSHIP BETWEEN MORPHOLOGICAL AWARENESS AND ENGLISH VOCABULARY SIZE OF SIXTH SEMESTER STUDENTS IN UNW MATARAM IN ACADEMIC YEAR 2014/2015

BY

RIADUL FIRDAOS IMRAN
NIM. I2J012054

ENGLISH GRADUATE DEPARTMENT
POST GRADUATE PROGRAM
UNIVERSITY OF MATARAM
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APPROVAL SHEET

An ARTICLE

By

RIADUL FIRDAOS IMRAN
I2J012054

has been approved to be presented on the article

Supervisors	Signature	Date
1. Prof. Drs. Nurachman Hanafi, MA, Ph.D		
2. Dr. Muhammad Amin, M. TESOL		

Mataram, August, 4th, 2015
English Graduate Department
Head,

Prof. Drs. Nurachman Hanafi, MA, Ph.D
19530814198403 1 001

ABSTRACT

Riadul Firdaos Imran. (2015).*'The Relationship between Morphological Awareness and English Voocabulary Knowledge of Sixth Semester Students in UNW Mataram'*. A Thesis of the Language and Literature Study Program, Post-graduate Program (Magister Program) of the State University of Mataram. This Thesis has been Supervised by a Supervisor; Prof. Drs Nurachman Hanafi,M.A, Ph. D, and a Co-Supervisor; Dr. Muhammad Amin, M. TESOL.

Key Words: The relationship, morphological awareness and English vocabulary size.

This study is designed to answer vocabulary problems : (1) it was because of the lack of their vocabulary size, (2) the lecturers and students were not discipline in teaching and learning process so the input and output were not enough good. (3) Another situation is where students faced speaking lesson. It was because of limited in vocabulary size, the students got difficulty in comprehending the words. The data of this study was gathered from the data was analyzed by the researcher. The recent of the data analyzed shows about the correlation both two variables. This study conducted this research, the researcher uses a mixed methods. Not only quantitative analysis, descriptive statistics and other statistical tests, but also qualitative analysis are used. This approach due to the fact that besides the data of this research in form of numbers, the researcher also uses a questionnare to support the results of the data. There are two main and somewhat conflicting purposes for combining methods. One of them is the traditional goal of triangulation, namely to validate one's conclusion by presenting converging results obtained through different methods. This study whose recommend the students and lectures more focused on their good vocabulary size through morphological awareness. This study aims to investigate the relationship between morphological awareness and English vocabulary size of EFL students in UNW Mataram. The propose in this study are: 1. What is the English vocabulary size of sixth semester students in UNW Mataram?. 2. What is the level of morphological awareness in English that sixth semester students in UNW Mataram possess?. 3. Is there a relationship between morphological awareness in English and the English vocabulary size of sixth semester students in UNW Mataram? To sum up, the results of the present study supported that the students' vocabulary size is good enough. The vocabuary size of the students is thus estimated to be 6,320 word-families. While the results of the student's morphological awareness are variant. The morphological structure test of the students are limited while the morpheme identification test of the students was good. The correlations between the Vocabulary Size Test and the Morphological Structure Test and between the Vocabulary Size Test and Morpheme Identification Test showed that was a relationship between the student's morphological awareness and English vocabulary size.

1. INTRODUCATION

This study will show if an English language that has four skills namely listening, writing, reading and speaking. Those are very importance to learn but without good size of vocabulary, the learners will get trouble with their EFL. This study is focused on how to increase the vocabulary size for the learners and what the strategy that should the researcher will be used to solve the vocabulary size. It is also supported by Harmer's (2002:18) statement that the four language skills (reading, writing, listening, and speaking) become meaningless if learners do not possess a number of words required and other hand (Chou, 2011: 1) said if the vocabulary is a basic part of language comprehension. Therefore, vocabulary comprehension is a crucial component in acquiring English language skills. Successful vocabulary development will assist children in comprehending other skills. Students' word knowledge is linked strongly to academic success (Baumann & Kameenui, 1991, as cited in Salehuddin, 2014: 1).

