

A STUDY OF STUDENTS' MORPHOLOGICAL AWARENESS IN READING COMPREHENSION

THESIS
Submitted by:

Muhammad
NIM. 180203116

Student of the English Language Education Department



**Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
2023 M/1444 H**

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Ar-Raniry Banda Aceh

in Partial Fulfillment of the Requirements for

The Bachelor Degree of Education in English Language Teaching

By:

Muhammad

NIM 180203116

Student of English Language Education Department

Faculty of Tarbiyah and Teacher Training

Approved by:

Main Supervisor,

Dr. Phil. Saiful Akmal, M.A.

Date: 06/07/2023

Co-Supervisor,

Rahmi Fhonna, M.A.

Date: 06/07/2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Tuesday, 18 July 2023
29 Zulhijah, 1444 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,

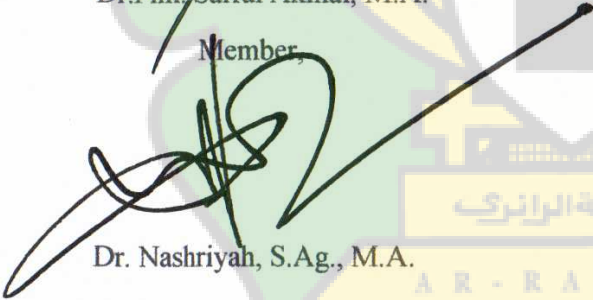
Secretary,



Dr.Phil. Saiful Akmal, M.A.


Rahmi Fhonna, M.A.

Member,

Member,


Dr. Nashriyah, S.Ag., M.A.


Rita Hermida, S.Pd.I., M.Pd.

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Mubal, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003

DECLARATION OF ORIGINALITY

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini:

Nama : Muhammad

NIM : 180203116

Tempat/Tanggal lahir : Kota Bakti, 24 Januari 2000

Alamat : Jl. Lam Ara 3 Desa Rukoh, Kecamatan Syiah
Kuala, Banda Aceh (23113)

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**A STUDY OF STUDENTS' MORPHOLOGICAL AWARENESS IN
READING COMPREHENSION** adalah benar merupakan karya saya, **kecuali
semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat
kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung
jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 Juli 2023

Author



Muhammad

ACKNOWLEDGEMENT

I profoundly appreciate Allah, the Almighty, for providing me with the mercy, blessings, opportunities, health and affection needed to successfully complete this undergraduate thesis. This undergraduate thesis has been submitted in order to complete the prerequisites for an undergraduate degree at the English Education Department of the Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh.

I received a lot of encouragement, inspiration, and guidance while writing this thesis. My deepest appreciation and reverence deserve to be extended to these people. First and foremost, I am forever thankful to my beloved parents, especially to my mother, Cut Sapiyah Yusuf, S.Pd, for her endless love, prayers, and support, and to my father, Drs. ABD Azis, for his encouragement and financial support along the way and for never failing to remind me to keep going and never give up.

My heartfelt gratitude also goes to the English Education Department's head, Syarifah Dahliana, M.Ag., M.Ed., Ph. D. Additionally, without the help, assistance, understanding, and patience of my first and second advisors, Mr. Dr. phil. Saiful Akmal, M.A., and Mrs. Rahmi Fhonna, MA, for their supervision, counsel, and guidance from the beginning to the end of this research as well as for providing me with extraordinary experiences over the past few months, I could have never been able to complete this thesis. They both patiently assisted me while I worked to complete my undergraduate thesis. Their advice, direction, correction, and support were crucial in helping me finish this thesis.

I sincerely thank each and every research participant (Mrs. Syarifah Khaira and the students from MAN 2 Banda Aceh) who gave their consent for me to gather data and helped me complete the study on schedule by providing me with their information. Without your help, I was unable to finish this study. My thanks also extends to my dear sisters and brothers, who are always ready to uplift me and offer me speeches both vocally and digitally for every piece of advice in any format, particularly for the criticism and direction that rescue me from my carelessness and who persistently inquire about the progress of my study. Despite the fact that it makes me more annoyed, it also motivates me to work with regard to finishing my studies as promptly as possible, and I am happy to have them at my side.

I'm also appreciative of my best friends' encouragement and the support of my team, who keep me inspired. I'm grateful to Safwan Safrul, Wais Al-Qarni, Muharral, and among others. You guys are always willing to listen to whatever problems I have, especially when I had to restart and modify this thesis several times. Your insights never get old for me and provide me new perspectives on my issue. The partners in Pesantren Sulaimaniyah Aceh, TPA Al-Ishlahiyah, FOKUSGAMPI, EDSA, Ihzari Grub, and Rhoma Club are also deserving of my gratitude. I'm encouraged by them all to complete this paper as soon as I can.

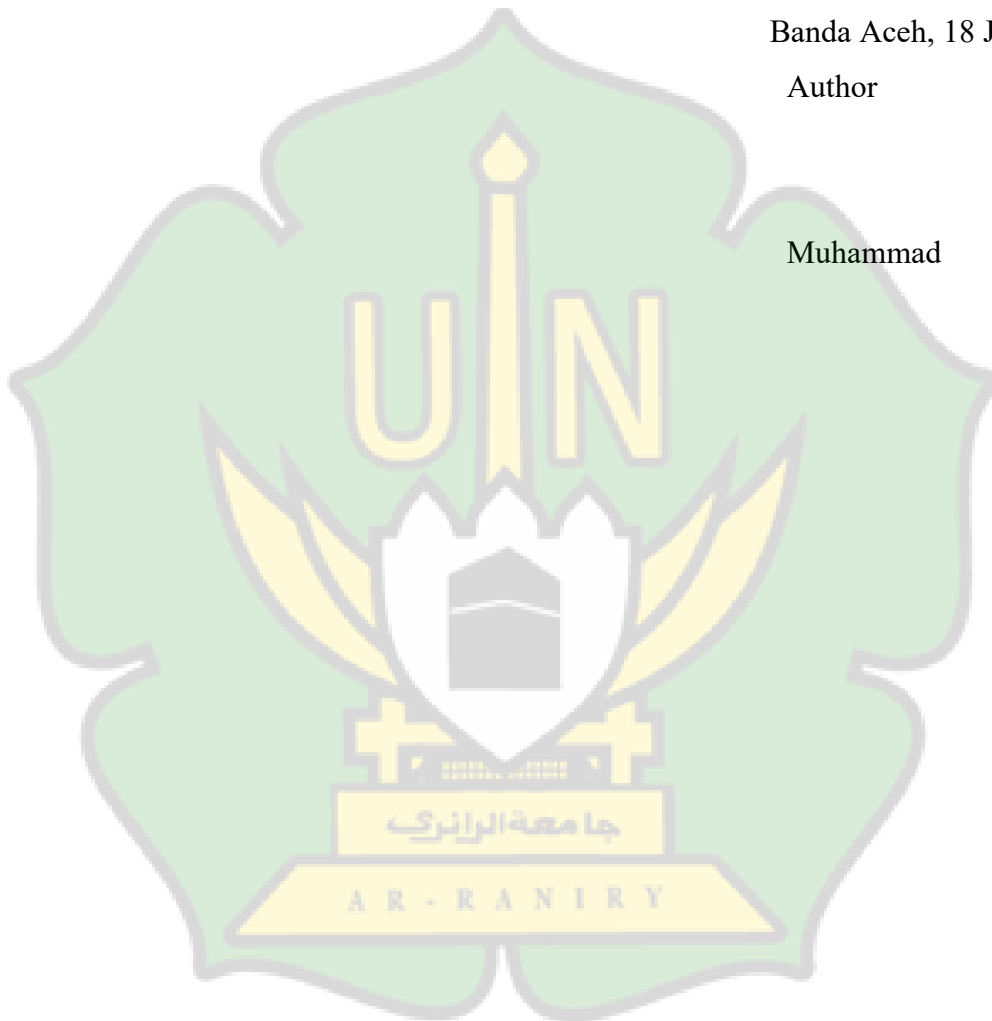
I would like to express my deepest gratitude to my teacher Abi-Abi (Ustazd) from Sulaimaniyah Centre, who taught me deen, philosophy, and academic insights towards my decision and plan in every aspect of my life, especially in syaria issues.

In closing, I want to thank everyone who was crucial to the realisation of this undergraduate thesis but who I am unable to name individually at this time. You guys are always right here in my heart, nevertheless. This undergraduate thesis is not flawless; therefore, suggestions and criticism are welcome.

