

CHAPTER V.

CONCLUSION AND SUGGESTION

5.1. Conclusion

This research was a correlation study. The aim of this research was 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 conclusion were based on the previous chapter about the data analysis :

The mean of students' morphological awareness was categorized as enough with the mean of the data was 62,87. There were 14 students got the score the range of 56-72. Besides , for the vocabulary level test mostly students were categorized as enough with mean of the data was 65,21. There were 14 students got the score the range of 46-65. Based on the calculation using Pearson product moment's formula, it has confirmed that there was high correlation between students' morphological awareness and vocabulary mastery of English Language Education study program UNISNU Jepara in academic year of 2020/2021. It showed that $r_{xy} = 0,88$, it meant that the correlation was high. The researcher concluded that an awareness of morphology benefit the development of children's vocabulary.

Thus, for the students, knowledge of English morphology makes a significant contribution to the vocabulary size. Students that have high morphological awareness got the better score in vocabulary score.

Based on the calculation of hypothesis, it was found that $t_{\text{count}} > t_{\text{table}}$, with the degree of significances 5 % and 1 %. Degree of significance 5 % = $t_{\text{count}} < t_{\text{table}} = 1,679 < 12,261$ and degree of significances 1 % = $t_{\text{count}} < t_{\text{table}} = 2,414 < 12,261$. It meant H_A was accepted H_0 was rejected. The conclusion was there is correlation between morphological awareness and vocabulary mastery of fifth semester English Language Education study program UNISNU Jepara in academic year of 2020/2021.

5.2. Suggestion

This result of research was there is correlation between morphological awareness and vocabulary mastery, it indicated that morphological awareness take the contribution to vocabulary mastery. The students should recognized the morphological awareness as learning strategy that they can apply their morphological knowledge when they faced with new vocabulary that maybe had the possibilty of morphological analysis. Finally, the significat correlation of morphological awareness to vocabulary mastery may suggest the need to apply this strategy for English vocabulary learning for the students. Therefore, the concept of morphological awareness as vocabulary learning strategy is necessary for inclusion in the curriculum.

The result of this research might not represent all college students , the performance score obtained by students may have been different if the participant were chosen from other university. There were also weakness o thisresearch that should be looked at for future research. The main problem was the apperance of the tests of this research. The tests were modiflicated by researcher from the original to adjust with level for college students. The result could be very different depend of the type of test that researcher use to measure the morphological and vocabulary mastery . For the future research, it should be focused on controlling for previous vocabulary knowledge, ensurng the tets result were based on morphological analysis rather than the ability to memorize vocabulary. In addition, it was necessary to focus on the components of the morphological awareness test more systematically into root word, inflected word, derived word, literal compounds and idioms. This separations would show whethet participants an perform equay for each part and the modification hopefully could get the better result.