Morever, acquiring a good-sized vocabulary is an important part of successful language learning. It is essential for assessing background knowledge, expressing ideas, and learning about new concepts. "Without some size of that vocabulary, neither language production nor language comprehension would be possible" (Anglin, 1993:2).

The relation to morphological awareness as a vocabulary learning strategy, this study aims to investigate the relationship between morphological awareness and English vocabulary size of English students in UNW Mataram. The researcher assumed that some problems faced by English students of FKIP UNW

Mataram when they attended some courses. Those problems are analyzed based on the researcher's information that he got from his friend who is an English lecturer at UNW Mataram to get clear description. He forms out that, the students got problems in comprehending about the listening, reading, writing and view about speaking context that the lecturer had given. There some reasons: it was because of the lack of their vocabulary size, the lecturers and students were not discipline in teaching and learning process so the input and output were not enough good. Another situation is where students faced speaking lesson. It was because of limited in vocabulary size, the students got difficulty in comprehending the words.

In otherhand, the researcher assumes if the students are aware of the morphological process in morphological structure and morpheme identification, they can easily understand the meaning of the rest or other part of the words in the family words. In this way, the students can increase their knowledge of any given word family by developing their morphological knowledge or the students may use the morphology as a strategy in finding and increasing vocabulary size and its level . The study synthesizes the findings from previous studies that were conducted to investigate the relationship between morphological awareness and English vocabulary size..

2. Review of Related Literature

This study will discuss about the previous study which is related with some researchers, they are: *Nurhemida,* (2007), *Al- Farsi*, (2008) and *Al-Salamah*, (2011) have conducted a number of studies to find out the most effective

strategies for learning vocabulary. One method is the direct teaching of vocabulary in school (*McKeown, Beck, Omalson, & Perfetti*, (1983) as cited in *Nurhemida*, 2007:6). In this method, the teacher explicitly teaches new vocabulary as a part of the lessons.

The researcher gets contribution from some recent researchers. They reviewed based on their findings on the two terms . One of those is Nurhemida (2007). She studied about the relationship between morphological awareness and vocabulary knowledge in the context of English as Foreign Language (EFL) for senior high school students in Indonesia. In her study, the participants were grouped into two groups according to program of study: Social Science and Natural Science. Nurhemida used two instruments in her study. The first is Nation's Vocabulary Level Test (VLT) drawn from 2000, 3000, and 5000 word level, and the second is Morphological Awareness Tests which is consisted of Morpheme Identification Test and Morphological Structure Test adapted from McBride-Chang, Wagner, Muse, Chow and Shu (2005).

However, there was an important change made to the two tests in Nurhemida's present research. The scenarios for each item in the present study were in written form, not presented orally as in the previous study (McBride-Chang et al., 2005). There are two reasons behind this change; firstly, practicality in administering the test and validity of results.The test instruction is also translated into Indonesian. In her result study, she found there was a significant relationship between the students' performance in the vocabulary level test and the morphological awareness task.

Other research has been done by Al Farsi (2008). The same as Nurhemida (2007), Al Farsi also examined the relationship between morphological awareness and vocabulary size in Omani EFL learners. But her study is differ from Nurhemida's research. In Al Farsi's research, the participants are first- semester students attending a two semester-intensive EFL program at Ibri College of Applied Sciences, Oman. Ibri College is one of the governmental colleges of applied sciences in Oman that offers Bachelor degrees in Design, Communication, IT, and International Business Management. She also used two instruments in her study. Nation's Vocabulary Test (VLT) drawn from 2000, 3000, 5000, and 10,000 words level and Morphological Awareness test adapted from McBride-Chang,*et al.* (2005).

Although Al Farsi used the same instruments in her research, but she was modified some items of the tests. And the test instruction is translated into Arabic and explained ahead during the test orientation. The results illustrate that for the learners of the study there is no relationship between morphological awareness and vocabulary size and between morphological awareness and word complexity. The study fails to show any correlations between the constructs due to some factors of floor effects, task difficulty, and instruments item designs.