Banda Aceh, 18 Juli 2023

Author

Muhammad



ABSTRACT

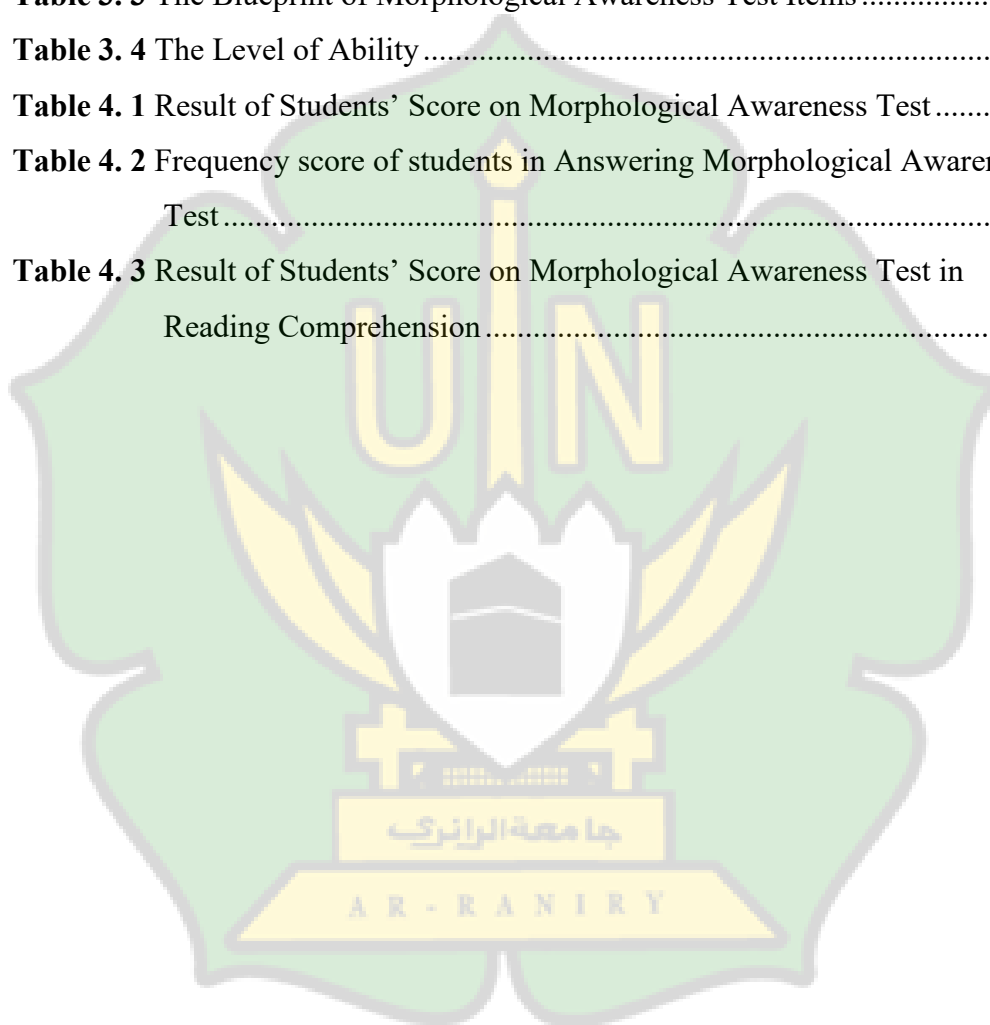
Name : Muhammad
Reg. No : 180203116
Faculty : Education and Teacher Training Faculty
Major : English Language Education Department
Thesis Working Title : A Study of Students' Morphological Awareness in Reading Comprehension
Main Supervisor : Dr.phil. Saiful Akmal, M.A.
Co-Supervisor : Mrs. Rahmi Fhonna, M.A.
Keywords : Morphological Awareness, Reading Comprehension, Descriptive Text

This research aims to investigate the students' morphological awareness in reading comprehension in the tenth-grade language class at MAN 2 Banda Aceh. The study employed a descriptive quantitative method and utilized quota sampling to select a sample of 34 students. Data were collected through two tests: a morphological awareness test consisting of 25 questions, and a morphological awareness in reading comprehension test that analyzed words by separating them into morphemes based on descriptive text. The data were analyzed using SPSS 25.0. The findings indicate that the students' morphological awareness at MAN 2 Banda Aceh was categorized as excellent, with a mean score of 85.52 in the morphological awareness test and a mean score of 82.58 in the morphological awareness in reading comprehension test. These results suggest a strong understanding and application of morphological concepts among the students. In conclusion, the students' morphological awareness at MAN 2 Banda Aceh is categorized as excellent. The implications of this research highlight the importance of further enhancing students' morphological awareness and its integration into reading comprehension instruction. Future studies can explore additional strategies to support and promote effective morphological instruction in various educational contexts.

TABLE OF CONTENTS	
DECLARATION OF ORIGINALITY	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
A. Background of The Study	1
B. Research Question	9
C. Research Aim	9
D. The Significance of The Study	10
E. Research Terminologies	10
CHAPTER II LITERATURE REVIEW	12
A. Morphology	12
B. Morphological Awareness	24
C. Measuring Morphological Awareness	25
D. Reading Comprehension	27
E. Descriptive Text	33
F. The Role of Morphological Awareness in Reading Comprehension	36
CHAPTER III RESEARCH METHODOLOGY	39
A. Research Design	39
B. Population and Sample	39
C. Method of Data Collection	42
D. Data Analysis Techniques	44
CHAPTER IV RESEARCH FINDING AND DISCUSSION	47
A. Research Finding	47
B. Discussion	53
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	58
A. Conclusions	58
B. Recommendations	58
REFERENCES	61
APPENDICES	67

LIST OF TABLES

Table 2. 1 The Examples of Prefixes	15
Table 2. 2 The Examples of Suffixes	16
Table 3. 1 The Population of the Research	40
Table 3. 2 The Sample of the Research	41
Table 3. 3 The Blueprint of Morphological Awareness Test Items	43
Table 3. 4 The Level of Ability	45
Table 4. 1 Result of Students' Score on Morphological Awareness Test	47
Table 4. 2 Frequency score of students in Answering Morphological Awareness Test	49
Table 4. 3 Result of Students' Score on Morphological Awareness Test in Reading Comprehension	50



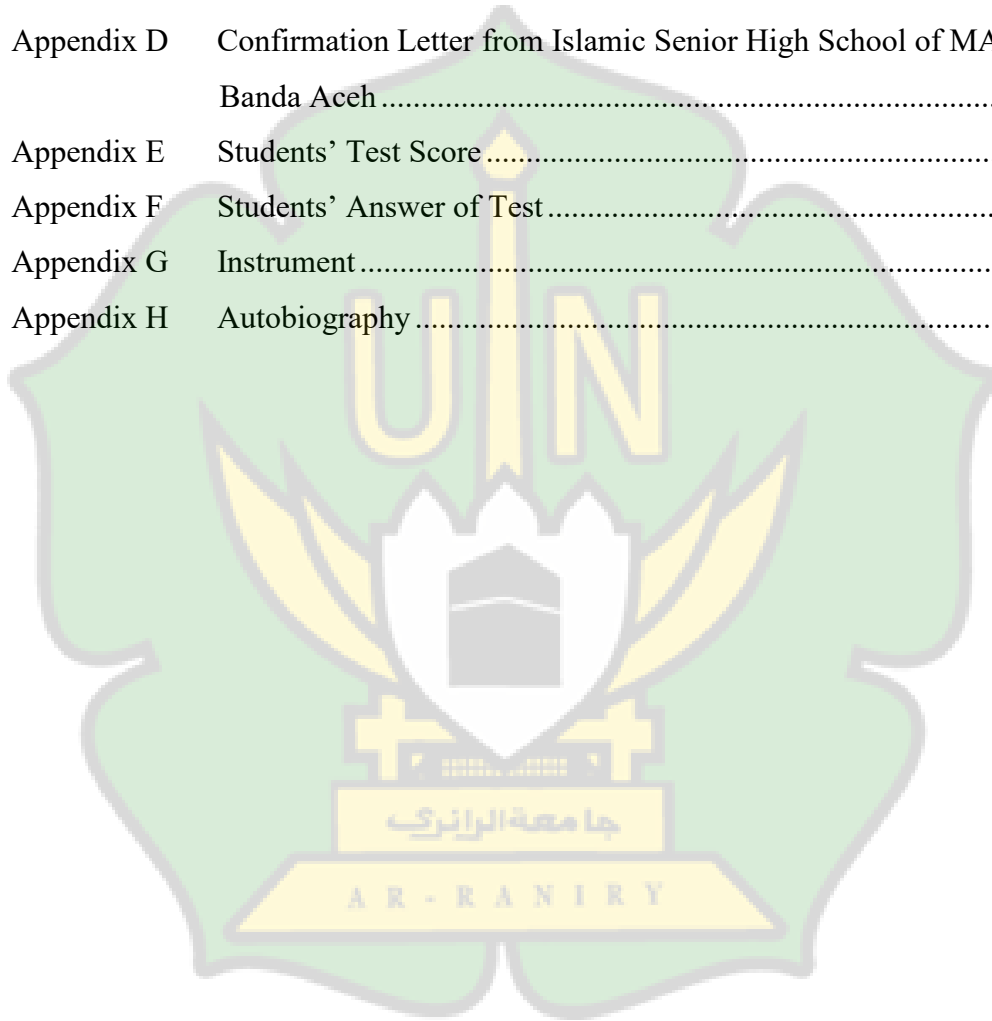
LIST OF FIGURES

- Figure 4. 1** Students' Level Distribution for Morphological Awareness Test 48
- Figure 4. 2** Students' Level Distribution for Morphological Awareness Test in
Reading Comprehension 51
- Figure 4. 3** Percentage of Students Score in Answering Morphological
Awareness Test in Reading Comprehension52



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisors	67
Appendix B	Recommendation Letter from the Faculty of Education and Teacher Training to Conduct Field Research	68
Appendix C	Recommendation Letter from the Ministry of Religious Affairs to Conduct Field Research	69
Appendix D	Confirmation Letter from Islamic Senior High School of MAN 2 Banda Aceh	70
Appendix E	Students' Test Score	71
Appendix F	Students' Answer of Test	74
Appendix G	Instrument	82
Appendix H	Autobiography	93



CHAPTER I

INTRODUCTION

A. Background of the Study

When reading a book and stating the meaning with morphemes, morphological awareness is crucial. You must consider the morphemes of words when reading sentences in texts. According to Chang et al. (2005), students are considered to exhibit morphological awareness when they are aware to comprehend the meaning of a word and its structure in other words. Finding the text's meaning and understanding it is crucial for understanding the primary idea of the text; these two reading process components are related. As a result, by processing unfamiliar lexical items from morphemes, readers could gain new meanings and improve their understanding (Kuo & Anderson, 2006).

