

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is International language that taught in Indonesia from elementary school until university. The goal of learning English is not only understand the language but also can use either spoken or written. There are four skill in English such us listening, speaking, reading and writing. Among those four skill, vocabulary is central of mastering English because without vocabulary the learners cannot understand and cannot share the idea in English. A central aspect of language that affects L2 fluency is vocabulary (Jornlin, 2015). Vocabulary is one of indicator how well learners' language perform in listning, speaking, writing, and reading skill.

According to Laufer and Nation (1999) vocabulary provides the enabling knowledge, which is required to be succesful in other areas of language proficiency. Learning vocabulary will be a goal that is far beyond the capability of language learners and even the native speakers of English. Levin (1992) state that one of biggest obstacles that the students of English as Foreign Language (EFL) face is the lack of adequate vocabulary (Apel,2014). Vocabulary is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.Underscoring the importance of vocabulary

acquisition, Schmitt (2000:23) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.

Ellis (1997:56) argues that vocabulary knowledge is a predictor of learners' discourse comprehension, which allows grammatical rules to be patterned in the learners' mind. A good vocabulary is required good command over any language in the world. The English language is no exception, with its large vocabulary size and diverse grammatical rules. Heidari et al. (2012:87) states that vocabulary is the core of language and the cornerstone of language learning. Through comprehending foreign words, students will understand the meaning of the words. Therefore, comprehension of the meaning of words can help students understand the materials and the reading texts.

Based on the researcher's experience there were many students have limited vocabulary and they have difficulty to arrange sentences correctly. The students can not understand what teacher said and they can not express their own ideas. Students should be exposed to unfamiliar new words in order to acquire vocabulary (both specialized terminology and general vocabulary). However, many students do not prefer this approach since it leaves them with only partial comprehension of the texts. Furthermore, it is difficult to apply four English skills and the students' understanding of the meaning is limited. Considering the importance of vocabulary then the students need to know a learning strategy that can enrich their vocabulary. They can use some vocabulary strategy to enrich their vocabulary mastery. These strategies are

consciously or unconsciously learn techniques for processing information order to enhance learning , comprehension and retention (O'Malley and Chamot, 1990 :234).

Understanding how word formed is key compenent to being able learn new vocabulary. In addition, with improving vocabulary mastery , learners shouold to able to again insighy inti morhological structure and processes revalent in English (Adam,2018:15) . According to Alqahtani (2015) vocabulary mastery still need to be connected more in order for a better vocabulary mastery and improvement for languange learners. Without ignoring the method and strategies used in teaching and learning vocabulary, it should be worth viewing either might be connected to the vocabulary mastery. One of the aspect could be viewed is morphological awareness as vocabulary learning strategy.

Morphological awareness refers to the awareness of morphemic structure of words and the ability to reflect on and manipulate that structure (Carlisle, 1995:126). Morphology means talking about word and their anatomy.Morphology examines how word are created,structured and changed. According to Farsi (2008), morphological analysis is the learners' ability to learn morphemes and morphemic boundaries by disassembling complex word into meaningful parts and reassembling the meaningful parts into new meanings. Morphological awareness refers to awareness of acces to the meaning and structure of morpheme that are related to the word. Knowledge of inflectional morphology focuses primarily on indicating grammatical

changes in words. With the morphological knowledge, learners can perceive spelling and phonological irregularities (Kuo and Anderson 2006:67).

The students are assumed to be able to develop their vocabulary by having some basic knowledge of morphology. For example, a student can make a generalization of a morpheme of one word to other words in order to form or recognize a new word they encounter. Without having 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. There are many students who could not make the word generalization from the same morpheme to learn a new word. For example, when they find the word which has suffix *-er* to mean the person or the thing that does the action, as in 'worker', the students could not generalize it in other words that have the same suffix as in 'player'

Morphological awareness means the awareness of the access to the meaning and structure of morphemes in relation to words. The more the students are aware of these aspects, the better their improvement in their vocabulary mastery. A few studies have examined the role of morphological awareness in EFL vocabulary mastery. The studies concluded that vocabulary mastery has a relation to their morphological awareness.

Related to the explanation above, the researcher also found the problem about vocabulary mastery of fifth semester of English Education Program study at Islamic University of Nahdlatul Ulama Jepara. The students have limited vocabulary. They have difficulty to use appropriate words on their

sentences either in speaking or writing. As a result, the students can not express their idea and do not understand what their teacher said. Based on the previous study, the researcher interests in writing correlation study between morphological awareness and vocabulary mastery. The researcher conducts the research at fifth semester students of English Education study program UNISNU Jepara as the English as Foreign Language (EFL) students. In addition, they also had known about morphology that they had learned in Linguistic course at fourth semester. From knowledge that they had learned, the researcher wants to know how far their vocabulary mastery and morphological awareness. Based on that condition, therefore the researcher conducted the research entitled **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.**

1.2.Statement of the problem

Based on the background of the study, the present study aims in answering the following question “How is the correlation between morphological awareness and vocabulary mastery of fifth semester students of English Language Education Study Program Unisnu Jepara in the academic year of 2020/2021? ”

1.3.Objective of the study

This study mainly aims to investigate the correlation between morphological awareness and vocabulary mastery of fifth semester students of English Language Education study program Unisnu Jepara in the academic year of 2020/2021.

1.4.Significance(s) of the study

1. Theoretically

The significance of this research is considering the correlation between morphological awareness and vocabulary mastery and to solve the problem experienced by English learners in learning vocabulary by using morphological awareness as the learning strategy.

2. Pratically

- a. For students, this research may provide motivation for students to increase their vocabulary by morphological awareness so they can perform language skill well.
- b. For teacher, as a guide in selecting appropriate strategies in learning especially in learning the English language so as to eliminate the problems that arise in the learning process especially in teaching vocabulary in the classroom.
- c. For researcher, it is expected to add insight and knowledge of strategies to improve vocabulary mastery by morphological awareness that can be learned in school

- d. For school, this research is expected to contribute an idea to use innovative instructional strategies, creative and provide maximum.