The last research has been carried out by Alsalamah (2011). As the researchers before, Alsalamah also examined about the relationship between morphological awareness and English vocabulary acquisition of Saudi female students at King Saud University. Her participants were fourth semester female students who were finishing a two-year EFL program in the College of Languages

and Translation at King Saud University, Riyadh, Saudi Arabia. This program prepares the students for a three-year Arabic-English/English-Arabic translation program.

As the previous study, Alsalamah also used the same instruments, Vocabulary Level Test and Morphological Awareness Test. But there are differences. For the first research instrument, Alsalamah used a higher level. she tried to use 14,000 word families level. Morever, for the second research instrument, she also modified the morphological awareness test to make it appropriate for university students. The results of her research indicated that there were no relationship between the two variables.

From those previous studies, there are some limitations that have been found. For the first, related to the research method, no research hypothesis were found in all previous studies. When we know that the hypothesis is one of the important elements in a research. It defines as educated “guesses” or tentative explanations about a correct solution to a problem, descriptions, possible relationship, or differences. In short, a hypothesis is a prediction that is made prior to data collection (McMillan, 1992: 35).

The second relates to the research design. Most of the previous research was looking for the size of the students’ vocabulary knowledge and the level of their morphological awareness,and they used many kinds of statistical procedures in their research. They devided their sample into two sections and tried to compare both sections by independent sample t-test and also use one-way ANOVA to confirm the significance difference in the performance of the students

from those two sections. Due to that fact,their method became useless and not significant for the research questions.

However regarding to the previous studies, the researcher considers if this study is different from the previous studies have been mentioned. The differences between them are the subject of research, research location, circumstance, some of research instrument, the research method and this study will use two tests namely Pearson product moment and Multiple analysis regression linier . Although this study use the same instrument with the same level as Alsalamahs' study, but the method is different. In Alsalamahs' study, the participants were 89 students divided into two sections: section one (40 students) and section two (49 students). Due to that fact, an independent sample t-test must be conducted by her. While in this study, the researcher only use one section in one class. The researcher also use a mixed methods which is involved the collection or analysis of both quantitative and qualitative data. It is because the researcher also use a questionnaire to support the quantitative data.

There are three steps in this study, first, giving a questionnaire by the researcher to find out background information about the participating students. Second, giving the two kinds of test, then the results is calculated by the researcher. The next is performing Pearson Product-Moment Correlations Tests in knowing the correlations between student's morphological awareness and their English vocabulary knowledge and the researcher also is used the multiple linier regression analysis to predict the influenced of exchanging score in dependent variable, if an independent variable score is exchanged.

3. Research Methods

3.1. Participants

The participants in this study were in the sixth semester students of UNW Mataram in academic 2014/2015. There were 30 students and only in one class. Therefore the researcher took all as the participants.

3.2. Data of the Research

The data are the results of the questionnaire, the results of Vocabulary Level Test (VLT) adapted from Nation & Beglar (2007) and the results of Morphological Awareness Test that consist of Morpheme Identification Test and Morphological Structure Test adapted from McBride-Chang, et al. (2005).

3.3. Technique of Data Collections & Instruments

A letter asking for permission to conduct the study along with copies of the two tests are submitted to the dean of English faculty in UNW Mataram.

And the researcher will give three test instruments to the participants:

1. The questionnaire is on designing to investigate background information about the participating students, it consists of four questions (Alsalamah, 2011), (see Appendix 1, 79).
2. The shorter version of the Vocabulary Size Test (Nation & Beglar, 2007), it consists of 14 levels and 70 multiple choices (see Appendix 2).
3. The Morphological Awareness Test consists of two parts: the Morphological Structure Test (see Appendix 3) and the Morpheme Identification Test (McBride-Chang, Wagner, et al, 2005) (see Appendix 4).