The capacity to recognize and work with morphemes is another approach to defining morphological awareness. According to Carlisle (1995), students can examine morphemes by thinking of it as a strategy for acquiring additional vocabulary, which will improve them in properly comprehend the text. Then according to Nagy et al. (2003), morphological awareness plays an important role in enabling readers to read different words more correctly and fluently. It relates to the student's understanding of morphologically complex words as well as their ability to develop completely new word meanings. Morphological awareness also refers to the knowledge that prefixes and suffixes can be added to or removed from words to modify their meaning.

Morphological awareness means understanding how words can be divided into smaller meaning units, such as roots, prefixes, and suffixes (Ebbers, 2017). It has come to be seen as a significant element in their capacity to read and comprehend words.

Language acquisition, the process by which individuals learn and internalize a language, is deeply connected to morphological awareness. During language acquisition, children are exposed to their native language and gradually acquire its rules and structures. Morphological awareness plays a crucial role in this process as it helps learners understand the structure and meaning of words through recognizing morphemes—the smallest units of meaning in a language (Carlisle, 2003). As young language learners become adept at identifying common morphemes such as prefixes, suffixes, and root words, they can form new words, comprehend variations of word meanings, and better understand unfamiliar vocabulary encountered in texts (Nagy et al., 2006). For instance, in English, the word "unhappiness" can be broken down into three morphemes: "un-" (meaning not), "happy" (denoting the state), and "-ness" (indicating a noun form). Understanding these morphemes allows language learners to deduce the word's meaning and apply similar patterns to other words.

Morphological awareness not only facilitates vocabulary expansion but also significantly influences reading comprehension. Proficiency in identifying morphemes within words empowers students to decipher complex vocabulary in texts by breaking down unfamiliar words into recognizable

morphemic component, thereby enhancing reading comprehension (Ebberts, 2017; Zhang, Koda, & Zhou, 2020). Additionally, morphological awareness helps students understand word relationships and semantic connections, contributing to their vocabulary knowledge and overall comprehension skills (Apel & Henbest, 2016).

Above all, the student's ability for morphological awareness was still suffering from a lack, as seen by their performance in identifying and controlling the morpheme. According to Apel and Henbest (2016), students who struggle with morphological awareness may have difficulty identifying and controlling morphemes, which can impact their understanding of morphologically complex words and their ability to create new word meanings. Undoubtedly, according to the study conducted by Sipayung et al. (2021), the students showed a deficiency in morphological awareness, which is evident in their ability to identify and control morphemes. The lack of morphological awareness may have contributed to their difficulty in understanding morphologically complex terms and constructing new word meanings. Students are taught to divide complex words into morphemes through morphological awareness (e.g., unhappiness is un + happy + ness), to understand the meaning of roots, prefixes, and affixes (e.g., un- is a prefix that means not, happy is feeling or showing pleasure, and -ness is a suffix that turns adjectives into nouns), and to put the meaningful components back together to produce new meanings from different words (uneasiness, unfairness, uncertainty). Morphological analysis is the term for this

disassembling-reassembling process. The morphemes are divided into two types: bound morphemes and free morphemes (Zhang, Koda, & Zhou, 2020).

Reading is the act of seeking out and deriving meaning from a set of written symbols. When you read words, your eyes take in the written symbols (letters, punctuation, and spaces), and your brain converts them into sentences, phrases, and paragraphs that communicate something to the reader. Additionally, when the various skills that must be acquired and the number of levels are considered, reading is said as an incredible accomplishment (Graesser, 2007; Shang, 2010). Accordance to Grabe (2009), "reading is a strategic activity in that it requires a number of the abilities and activities on the reader's part to identify textual information, key information, try to organize and summarize information, verify comprehension, fix comprehension failures, and fit comprehension result to reader purposes." Reading instruction should be a priority if you want to assist students in becoming highly skilled or more strategic readers (Janzen & Stoller, 1998). Reading comprehension is the ability to understand what you are reading and what it means. There are many different types of reading texts, including narrative, descriptive, recount, report, and procedure texts.

Descriptive text is known as reading material that identifies the characteristics of an object. The majority of descriptive texts show or describe an image of a particular person, animal, thing, or setting. According to Gholami and Rahimian (2016), descriptive texts are written pieces of information that describe the features of a person, place, thing, or event. The

primary competence with descriptive texts is the student's ability to comprehend the contextual meaning related to social functions, structure, and linguistic aspects of the text. Additionally, this descriptive text's explanations and examples can aid students who are just beginning their educational path or who are still on it. Students should be able to use adjectives in their writing as part of the descriptive text's learning goals. The use of descriptive texts, along with explanations and examples, can support students in developing their language skills and understanding of the world around them (Sagala & Sinulingga, 2019). Words in descriptive texts that contain English morphemes include for example "The Acehnese girls are beautiful". The word of "beautiful", "ful" is part of what we called as a suffix.

Even if some students are reluctant to learn how to understand texts, reading comprehension is a crucial skill that all students should be able to acquire. Gallagher (2009) argued that reading comprehension is a critical skill that students need to acquire to succeed in all areas of life, and teachers must focus on developing students' comprehension skills rather than just teaching them to read. He also noted that students' lack of vocabulary is a significant barrier to their comprehension abilities and emphasized the importance of building students' word knowledge. Due to overcrowding in the classroom and the teachers' issue with some of them still not being focused on the learning process, students find it uncomfortable when the teacher teaches them in the English version. As a consequence, they kept requesting the teacher to explain the information in their own tongue. When a teacher asks students to explain a

word's meaning, they would only be intelligent enough to understand the meaning of the basic words, despite the fact that the word had been transformed into a morpheme. This is another problem caused by a lack of vocabulary.

In previous studies, the association between morphological awareness and reading comprehension was investigated. Prayuda (2021) wrote *An Analysis Of Students' morphological Awareness In Reading Comprehension At Man 1 Pekanbaru*. The purpose of the research is to investigate the students' morphological awareness in reading comprehension at the tenth grade especially science class of MAN 1 Pekanbaru. There were 40 samples by using the quota sampling technique. This research approach was a descriptive quantitative method. In collecting the data, the researcher distributed of tests; the morphological awareness test and morphological awareness in reading comprehension test. According to the researcher's findings, the students' morphological awareness at MAN 1 Pekanbaru is categorized in good level.

Next, at the level of second-grade students from SMA (Senior High School), Zulfadli et al. (2019) conducted a study on the correlation between morphological awareness and EFL reading comprehension. 55 students were used as a sample by the researcher. A morphological awareness test and the Florida comprehensive assessment test (FCAT) were employed in this investigation. Using the SPSS 20 program, the Pearson product-moment correlation coefficient was calculated to examine the relationship between the

variables. According to the researcher's findings, there is a strong connection between morphological awareness and reading comprehension.

Similarly, Kinanti et al. (2015), *The Relationship between Students' Morphological Awareness and Their Reading Comprehension*, was conducted with second-grade students from SMAN 15 Bandar Lampung. 32 students were used as a sample by the researcher. Ex-post-facto design in terms of the co-relational study was employed in this study. The examinations were for reading comprehension and morphological awareness. The researcher's findings, which showed that morphological awareness influenced reading comprehension by 51.5%, suggest that morphology can be used as a way to improve students' reading comprehension.

The following essay, written by Fauzi (2015), titled *Morphological Awareness: Students' Word Formation Capability Analysis of Reading Text*. The University of Pasir Pengaraian hosted 24 students for the researcher's study. In this study, the researcher sought to understand students' proficiency in word formation analysis of reading texts as well as their difficulties. A test and interview were used by the researcher in this regard. In three areas of analysis—the number of morphemes, the content word, and the function word—it was discovered that the student's abilities were quite good. However, the study neglected to consider other factors, such as derivation and inflection, which caused their performance to suffer.

Akbulut (2017) conducted this study at the university level to comprehend the connection between students in university preparatory classes'

morphological awareness and vocabulary knowledge. Fifty-two preparation classes were discovered. The study included an experimental and control group. After that, a questionnaire and a test for morphological awareness were conducted. According to the researcher's findings, participants who received morphological treatment took morphemes and vocabulary items into account more effectively than those who received regular vocabulary instruction.

Deacon et al. (2014) conducted the following tests on university students and discovered the significance of morphological awareness, or the knowledge of and aptitude for manipulating the smallest meaningful units or morphemes, as a postulated factor in reading comprehension. This study aims to assess the morphological awareness, word reading, and reading comprehension of English-speaking children at grades 3 and 4. The study concludes that morphological awareness influences reading comprehension both directly and indirectly through the language system and word reading abilities, and that morphological awareness supports the growth of reading comprehension (e.g., Perfetti, Landi, & Oakhill, 2005).

According to previous studies, only studies about correlation were discovered. There is a lack of research on morphological awareness for senior high school students, despite the fact that certain studies have examined the relationship between morphological awareness and reading comprehension. In addition, despite having learned some types of text in reading, Senior High School students exhibit relatively poor reading comprehension.

Based on the justification provided, the researcher assumes that morphological awareness can facilitate students in strengthening their reading comprehension. Due to this reason, the research interested in conducting entitled **"A STUDY OF STUDENTS' MORPHOLOGICAL AWARENESS IN READING COMPREHENSION"**.

