

**THE CORRELATION BETWEEN MORPHOLOGICAL AWARENESS
AND VOCABULARY MASTERY OF FIFTH SEMESTER STUDENTS OF
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM UNISNU
JEPARA IN ACADEMIC YEAR OF 2020/2021**

**Submitted in partial fulfillment of the requirements for the degree of Sarjana
Pendidikan Bahasa Inggris (S.Pd)**

A THESIS



By

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MOTTO

DO GOOD RECEIVE GOOD

DEDICATION

I dedicate this thesis to :

- My self
- My beloved parents
- My beloved little brother
- My beloved grandfather
- My besties who always support me (fika, imelda, maunatun, umifitria)

ACKNOWLEDGMENT

At this happiest moment, I wish a prayer to God the Almighty who has blessed me during the writing of this thesis. I would like, furthermore, to express my sincere gratitude to:

1. Dr. Sa'dullah Assa'idi, M.Ag., The Rector of Islamic University of Nahdlatul Ulama Jepara, who gave permission to me to conduct this study.
2. Drs. H. Mahalli, M.Pd., The Dean of Faculty of Tarbiyah And Educational Sciences of Islamic University of Nahdlatul Ulama Jepara, who gave permission to me to conduct this research.
3. Nina Sofiana, M.Pd. , my advisor, for her continuous and valuable guidance, advice and encouragement in completing this thesis.
4. All lecturers at the English Study Program of Faculty of Tarbiyah And Educational Sciences of Islamic University of Nahdlatul Ulama Jepara, who have taught, motivated, and given guidance during the writing of this thesis.
5. The librarians of The Central Library of Islamic University of Nahdlatul Ulama Jepara for their permission for me to use some valuable references in writing this thesis.
6. The last but not the least, my family who have supported me for my research.

Finally, I do realize that due to my limpited ability this thesis must have shortcoming. For this I welcome any suggestions and criticisms.

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ABSTRACT

Title : The Correlation Between Morphological Awareness And Vocabulary Mastery of Fifth Semester of English Language Education Program Study UNISNU Jepara in Academic Year 2020/2021

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Keywords : Morphological awareness, Vocabulary mastery, Vocabulary learning strategy.

This thesis is entitled “The Correlation Between Morphological Awareness And Vocabulary Mastery of Fifth Semester of English Language Education Program Study UNISNU Jepara in Academic Year 2020/2021”. The aim of this research is to investigate the correlation between morphological awareness and vocabulary mastery of fifth semester of English Language Education study program UNISNU Jepara in academic year 2020/2021. The researcher used quantitative research and correlation study as the research design. The instruments were Morphological awareness test and vocabulary level test. The respondents of this research were 47 students of English Language Education of UNISNU Jepara in academic year 2020/2021. The result of calculation showed that coefficient correlation was higher than the critical value of r table in significant level 1 % ($0,88 > 0,331$). The result indicates that the correlation is high. Therefore, it can be concluded that there is correlation between morphological awareness and vocabulary mastery. It implied that morphological awareness can be applied as learning strategy of increasing students' vocabulary mastery.