A questionnaire is included to find out background information about the participating students (see Appendix 1).The students were asked about their reason for choosing the teacher's college (UNW Mataram), their plans after graduation, how they had learned vocabulary, and how they continued to increase their vocabulary size. The questionnaire could supports the test results obtained.

On the Vocabulary Size Test, each word appears in the context of a sentence. Students choose the correct definition from four choices. Students have to have a fairly developed idea of the meaning of the word because the correct answer and the distracters usually share elements of meaning (Nation & Beglar, 2007).

Table 3.1: Vocabulary Sizes of Various Kinds of Texts.

Vocabulary sizes needed to get 98% coverage (including proper nouns) of various kinds of texts.

Texts	**98% Coverage**	**Proper Nouns**
Novels	9,000 word families	1-2%
Newspapers	8,000 word families	5-6%
Children's movies	6,000 word families	1.5%
Spoken English	7,000 word families	1.3%

The goal of around 8,000 word families is an important one for learners who wish to deal with a range of unsimplified spoken and written texts. It is thus helpful to know how close learners are to this critical goal.

Initial studies using the test indicate that undergraduate non-native speakers of non-European backgrounds successfully copying with study at an English speaking university have a vocabulary size around 5,000-6,000 word families. Non-native speaking PhD students have around a 9,000 word vocabulary.

To work out what learners should be doing to increase their vocabulary size, we need to relate the vocabulary size score to the three main frequency levels of high-frequency, mid-frequency, and low-frequency words.

Table 3.2: Vocabulary Size Score to the Three Main Frequency Levels

Level	**1000 Word Family Lists**	**Learning Procedures**
High-frequency	1000-2000	Reading graded readers Deliberate teaching & learning
Mid-frequency	3000-9000	Reading mid-frequency readers Deliberate learning
Low-frequency	10,000 on	Wide reading Specialised study of a subject area

3.4. The Morphological Awareness Test

Part one: Morphological Structure Test

The test measures student's ability to produce new words using different morphemes. For example, many morphemes can be attached to the word *enjoy*, such as *enjoyable, enjoys, and enjoying*. The original test was created by McBride-Chang, et al (2005) to measure the morphological awareness of children in kindergarten and second grade.

In order to measure the morphological awareness of the adult participants in this study, a modified version of the Morphological Structure Test is used. The modifications is made by this researcher to make the test more appropriate for the age group of the participants. The original test consists of 20 scenarios, which are orally presented in two to four sentence stories. Then, children were asked to produce words for the objects or concepts presented by each scenario. For example, in one scenario, a teacher states, *"Early in the morning, we can see the sun coming up. This is called a sunrise. At night, we might also see the moon coming up. What could we call this?"*. The correct [response for this item is *moonrise*. Fourteen of the stories required responses involving morpheme compounding, while the remaining six items involved syntactic manipulation (McBride-Chang, et al, 2005).

Part two: Morpheme Identification Test

The Morpheme Identification Test is designed to measure the students' ability to analyze and break down complex words into smaller meaningful parts. The original test consisted of 13 test items. For each item, the researcher orally

labeled two different pictures for the child and then the researcher provided a word or phrase containing the target morpheme for the child. Children were asked to choose from the two pictures the one that best corresponded to the meaning of that morpheme. For example, from two pictures, one showing *thecolor blue* and the other *he blew out some air*, the child was asked to select the one that contained the meaning of the morpheme *blue* in *blueberries*.

4. The Finding and Analysis

4.1. Results on the Questionnaire

The questionnaire is designed to investigate background information about the participating students. The questionnaire consisted of four questions: reasons for choosing the Faculty of Teacher and Education (FKIP UNW Mataram), post-graduation plans, methods used to learn vocabulary, and ways of increasing vocabulary. In the first question, the students were asked about the reason for choosing the Faculty of Teacher and Education (FKIP UNW Mataram). The reasons for chosing the Faculty of Teacher and Education (FKIP UNW Mataram) are shown in the Table 4.1 below.