B. Research Question

The following research questions are formulated as the problem of this study:

1. How are the students' morphological awareness in the tenth-grade of language class at MAN 2 Banda Aceh?
2. How is the morphological awareness of the students in the tenth-grade of language class at MAN 2 Banda Aceh when it comes to reading comprehension of Descriptive text?

C. Research Aim

Based on the research questions, the following are the objectives of this study:

1. To identify the students' ability of morphological awareness in MAN 2 Banda Aceh at the tenth grade of language class.
2. To identify the students' morphological awareness in reading comprehension in MAN 2 Banda Aceh at the tenth grade of language class.

D. The Significance of The Study

- a. It is hoped that this research would help the author, a beginning researcher, learn the process of conducting research.
- b. Additionally, it is anticipated that this research's findings will be beneficial and informative, particularly for the teachers and students in MAN 2's tenth-grade of language class.
- c. Moreover, this research conclusion is anticipated to be useful and encouraging information, particularly for those involved in the field of teaching and learning English as a foreign language.
- d. Lastly, it is anticipated that the results of this research will provide both theoretical and practical guidance for the development of theories on language teaching of words so that students can handle their reading comprehension challenges by becoming aware of the morphological aspects of the texts they are reading.

E. Research Terminologies

1. Morphological Awareness

Understanding how words can be divided into smaller meaning-bearing units like roots, prefixes, and suffixes is known as morphological awareness. According to Chang et al. (2005), Morphological awareness is "the awareness of and access to the meaning and structure of morphemes" (the smallest units of meaning in a language) in connection to words. There are

two main types of morphological awareness: morphological awareness identification and morphological awareness structure (Kuo & Anderson, 2010).

My research focus is on these two types of morphological awareness. Morphological awareness identification refers to the ability to recognize and understand the meaning of morphemes (i.e., prefixes, suffixes, and roots) in words, while morphological awareness structure involves knowledge of the rules that govern how morphemes are combined to form words (Bowers & Kirby, 2010).

2. Reading Comprehension

Reading comprehension is a skill that each individual has and can develop if they understand the material correctly. Reading comprehension, according to van den Broek and Espin (2012), is a complex interaction between instinctive and strategic cognitive processes that allows the reader to form a mental image of the text. My research focus is on the morphological awareness of the students when it comes to reading comprehension of Descriptive text.

CHAPTER II

LITERATURE REVIEW

A. Morphology

1. Definition of Morphology

Morphology is a field within linguistics that has multiple definitions, with various linguists offering their own interpretations. For instance, Yule (2017) views morphology as the study of forms within language, as opposed to a focus on word identification. On the other hand, Katamba (1993) defines morphology as the examination of word formation and structure. Fromkin et al. (2014) explain that morphology centers around the internal composition of words and the regulations that govern their creation. Similarly, Lieber (2016) maintains that morphology is concerned with word formation and the processes involved in creating novel words across different languages.

Based on the definitions of morphology provided earlier, it can be inferred that morphology is concerned with the analysis of the structure and formation of words. In essence, it is a field of study that focuses on the process of creating new words and the internal structure of existing words.

2. Definition of Morpheme

A morpheme is a language's smallest meaningful unit. It could not always be the same as a word. The major distinction between a word and a morpheme is that a word typically stands alone by definition, whereas a morpheme frequently does not. Additionally, morphology is the area of linguistic study that focuses on

morphemes. In morphology, morphemes are the main components. It is possible to define morphemes as the smallest intentional component of a linguistic expression. (Haspelmath & Sims, 2010, p. 3).

Morpheme is described as the lowest meaningful unit of a language by Lim Kiat Boey (1975, p. 37). Free morphemes are morphemes that have the ability to stand alone and form words. They provide both simple words (words formed from one free morpheme) and compound words (words formed from two free morphemes). For examples:

Simple Words : Read, On, Fat, The

Compound Words : Notebook, Railroad, Snowball, Handphone

Bound morphemes are morphemes that can only be affixed to another part of a word and cannot stand alone. For examples:

Prefixes: pre-, dis-, in-, un-,

Suffixes: -ful, -able, -ment, -ly, -ise

Complex words are those that contain two or more bound morphemes or a combination of free and bound morphemes.

3. Types of Morpheme

a. Bound Morpheme

A prefix or suffix that cannot be used alone to form a word is referred to as a bound morpheme. Free morphemes, on the other hand, can function as a single unit of language and cannot be divided into new word parts. A bound morpheme, as defined by Lieber (2016, p.3), is a morphological unit that can only exist within

a word and must be attached to a free morpheme. Recent research has shown that the processing of bound morphemes is affected by their position in a word and their morphological structure (Angwin et al., 2017). Moreover, other research has found that the processing of bound morphemes is influenced by the frequency of their occurrence in language (Baayen et al., 2011). These findings underscore the importance of studying bound morphemes and their properties.

Fromkin et al (2014) also states that bound morphemes are unable to function independently and always form part of a complete word. Similarly, Yule (2017) defines bound morphemes as forms that typically lack the ability to operate on their own and must be connected to other forms. A new word or at least a new form of an existing word is produced when a bound morpheme is combined with a free morpheme, like when the prefix "re-" is added to the verb "play". The two types of bound morphemes are affixes and roots.

a) Affix

According to Lieber (2016), an affix refers to a syllable or letter that modifies the meaning of a word when added to the beginning or end of its root. Affixes can join with other morphemes either in the first, middle, or even last position. Katamba (1993) explains that English language specifically recognizes two types of affixes: prefixes and suffixes. English affixes are only classified into two categories: those that combine in the initial position and follow a root or word. These are referred to as prefix and suffix and are described as follows:

(a) Prefix

A definition provided by Lieber (2016, p.36) describes a prefix as one or more syllables that appear at the beginning of a root and can alter its meaning. The prefix is a morpheme that is attached in front of the root. Prefixes are also described by Haspelmath and Sims (2010) as affixes that come before a word (p. 20). When attached to a word, prefixes often have a constant meaning. For instance, the prefix "un" (which means "not") is joined with the root (or stem) the word "know" to form the word "unknown," which means "not knowing."

Table 2. 1 The Examples of Prefixes

Prefixes	Meaning	Examples
Anti-	Against	Antifreeze
De-	Opposite	Decode
Dis-	Not; the opposite of	Disconnect
En-, Em-	Cause to	Encode, Emphasis
Fore-	Before; in front of	Forecast, Foresight
In-, Im-	In	Income, Impulse
In-, im-, il-, ir-	Not	Indirect, Immoral, Illiterate, Irreverent
Inter-	Between; among	Interact
Mid-	Middle	Midway
Mis-	Wrongly	Misunderstand
Non-	Not	Nonsense
Over-	Over; too much	Overlook
Pre-	Before	Preview

Re-	Again	Replay
Semi-	Half; partly; not fully	Semifinal
Sub-	Under	Submarine
Super-	Above; beyond	Superhuman
Trans-	Accross	Transmit
Un-	Not; the opposite of	Unfriendly
Under-	Under; too little	Underestimate

(b) Suffix

A morpheme that comes after other morphemes is the suffix. Lieber (2016, p.36) defines a suffix as a letter or group of letters that are added to the end of a root to modify its tense or meaning. Indeed, according to Haspelmath and Sims (2010), a suffix is an affix that comes after the primary portion of a word (p. 20). For instance, the term "flavorless" implies "having no flavor" and is made up of the core word "flavor" and the suffix "-less" (which means "without").

Table 2. 2 The Examples of Suffixes

Suffixes	Meaning	Examples
-able, -ible	is; can be	Available, Possible
-al, -ical	Having characteristics of	Personal, Historical

-ed	Past Tense Verb; Adjective	The Dog Walked, The Walked Dog
-en	Made of	Golden, Broken
-er, -or, -ee	One who; person connected with	Teacher, Professor, Employees
-er	More	Shorter
-est	The most	Shortest
-ful	Full of	Peaceful, Beautiful
-ic	Having characteristics	Poetic, Classic
-ing	Verb forms; present participles	Playing
-ion, -tion, -ation, -tion	Act; process	Submission, Motion, Relation, Edition
-ity, -ty	State of	Activity, Society
-ive, -ative, -itive	The adjective form of the noun	Active, Comparative, Sensitive
-less	Without	Hopeless, Timeless
-ly	How something is	Lovely, Friendly
-ment	State of being; the act of	Treatment
-ness	State of; condition of	Openness, Rudeness
-ous, -eous, -ious	Having qualities of	Riotous, Courageous, Gracious
-s, -es	More than one	Trains, Trenches
-y	Characterized by	Gloomy, Rainy

1) Derivational

There are many derivative morphemes, which, unlike inflectional morphemes, can change the meaning of a word. An example of a derivative morpheme is consistent-inconsistent. Derivational morphemes can also alter a word's syntactic structure, as shown in the verb communicate (verb) - communication (noun). Carlisle (1995) asserts that the capacity to manage inferred words entails awareness of derivational morphology, accepting of extension between different morphological types of a word and development of new word derivations.

There are limitations on which syntactic category a derivational suffix can be attached (Tyler & Nagy, 1989). As an illustration, the suffix -ize turns adjectives into verbs, whereas the suffix -y changes nouns into adjectives. The morpheme -er, which is a derivational one, is frequently used to create new nouns. Certain morphemes can be combined with root verbs to create nouns like "player," which are used to identify subjects who carry out the action denoted by the verb. A noun is created when the suffix -er is added to a root adjective, as in homesteader, which represents someone in terms of the attribute indicated by the adjective. When the suffix -er is added to a nominal root noun, the meaning of the new noun is

absorbed into the modified word. For instance, consider the word "freighter." The noun "freighter"—a type of vessel used to convey freight—has been given a new definition, but the root word "freight" has not changed.