Table 4.1 Reasons for Choosing the Teacher and Education (FKIP UNW Mataram)

Choosing the Teacher and Education	Frequency	Percentage
My interests	21	70.00%
My parent's desire	4	13.33%

My grades	2	6.66%
Advice from friends	3	10.0%
Total	30	100%

Table 4.1 shows that the vast majority (nearly 70%) of the students chose the Faculty of Teacher and Education (FKIP UNW Mataram) based on their own interest. Only a small minority of students (about 6.66%) chose the faculty based on their grades in high school and (about 10.0%) because of their friend's advice. The rest of the students enrolled in the college based on their parent's desire.

The second question in the questionnaire concerned the student's future plans. They were asked about their plans after graduating from the college.

Table 4.2 Post-Graduation Plans

Post-Graduation Plans	Frequency	Percentage
Continue to higher education	16	53.33%
Get a job in education field	6	20.00%
Get a job in another field	8	26.66%
Stay at home	0	0.00%
Total	30	100%

Table 4.2 shows that 16 students (around 53%) were planning to continue in higher education. The percentage of the students who were planning to get a job in the education field was nearly 20% while around 26% were planning to get a job in another field.

The third question concerned the methods students use to learn new vocabulary in English on their own.

Table 4.3 Methods Used to Learn Vocabulary

Methods Used to Learn Vocabulary	Frequency	Percentage
Memorization and repetation	12	40.00%
Daily practice	5	16.66%
Speaking with native speakers	1	3.33%
All	12	40.00%
Total	30	100%

Table 4.3 indicates that 12 students (about 40%) depend on memorization and repetition. Some students (about 16%) learn new vocabulary by daily practice with their families and friends by engaging in conversations in English. The percentage of students who learn new vocabulary by talking to native speakers of English was almost 3.33%.

A rather high percentage (nearly 40%) of the students use all the methods mentioned earlier. One reason for the low percentages for strategies two and three may be the lack of confidence for using the English language . Although in the same department, The students prefer to speak each other in national language and local vernacular. this situation also happened when they speak to native speakers. it is because the lack of their confidence and also to avoid the embarrassment of making mistakes in English. The fourth question concerned the ways students increase their vocabulary size in English.

Table 4.4 Ways of Increasing Vocabulary

Ways of Increasing Vocabulary	Frequency	Percentage
Attending classes only	6	20.00%
Reading extra materials	1	3.33%
Watching TV and movies	11	36.66%
Learning from internet	12	40.00%
Total	30	100%

Table 4.4 indicates that a lowest percentage of the students (around 3%) depended on reading extra materials only to increase their vocabulary size. The majority of the students (40%) learn from internet as a way of increasing their vocabulary size. A little difference with the fourth, 11 students (around 36%) watched TV and movies to acquire new vocabulary. The percentage of the students who attend the class only was almost 20%. These results show that most of the students preferred learning from internet to increase their vocabulary level. This method will assist the students to pick up new words and phrases and improve their passive English vocabulary, but not necessarily active vocabulary.

4.2. Results on the Vocabulary Size Test

The Vocabulary Size Test was administered to 30 students. The test consists of fourteen levels in which each level consists of five items, making the total number of items 70 and the total possible score 70 points. The scores at each level were analyzed and summed across levels. Using descriptive statistic, the mean or the arithmetic average of all scores is (31.6).

Table 4.2 shows the raw scores and percentages of the Vocabulary Size Test at each frequency level. These levels represent the knowledge of 14 frequency levels of 1,000 word-families each in the English language. The possible score for each level is five points. To calculate the scores for each section at every level, the scores of the total number of students at that level were summed up. For example, at the first level, the total points of students was 112 points out of 150 (30 x 5 = 150).

Table 4.2. Frequency Scores and Percentages on the Vocabulary Size Test

Level	Frequency scores N=30	Percentage
1	112	74.66%
2	79	52.66%
3	72	48.00%
4	87	58.00%
5	75	50.00%
6	67	44.66%
7	53	35.33%
8	81	54.00%
9	70	46.66%
10	55	36.66%
11	21	14.00%

12	50	33.33%
13	70	46.66%
14	56	37.33%

Table 4.2. shows that the students obtained the highest score in the first level (74.66%). This is to be expected because the first 1,000 words are those that are most commonly used in English. Then the scores started to decrease. At the second level the students had about 52.66% correct answers. Although the scores were up and down in the next level, but the scores continued to decrease generally until they decreased at the 11^{th} level, where students had 14.00%. And although the scores increase again in the remaining levels, but the numbers were only rising slightly. However, the scores generally decreased. Table 4.2. presents the percentage of correct answers at each level.

4.3. Results on the Morphological Awareness Test

The Morphological Awareness Test assesses the degree of English morphological awareness possessed by the participants in the study. In the morphological structure test, the students were asked to produce new words involving morpheme compounding presented by frame sentences. The mean scores refer to the average number of correct scores by the students out of a total of 10 points. While in the morpheme identification test, the students were asked to analyze ten morphologically complex words and give the meaning of the different morphemes forming the words. The mean scores refer to the average points earned by the students out of 30 points. As the table shows, morpheme

identification test performed better on this test. Descriptive statistics for the Morphological Awareness Test are reported in the Table 4.3.

Table 4.3. Descriptive Statistics on the Morphological Awareness Test

Morphological awareness test	N	Mean
Morphological structure test	30	4.37
Morpheme identification test	30	14.30

The data in Table 4.3 shows; referring to the result of the mean scores, the students performance better in morpheme identification test than in morphological structure test. It means that the students have the ability to analyze the morphologically complex words and give the meaning of the different morphemes forming the words.

4.4. Results on the First Research Question

To answer the first research question, what is the English vocabulary size of sixth semester students in FKIP UNW Mataram, it was necessary to estimate total vocabulary size. The following calculations were made. Because there are five items sampled at each 1,000 word-family level, each item in the test is representative of the knowledge of 200 word-families. The student' score was multiplied by 200 to estimate the student's vocabulary size. in order to answer the first research question, what is the English vocabulary knowledge of sixth semester students in FKIP UNW Mataram?, descriptive statistics was used. The mean of all student's scores were calculated using microsoft excel programs. Then the mean that was found was multiplied by 200 to estimate total vocabulary size

of sixth semester students in FKIP UNW Mataram. In this research, the students' mean score is 31.6 This mean score was multiplied by 200. The vocabulary size of the students is thus estimated to be 6,320 word-families. And it means that the students are in 6,000 word-families level.

4.5. Results for the Second Research Question

In order to answer the second research question, what is the level of morphological awareness in English that sixth semester students in UNW Mataram possess?, the scores from the Morphological Structure Test and the Morpheme Identification Test were calculated and analyzed. For the Morphological Structure Test, the mean is 4.37. For the Morpheme Identification Test, the mean is 14.30. Based on the result of the mean score, it suggest that the morpheme identification test performed better than morphological structure test. Then, from the mean result, the percentages of the students' scores in two kinds of the Morphological Awareness Test were calculated. The students had a percentage of 43.7% in the Morphological Structure Test. In the Morpheme Identification Test, the students had 47.7%. From the results above, the morphological structure test of the students was limit while the morpheme identification test of the students was good.

4.6. Results for the Third Research Question

The researcher in this study have used two tests to answer the third research question concerning the possible relationship between morphological awareness and vocabulary size of EFL students in UNW Mataram, Pearson product-moment correlation tests and multiple linier regression analysis are performed.

4.6.1. Pearson Product-Moment Correlation Tests

In order to answer the third question presented in this study, is there a relationship between morphological awareness in English and the English vocabulary size of sixth semester students in FKIP UNW Mataram?, scores on the Vocabulary Size Test were correlated with scores on the Morphological Structure Test and scores on the Morpheme Identification Test. For the correlations, Pearson product-moment correlations were performed.