A morpheme known as a derivational morpheme is added to a root (namely, a word) to create a new word that differs typically in its part of speech classification. For instance, the noun happiness is created when the suffix -ness is added to the adjective happy. A similar transformation occurs when the suffix -ly is added to the adjective quick, making it an adverb quickly. Such bound morphemes can also be categorized as derivational morphemes, however, un- and pre- differ from -ness and -ly in two key ways: (1) The part-of-speech designation of un- and pre- does not change; for example, unambitious and predetermined remain adjectives, (2) While the addition of -ness and -ly have minimal impact on the word's basic meaning, the addition of un- and pre- strongly affects the meaning of the word. In the English language, prefixes are frequently derivational morphemes that modify the meaning but not the part of speech categorization, whereas suffixes are frequently derivational morphemes that modify the part of speech categorization but not the meaning. The words joy/enjoy and dear/endear are exceptions.

2) Inflectional

As explained by Yule (2017), inflectional morphemes belong to the category of bound morphemes, which do not create new words in a language but instead serve to indicate the grammatical function of existing words. While maintaining the base word's class, inflectional morphemes modify the base words to indicate a change in amount, person, gender, or tense. Because there are only eight in the closed set of commonly used inflectional morphemes, they are thought to be more predictable. These eight morphemes are the pluralizing "-s," the possessive "'s," the third-person singular "-s," the regular past tense "-ed," the regular past participle "-ed," the present participle "-ing," the comparative "-er," and the superlative "-est." Kolanchery (2015, p. 164) identifies the suffix "-s" as an inflectional morpheme that denotes possession or plurality in nouns. Other examples of inflectional morphemes include the suffixes "-ed," "-en," and "-ing," which are added to verbs to indicate their tense or form.

Recent research has shown that the processing of inflectional morphemes is influenced by their frequency of occurrence and position in a word (Angwin et al., 2017). Additionally, the use of inflectional morphemes is linked to the development of grammatical skills (Rice et al., 2010).

Therefore, studying inflectional morphemes and their properties is critical. In contrast, derivational morphemes are seen as less predictable than inflectional morphemes because these additions frequently modify the part of speech of the base word they are modifying, however this is not always the case.

In some languages, it might be difficult to explain the distinctions between derivational and inflectional morphology. The distinction between derivational and inflectional morphology, according to Bybee (1985) stated in his book, is "one of the most enduring undefinable in morphology" (p. 81). The reason for this is that both deal with morphemes, which are typically affixes, prefixes, or suffixes.

Table 2.3 The Distinction between derivation and inflection, adapted from Fromkin et al (2014, p. 48):

	Inflection	Derivation
Function	Grammatical	Lexical
Word class	No change	May cause change
Meaning	Small or no change	Some change
Grammar	Often required	Never required
Order in word	Follow derivational	Precede inflectional
Productivity	Productive	Some productive, many non-productive

b) Root

In the morphology and grammar of English, a root is a word or word component (also known as a morpheme) from which other words develop, typically by adding of prefixes and suffixes. known as a root word as well. The root is defined by Rasinski et al. (2008) as a conceptual unit. This only indicates that a word root is a component that has meaning. It is a collection of letters with a meaning. According to Fromkin et al (2014), a root is the fundamental unit of a word to which other morphemes can be attached (Fromkin et al, 2014; Katamba, 1993).

b. Free morpheme

A morpheme (or word component) that may stand alone as a word is referred to as a free morpheme. Lieber (2016, p.2) defines a free morpheme as a morpheme that can occur as a word on its own, without being attached to other morphemes. Fromkin et al (2014, p. 40) also explain that free morphemes are those that can stand alone as words. Similarly, Yule (2017) provides a definition of free morphemes as words that can exist independently as separate words. A free-standing morpheme or an unbound morpheme are other names for it. The opposite of a bound morpheme, which is a word component that cannot exist independently as a word, is a free morpheme. English words frequently only contain one free morpheme. For instance, each word in the phrase "I can stay here, but you need to go now" is a distinct morpheme. In other words, none of the ten words in the sentence can be separated into smaller, equally significant units. Free morphemes can be divided into two categories: function words and content words.

Based on what they do in a sentence, there are two different types of free morphemes: content words and function words (Yule, 2017).

1) Content words

Content words are free morphemes that comprise a sentence's fundamental meaning. Lexical morphemes, on the other hand, are morphemes that can be changed by the addition of an affix. Since they could potentially develop new meanings or word classes, they are categorized as a "open class of words" (Yule, 2017, p. 145). Adjectives, verbs, and nouns are all used in their speech parts. In terms of content, the following are some instances of common words.

Nouns : girl, hat, house, fire, water

Verbs : play, walk, sleep, eat, run

Adjectives: quick, nice, happy, tall, big, fun

2) Function words

Function words are a part of free morphemes as well. Additionally, functional morphemes are those in the language that cannot be attached to another morpheme. Since they cannot be utilized to produce new meanings or word classes, they are categorized as a closed class of words (Yule, 2017, p. 145). Articles, demonstratives, auxiliaries, quantifiers, prepositions, pronouns, and conjunctions make up the majority of these words. These free morphemes are used as function words in a few of the examples below:

Articles : a, an, the

Demonstratives: this, that, these, those

Auxiliary Verbs: are, was, will, have, must, does, will have been

Quantifiers : a lot of, many, much, some, few, more

Prepositions : on, in, at, under, above, over, by, to

Pronouns : my, he, we, his, her, them, our, myself, its

Conjunctions : and, for, but, after, as, if, while, either..or, so

According to Biber et al. (2016, p. 130), "Function words are generally smaller, more frequent, and less informative than content words. They serve primarily to connect or structure discourse, rather than to convey lexical meaning." Similarly, Yule (2017, p. 147) explains that "Function words in a language generally have a low level of information content, and they have little or no ability to change the meaning of the words they are combined with." Function words act as a grammatical link between content words. They are not frequently used with affixes that alter their meaning. In this study, the researcher looked into the affixes, specifically suffixes and prefixes.

B. Morphological Awareness

Being aware of and having access to the meaning and structure of morphemes in connection to words is referred to as morphological awareness (McBride-Chang, Wagner, Muse & Chow, 2005). By turning these words into morphemes from new abstract words, the readers can determine and comprehend new meanings. Simply defined, the capability of the students' morphological

knowledge to identify and manage morphemes. It deals with students' ability to deduce new meanings from words and their comprehension of morphologically challenging concepts. According to Carlisle (1995), morphemes can be analyzed by students in order to help them understand more vocabulary. According to Kuo and Anderson (2006), phonological awareness, syntactic awareness, and vocabulary knowledge are key components of the etymological and metalinguistic capabilities that should be integrated with morphological awareness. One must be able to use their knowledge of word-formation principles to accurately grasp complex words and independently come up with new word forms to be able to manipulate the structure of words (Wang, Cheng & Chen, 2006). Additionally, morphological awareness refers to the student's comprehension of sentence word-building norms (Kuo & Anderson, 2006).

C. Measuring Morphological Awareness

Several various morphological word types in English are identified by Anglin et al. (1993) in Nurhemida (2007). Specifically, morphological awareness can be divided into two categories: morpheme identification awareness and morphological structural awareness.

a. Morpheme identification awareness

Morpheme identification, as described by Chang et al. (2005), is the capacity to distinguish between multiple meanings in homophones. When pupils use root words and morphemes to infer meaning, it implies to put them under pressure to perform. for instance, by realizing that the hair

on your head is symbolized by a comb as opposed to a combhair, but a hairbrush.

b. Morphological structure awareness

The Morphological Structure encourages students to create new meanings by applying their language understanding. Learning new meanings in one's native tongue might benefit from one's ability for language usage, sometimes referred to as generativity, imagination, or language productivity (Chang et al., 2005, p. 421). One of the morphological structure awareness is compound words. There are three different ways to write compound words: as open compounds (spelled as two words, as ice cream), as closed compounds (combined to make one word, like doorknob), or as hyphenated compounds (two words joined by a hyphen, e.g., long-term). Sometimes a compound word consists of more than two words (e.g., mother-in-law). In the Morphological Structure Test, when the students are given a single sentence of text and a cue to create a novel compound word, they will create the compound word using singular and plural forms.

In addition, the students who are tested use their understanding of syntax to develop new words. Understanding how words can be put together to form meaningful phrases, sentences, or utterances is known as syntactic knowledge. It covers how words are put together and sentences are placed together in a specific language. Languages can be categorized based on the grammatical rules that apply to them. A language's type can

change over time, as happened with English, which was a synthetic language with numerous inflections during the Old English era and is now more of an analytical language with few grammatical endings.

D. Reading Comprehension

a. Definition of reading comprehension

When the components that must be mastered and the number of levels are taken into account, reading is referred to as an outstanding feat. (Graesser, 2007; Shang, 2010). As stated by Nuttal in Qurniawan's (2020) work, reading can be viewed as a collaborative process between the writer's and reader's minds. This involves the reader's attempt to comprehend the message or intended meaning conveyed by the writer. In essence, reading is an interactive activity that requires both the writer and the reader to actively engage with the text in order to derive meaning from it. Being able to comprehend the appropriate details that the writer was trying to convey is an indication of successful reading (Rusmiati et al., (2022). Additionally, according to Grabe (2009), "Reading is a strategic activity in that the reader needs a variety of abilities and procedures to anticipate text material; pick crucial information; arrange and mentally summarize information; monitor understanding; fix comprehension breakdowns; and match comprehension output to reader goals" (p.15). Additionally, according to Akmal et al. (2020), students who read frequently outside of class have more recent knowledge and ideas. Furthermore, reading teaching should therefore be a priority if you want to assist

students in becoming knowledgeable or more strategic readers (Janzen & Stoller, 1998).