Table 4.6 Correlations between Scores on the Vocabulary Size Test, the Morphological Structure Test, and the Morpheme Identification Test

VST and MST & MIT		Vocabulary Size Test	Morphological Structure Test	Morpheme Identification Test
Vocabulary Size Test	Pearson correlation	1	0.34	0.599
	N	30	30	30

The data in Table 4.6. Showed that there was acorrelation between the Vocabulary Size Test and Morphological Structure Test (r = 0.34). Moreover, there was also a correlation between the Vocabulary Size Test and the Morpheme Identification Test (r = 0.599). As we remembered that, the value of r will always be between 0 and 1. This means that there was a relationship between vocabulary size and morphological awareness. Moreover, the results of the significance correlation between the vocabulary level test and morphological awareness test were showed in Table 4.9 below:

Table. 4.7. The Significance Correlation Results between the Vocabulary Level Test (VLT) and the Morphological Awareness Test

VLT & MAT	*r* (Pearson)	Math symbols	Sig. value (*r* table)	The results
VLT & MST	0.34	<	0.374	No significance
VLT & MIT	0.599	>	0.374	Significance

Table 4.7. Showed that between the Vocabulary Level Test (VLT) and the Morphological Structure Test (MST), there was no significance found. Moreover, for the Vocabulary Level Test (VLT) and the Morpheme Identification Test (MIT), there was a significance found. It based on *r* table (Probability significance/p. sig) stated that the observed value of *r* must be *greater than or equal to* the value in the intersection of the column and line (see appendix 5, p. 109).

Based on two tables above, the researcher concluded that between the Vocabulary Level Test and the Morphological Structure Test there was a relationship found, but not significance according to the *r* table of Pearson product-moment correlation. Thence, between the Vocabulary Level Test and the Morpheme Identification Test there was a relationship found, and it was significance according to the *r* table of Pearson product-moment correlation. The correlations between the Vocabulary Size Test and the Morphological Structure Test and between the Vocabulary Size Test and Morpheme Identification Test

showed that there was a relationship between the student' morphological awareness and English vocabulary size.

4.6.2. Multiple Linier Regression Analysis

In orderhand to answer the third question presented in this study, is there a relationship between morphological awareness in English and the English vocabulary size of sixth semester students in FKIP UNW Mataram?, scores on the Vocabulary Size Test were correlated with scores on the Morphological Structure Test and scores on the Morpheme Identification Test. For the prediction, multiple linier regression analysis were performed.

Table 4.8. ANOVA between Scores on the Vocabulary Size Test, the Morphological Structure Test, and the Morpheme Identification Test

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	**Regression**	**1742.253**	**2**	**871.126**	**8.409**	**.001[a]**
	Residual	**2796.947**	**27**	**103.591**		
	Total	**4539.200**	**29**			

a. Predictors: (Constant), MIT, MST

b. . Dependent Variable: VST

Table. 4.8. Showed the ANOVA is used to identify the multiple regressions statistically are significance, with F statistic test: 8.409 and free degree k: 2 and n-k-1: 27. Score p-value 0.001 smaller than α: 0.05.

Table 4.9. The Similarity of Regression Results between the Vocabulary Level Test (VLT) and the Morphological Awareness Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Co linearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1(Constant)	8.081	6.379		1.267	.216		
MST	1.244	1.199	.166	1.038	.309	.890	1.124
MIT	1.265	.372	.544	3.397	.002	.890	1.124

a. Dependent

Variable: VST

The table 4.9. Showed The similarities of multiple linier regressions for two variables are Morphological Awareness and Vocabulary Size is Y: 8.081 + 1.244 X_1 + 1.265X_2, its mean from the similarity of Vocabulary Size will rise if the ability of Morphological Structure Test and Morpheme Identification Test are improved.

5. Discussion.

The purpose of the questionnaire to know background information about the participating students, the researcher was used vocabulary size test to measure the

participants'' vocabulary size after the studying the English language for almost three years at collage level, the morphological awareness was used to know the conscious level of students and there is correlation and significant between morphological awareness and vocabulary size.

6. Conclusion of the Study

The researcher conclude if the correlation tests revealed that there was a relationship between the two variables, which is contrary to what previous studies have established.

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