Reading comprehension is the ability to fully understand a text after having read it. For the reader to construct a mental image of the text, reading comprehension involves a complicated interaction between automatic and strategic cognitive processes (van den Broek & Espin, 2012). Comprehension is influenced by linguistic processes, such as basic reading abilities, decoding, vocabulary, sensitivity to text structure, inference, and motivation in addition to reader traits like prior knowledge and working memory. Effective strategic process application, such as metacognition and comprehension monitoring, is also necessary for comprehension. To effectively move from the stage of learning to read to the ultimate objective of reading to learn, readers must develop their comprehension skills (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

Reading comprehension, according to Rathvon (2004) in Oakley (2011, p. 279), is the ability to understand the meaning from text and it is the main goal of reading activity. In addition, as Smith, Banton, and Robinson (in Surjosuseno, 2011) explain, reading comprehension involves more than just understanding the text; it also encompasses the evaluation and utilization of the information obtained through the interaction between the reader and the author. This implies that effective reading comprehension requires the reader to not only comprehend the words on the page, but also to critically analyze and apply the information in a meaningful way. Additionally, as Smith, Banton, and Robinson (in Surjosuseno, 2011) explain, reading comprehension involves more than just grasping the

information presented in a text. It also encompasses evaluating and utilizing that information by actively engaging with the author's ideas. This process is facilitated through an interactive exchange between the reader and the author, where the reader's prior knowledge and experiences play a role in shaping their understanding of the text. In essence, reading comprehension involves actively processing and utilizing the information presented in a text, rather than simply absorbing it passively. Additionally, reading comprehension was cited by Baier (2005) as a crucial talent for everyone's academic achievement and he continued by saying that a learner will have difficulty in many areas if their reading comprehension is poor (p.1). All subjects taught in school, including science, math, and social studies, require reading comprehension. In summary, reading activity is the process, while reading comprehension is the end result of reading activity.

"Comprehension" is the primary goal of reading, and everything else is merely a means to that end (Goldenberg, 2011; Loew, 1984). Understanding a text's concepts and how they are related to one another requires comprehension, which goes beyond just reading the words (McNamara, 2007). The main factors influencing reading comprehension are the reader's role as an active information processor, the reading task, and the text, all of which interact to influence comprehension (McIntyre, Hulan, & Layne, 2011). According to Syahabuddin et al. (2019), reading comprehension is not only one of the most difficult aspects of learning English but also the competence that Indonesian secondary school students most frequently lack. As a result, it can be said that teaching English as a

foreign language is a difficult task because teachers must comprehend both the characteristics of reading and teaching methods on the one hand, as well as the characteristics of students and the environment in which reading instruction is conducted on the other (Phakiti, 2006).

The capacity to comprehend a written piece of text is known as reading comprehension. Reading skillfully is necessary for a rich academic, professional, and personal life. Reading comprehension relies heavily on reading fluency because readers who spend too much time decoding words often fail to comprehend what is being read. King and Stanley (1999) in Ningsih (2015) also stated that there are five components of reading comprehension, they are: finding main idea, finding factual information, identifying the meaning of vocabulary, identifying the reference, and making inference. These five components work together to facilitate a reader's understanding and retention of the material, allowing them to engage more deeply with the text and derive meaning from it.

Schumm (2006) asserts that part of the comprehension process entails comprehending words and how they are utilized to convey meaning. There are three components to comprehension. These include:

- 1) The reader who is performing the comprehension

A reader needs to possess a diverse set of skills and abilities in order to comprehend. These consist of different types of knowledge, motivation, and cognitive abilities.

2) The text that needs to be comprehended

The text's characteristics have a significant impact on comprehension. The process of merely deriving meaning from the text does not constitute comprehension. Texts can be complicated or simple depending on the components that compose the text. It's possible that the text is too complex for readers to fully comprehend if too many of these factors are out of sync with their prior knowledge and experience.

3) The task or activity that includes comprehension

A reading activity includes one or more goals, steps to analyze the text at hand, and outcomes of carrying out the activity. The outcomes of reading are a component of the task. A reader's knowledge may increase as a result of some reading activities. Learning how to accomplish something is a further benefit of reading activities.

b. Reading comprehension assessment

Data collection for assessments can be done in a number of ways (Rhodes & Shanklin, 1993). Teachers can assess students' reading abilities by giving them tests, looking at samples of their work, seeing them engage in literacy activities, or even interviewing them. All of these data collection techniques should be used by teachers to get the most information possible. There are various forms of reading assessment:

1) Perceptive Reading

The processing of distinct letters, words, punctuation, and other graphemic (semantic and pragmatic) symbols throughout longer passages of discourse is necessary for perceptive reading (Brown, 2004). Students might be asked to identify distinctions between words that sound similar as an example of a very simple grapheme recognition test. The ability of the students to understand basic graphemic characters is tested in this evaluation.

2) Selective Reading

Students must be able to identify lexical, grammatical, or discourse aspects of language within extremely short texts (a phrase, a brief paragraph, or a straightforward chart or graph) in order to successfully complete selective reading (Brown, 2004). Students are required to demonstrate their understanding of 20 brief statements in the example that follows. Students read one statement at a time and select the response that best matches the statement's meaning.

3) Interactive Reading

Students may need to read many paragraphs to an entire page of text or more during interactive reading in order to discover significant details and remember material that has been conceptually processed while engaging in psycholinguistic negotiation with the text (Brown 2004). One such instance includes

a paragraph about fall and questions for multiple-choice comprehension checks after the reading. This might be beneficial for ESL students who are just starting with interactive reading.

4) Extensive Reading

Students must read articles, essays, books, short stories, technical reports or as part of extensive reading in order to be evaluated on their comprehension of a text's overall message rather than on their comprehension of specific elements (Brown 2004). The task of having students summarize lengthy books is a typical illustration of an extensive reading evaluation.

The researcher's main area of interest was selective reading. The students read one text at a time and choose the response that contains the word to classify prefixes and suffixes.

E. Descriptive Text

a. Definition of descriptive text

A descriptive text is one that describes an object (living or non-living), such as a person, place, or thing. It is necessary to understand three things: communicative goals, general structure, and linguistic features. Certainly, according to Bomer and Bomer (2010), descriptive writing involves "painting a picture with words" by using sensory details to create a mental image for the reader. The goal is to transport the reader to the place or situation being described, so that they can see, hear, feel, smell, and even taste it in their minds.

This type of writing can be found in many genres, including poetry, fiction, and nonfiction, and is a valuable tool for both writers and readers.

According to Kane (2000), "Descriptive text is descriptions of sensory experiences, such as how something appears, sounds, or tastes. Although description mostly focuses on visual experience, it also covers other types of perception. Certainly, Rafoth (2010), characterizes descriptive writing as a form of writing that involves painting a picture with words. The author emphasizes the use of sensory details to help readers visualize and experience what is being described. Rafoth also encourages students to use descriptive language to create vivid, sensory-rich descriptions in their writing. The goal of descriptive texts is to thoroughly and specifically describe and reveal a certain person, location, or item so that the readers may visualize the description. Additionally, Identification and description are the two primary generic structures of this type of text (Akmal, 2015). Consequently, it may be said that descriptive text is employed to precisely describe all the writer observes.

b. The generic structure of the descriptive text

1) Identification

Determine what has to be illustrated or discussed. Before discussing an item's attributes, identification informs the reader about the thing we have just described.

2) Description

The purpose of the description is to specify the features of the object being described. The parts of the items, attributes, or features are typically what are used to represent this form of writing.

c. Language features of descriptive text

According to Gerot and Wignell (1994), "Descriptive text contains language features consist of identifying process, classical nominal groupings, using the simple present tense, using specific nouns, utilizing detail noun phrase to give information about the topic, numerous adjectives functioning to describe, linking verbs to provide information about the subject, action verbs, adverbial to give specific details, and figurative language skill".

Gholami and Vahid Dastjerdi (2014) assert that descriptive texts frequently employ the simple present tense and action verbs. The present tense is utilized to produce a feeling of immediacy, and the use of action verbs helps to create a sense of movement and activity that aids in the reader's visualization of the described scene. Adjectives play a crucial role in descriptive texts, as they provide specific details and sensory information that help to create an image in the reader's mind. Furthermore, descriptive texts often include specific participants, such as individuals or objects, to serve as a focal point for the description.

F. The Role of Morphological Awareness in Reading Comprehension

The influence of word forms and the effects of words when the morphology of the ins shape changes on word groups and meanings are thought by many experts to play a significant role in determining reading skills in English (Carlisle, 2000; Curinga, 2014; Nagy & Anderson, 1995; Wolter, Wood & D'Zatko, 2009). It can also be described as the morphology of the nuances of word forms and the variations in the semantic and grammatical functions of the word forms. Their reading comprehension will be enhanced by their morphological awareness.

Additionally, according to Carlisle (2003), the term "morpheme" refers to a word that is typically composed of smaller, recognizable pieces. It refers to a morpheme that aids in deciphering or speculating the meaning of new words. Students' morphological awareness assists in decoding words, including their meaning, and facilitates both word reading and text comprehension. Word recognition is a crucial component of reading (Adams, 1990). The quicker one recognizes the words, the more fluent the reader gets (Yucel-Koc, 2015). Their awareness of derivational morphology may benefit from automatic word recognition. Words that are used less frequently, such as academic words, can be accessed by dividing them into morphemes. Furthermore, Carlisle (2010) argues that morphological awareness is an essential component of vocabulary knowledge, which is a significant predictor of reading comprehension. When students are proficient in morphological awareness, they should be able to identify words through decoding, which will enable them to recognize words more quickly and

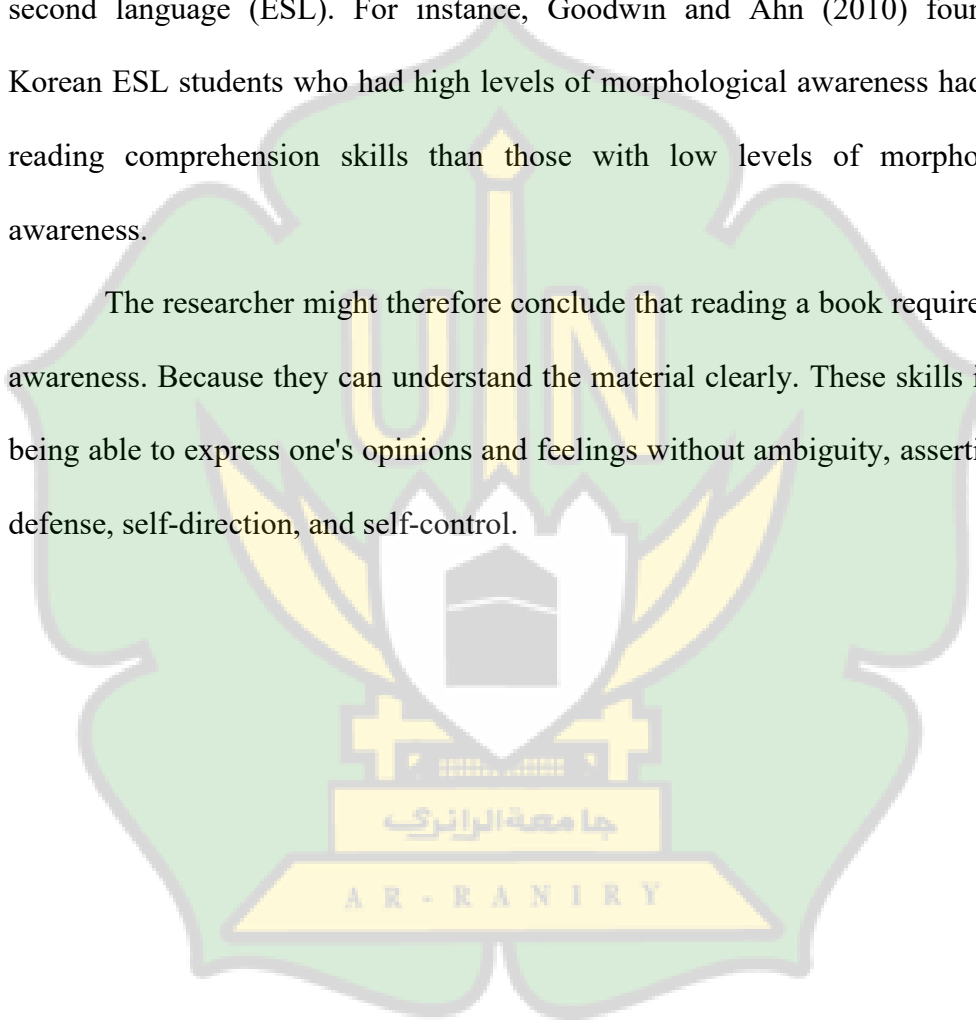
readily. Nagy et al. (2003) discussed the significance of morphological awareness in reading by allowing readers to read longer words more properly and fluently. According to Carlisle (2010), morphological knowledge is an essential component of vocabulary knowledge and helps readers to understand the meaning of new words. Similarly, Nagy et al. (2014) suggest that morphological awareness is a significant predictor of reading comprehension and that students who possess morphological awareness have a better understanding of the structure of words. Their ability to recognize words, read words, and comprehend what they read is influenced by this awareness.

According to Levesque et al. (2017), morphological awareness and reading comprehension have both direct and indirect correlations. Morphological awareness leads to morphological decoding, which influences word reading and reading comprehension. The ability to learn new words could be restricted by poor morphological awareness. When reading a text, morphological awareness can assist students to discover new meanings for words and words with complicated morphology. According to Jiang et al. (2015), effective and less successful readers apply morphological information differently. Derivational morphology is valued by successful readers, but less successful readers undervalue it. Moreover, Carlisle and Stone (2015) argue that morphological awareness contributes to reading comprehension by enabling readers to infer the meaning of unfamiliar words based on their morphological structure. This idea is supported by several studies that have found a positive correlation between

morphological awareness and reading comprehension (Kuo & Anderson, 2006; Kim et al., 2016; Zhang et al., 2019).

Furthermore, some researchers have suggested that morphological awareness may be particularly important for readers who are learning English as a second language (ESL). For instance, Goodwin and Ahn (2010) found that Korean ESL students who had high levels of morphological awareness had better reading comprehension skills than those with low levels of morphological awareness.

The researcher might therefore conclude that reading a book requires great awareness. Because they can understand the material clearly. These skills include being able to express one's opinions and feelings without ambiguity, assertiveness defense, self-direction, and self-control.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses descriptive quantitative research methodology. Cohen (2007) asserts that descriptive research is utilized to describe and understand information concerning actual circumstances or the state of the current situation. Also, according to Brink and Wood (2017), descriptive research is a type of research that seeks to observe and document characteristics of a particular phenomenon or group without manipulating the variables or altering the environment. Additionally, descriptive designs do not examine potential cause and effect because they gather data on variables without altering the environment or modifying any of the variables. It refers to a quantitative research method that aims to collect measurable data for population and sample statistical analysis. The students' morphological awareness in reading comprehension at MAN 2 Banda Aceh was one of the research's independent variables. As a result, the purpose of this study was to examine students' morphological awareness in reading comprehension.

B. Population and Sample

1. Population

According to Creswell (2014), a population in research refers to a group of individuals, objects, or phenomena that share one or more common characteristics, and from which a sample can be selected. In this study, the researcher used the quota sampling method to choose the

respondents. According to Bryman (2016), a population in research refers to the entire group of individuals or objects that possess the same characteristics as defined by the researcher. According to the number of inhabitants, the population consists of limited and infinite people (Usman, 2008). Furthermore, the population can be finite or infinite, depending on the size of the group being studied (Maxwell, 2013). The population is typically defined by the researcher in order to answer a specific research question or hypothesis. It is important to carefully define the population in order to ensure that the findings of the study are valid and generalizable to the larger group of interest.

The population of this research included all of the tenth grade of science and language class students of MAN 2 Banda Aceh. It consisted of 4 classes with a total population was 129 students. The specification of the population can be seen in the table 3.1:

Table 3. 1 The Population of the Research

No	Class	Number of Students
1	X IPA 1	31
2	X IPA 2	32
3	X IPA 3	32
4	X BHS	34
Total		129

2. Sample

The sample is the subset of study participants chosen from the target population, from which the researcher takes findings about the target population as a whole (Creswell, 2012). This study's population was sizable enough to serve as the sample. According to Kothari (2014), when the population size is greater than 100, a sample size of 10-30% is generally considered sufficient for research purposes. The researcher focused on the tenth-grade of language class and chose 34 students or 27% of the overall population. The researcher took the tenth-grade of language class (X BHS) for three main reasons. Firstly, it perfectly aligns with the language department's objectives, ensuring a seamless learning progression. Secondly, the class boasts a large student population, providing a diverse and collaborative environment for language practice. Moreover, the paramount reason for selecting this class is its comprehensive inclusion of descriptive text within the class curriculum. The selected sample can be seen in Table 3.2:

Table 3. 2 The Sample of the Research

No	Class	Number of Students	Sample
1	X IPA 1	31	-
2	X IPA 2	32	-
3	X IPA 3	32	-
4	X BHS	34	34
Total		129	34

In this study, the researcher selected the research sample using a quota sampling method. Quota sampling is the selection of representative examples from various strata of a population, with the quotas depending on known features of the population that the researcher seeks to generalize. The population is divided into numerous categories, with the percentage of the population falling into each category determined by judgment, presumption, or prior information. In addition, a specified number of examples must be drawn, and the observer may select any number of cases to sample from (Singh, 2006).

C. Method of Data Collection

The test served as a tool for gathering data in this study. The researcher utilized Google Form to gather the data. The instructor then forwarded the URL to the kids after the teacher received it from the researcher. According to Brown (2004), a test is a way of assessing a person's skill, knowledge, or performance in a certain topic. It suggests that the test will allow the researcher to analyze the subject's ability or level of their understanding.

This test was taken from Nurhemida (2007). It combines two tests: morpheme identification and morphological structural awareness. There are 25 questions in all, with the final section focusing on reading comprehension. In this test, students analyze words by dividing them into morphemes.

The first five questions ask about morpheme identification. There are two pictures and two words in each of these questions. Students were required to

select the image that best reflected the word's meaning. The students will take a 60-minute test on morphological awareness.

Reading comprehension is the subject of the second test. For 40 minutes, the students analyzed the words by dividing them into morphemes based on the descriptive text and thereafter making a list of words that included the morpheme on the reading comprehension test.

Table 3. 3 The Blueprint of Morphological Awareness Test Items

No	Number of Questions	Descriptions
1	1-5	The students' knowledge of root words and use of morphemes to guess meaning.
2	6-19	The students are able to create new words by using their syntax knowledge
3	21, 22	he students are able to perform the compound word with singular and plural
4	20, 23-25	The students are able to perform when suffixes as the marker for past and present participle

D. Data Analysis Techniques

In this study, descriptive analysis was used to analyze the data. The researcher specifically employed a data analysis method. The researcher additionally employed the SPSS 25.0 version of software to compute test reliability and examine data on test results.

The researchers initially scored the students' morphological awareness test before evaluating the data. As previously mentioned, morphological awareness test questions on morpheme identification, morphological structure awareness, and morphological in the reading text were used in this study. The researcher classified the students' test results before calculating their proportions of scores based on the total number of tests given.

Wayan and Sumartana in Azhar, (2003) used the following formula to calculate the data in order to determine each student's individual score as follows:

$$P = \frac{S}{N} \times 100$$

Where:

P = Individual Score

S = Total Correct Answer

N = Number of Item Test

The test score of the students' ability was classified to ascertain their level of ability. Consequently, the following classification was applied:

Table 3. 4 The Level of Ability

No	Test Score	Level of Ability
1.	81-100	Excellent
2.	61-80	Good
3.	41-60	Average
4.	21-40	Below Avarage
5.	0-20	Poor

Adapted from Harris (1974)

Following this, the researchers utilized the formula by (Khadir, 2015) as follows to determine the mean score of students' morphological awareness and morphological awareness in reading comprehension of descriptive text:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean Score

$\sum X$ = Total Score

N = Number of samples

To calculate each level of the tests, the researcher used the formula by (Sugiyono, 2016). Percentage of the test is as follows:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Percentage

F = Frequency of the score by the students

N = Total number of samples



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

Research findings describe the results of data analysis. In this research, 34 students were used as a sample, including 7 male students and 27 female students. To obtain the data, the researcher provided Morphological Awareness Test and Morphological Awareness Test in reading comprehension.

Research Question 1: How are the students' morphological awareness in the tenth-grade of language class at MAN 2 Banda Aceh?

1. Morphological Awareness Test

Table 4. 1 Result of Students' Score on Morphological Awareness Test

Respondents	Student's Answer (T)	Student's Score	Category	Percentage (%)	Mean
1	23	92	Excellent	92	85,529
2	21	84	Excellent	84	
3	24	96	Excellent	96	
4	23	92	Excellent	92	
5	24	96	Excellent	96	
6	16	64	Good	64	
7	16	64	Good	64	
8	25	100	Excellent	100	
9	24	96	Excellent	96	
10	20	80	Good	80	
11	24	96	Excellent	96	
12	23	92	Excellent	92	
13	18	72	Good	72	
14	25	100	Excellent	100	
15	17	68	Good	68	
16	8	32	Below Average	32	
17	8	32	Below Average	32	
18	25	100	Excellent	100	
19	23	92	Excellent	92	
20	19	76	Good	76	
21	23	92	Excellent	92	
22	24	96	Excellent	96	

23	25	100	Excellent	100
24	14	56	Average	56
25	23	92	Excellent	92
26	24	96	Excellent	96
27	24	96	Excellent	96
28	24	96	Excellent	96
29	23	92	Excellent	92
30	25	100	Excellent	100
31	25	100	Excellent	100
32	23	92	Excellent	92
33	23	92	Excellent	92
34	21	84	Excellent	84

Table 4.1 showed the test responses from 34 students as a sample. Based on the data, we can conclude that the highest score is 100 and the lowest score is 32. The average students score on the Morphological Awareness Test is consequently 85.52. This indicates that, on average, students performed well on the exam, as they were able to correctly answer approximately 85.52 percent of questions. It indicates that from 34 participants in the test, 25 students achieved excellent score, 6 students with good score, one student has average ability in answering it, and the rest of the two students have below average ability. for additional information, the distribution of students' grade levels is also depicted in the following figure:

Figure 4. 1 Students' Level Distribution for Morphological Awareness Test

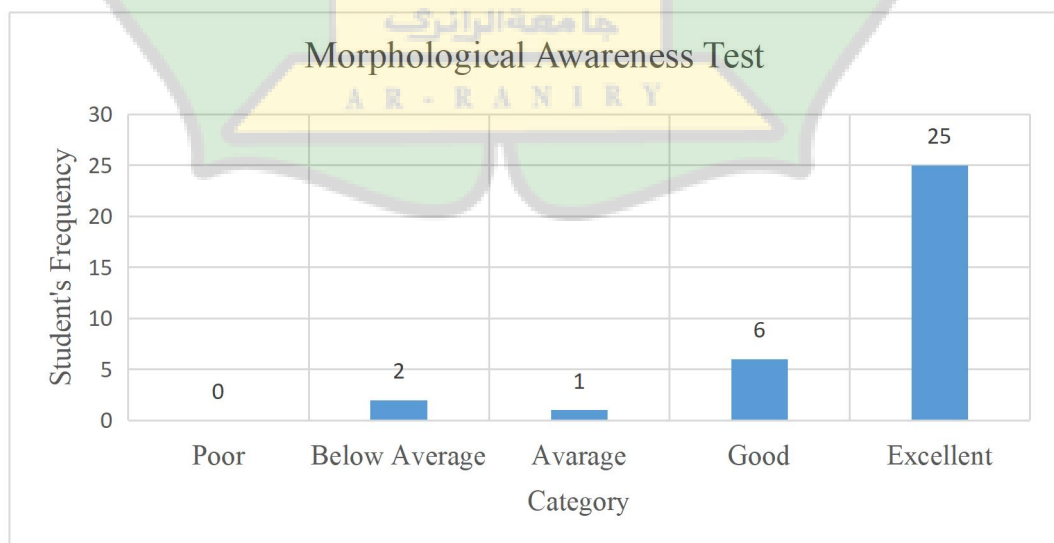


Figure 4.1 showed that the students level distribution for Morphological Awareness Test are Excellent: 25 students (73.53%), Good: 6 students (17.65%), Average: 1 student (2.94%), Below Average: 2 students (5.88%).

Table 4. 2 Frequency score of students in Answering Morphological Awareness Test

Questions Numbers	Student's Answer (T)	Samples (N)	Percentage (%)	Mean
1	32	34	94,12	85,53
2	31	34	91,18	
3	27	34	79,41	
4	31	34	91,18	
5	31	34	91,18	
6	29	34	85,29	
7	30	34	88,24	
8	32	34	94,12	
9	27	34	79,41	
10	30	34	88,24	
11	33	34	97,06	
12	25	34	73,53	
13	26	34	76,47	
14	27	34	79,41	
15	28	34	82,35	
16	31	34	91,18	
17	32	34	94,12	
18	26	34	76,47	
19	30	34	88,24	
20	28	34	82,35	
21	28	34	82,35	
22	27	34	79,41	
23	30	34	88,24	
24	28	34	82,35	
25	28	34	82,35	

Table 4.2 showed that Morphological Awareness Test consist of 25 questions. According to the data, it can be concluded that the highest score is question number 11 where 33 students managed to answer the question correctly and the lowest score is question number 12 where 25 students with true answer but 9 students failed to answer the question correctly. Then, the average score of students in answering questions for Morphological Awareness Test is 85,53.

Research Question 2: How is the morphological awareness of the students in the tenth-grade of language class at MAN 2 Banda Aceh when it comes to reading comprehension of Descriptive text?

2. Morphological Awareness Test in Reading Comprehension

Table 4. 3 Result of Students' Score on Morphological Awareness Test in Reading Comprehension

Respondents	Student's Answer (T)		Score	Score (100)	Percentage (%)	Mean
	Prefix	Suffix				
1	4	30	34	68	68	82,58
2	6	42	48	96	96	
3	6	44	50	100	100	
4	6	34	40	80	80	
5	5	32	37	74	74	
6	4	44	48	96	96	
7	5	25	30	60	60	
8	4	30	34	68	68	
9	5	40	45	90	90	
10	5	43	48	96	96	
11	5	35	40	80	80	
12	6	43	49	98	98	
13	6	43	49	98	98	
14	6	42	48	96	96	
15	4	27	31	62	62	
16	4	42	46	92	92	
17	3	15	18	36	36	
18	6	37	43	86	86	
19	3	42	45	90	90	
20	6	42	48	96	96	
21	4	32	36	72	72	
22	4	33	37	74	74	
23	5	41	46	92	92	
24	6	39	45	90	90	
25	3	31	34	68	68	
26	6	36	42	84	84	
27	3	41	44	88	88	
28	3	20	23	46	46	
29	6	40	46	92	92	
30	5	37	42	84	84	
31	5	40	45	90	90	
32	6	40	46	92	92	
33	6	37	43	86	86	
34	5	39	44	88	88	

Table 4.3 indicated that the sample size for this Morphological Awareness Test in Reading Comprehension was 34 students. Based on the data, we can conclude that the highest score is 100 and the lowest score is 36. following that, the average student score on the reading comprehension section of the morphological awareness test is 82.58. This demonstrates that, on average, the students performed well on the exam, as they were able to correctly answer approximately 82.58 percent of the questions. It indicates that from 34 participants in the test, 22 students received excellent score, 9 students gained good score, two students responded to the questions with average ability, and the last one gained below average ability. For better understanding, the levels of the students were also shown in the picture below:

Figure 4. 2 Students' Level Distribution for Morphological Awareness Test in Reading Comprehension

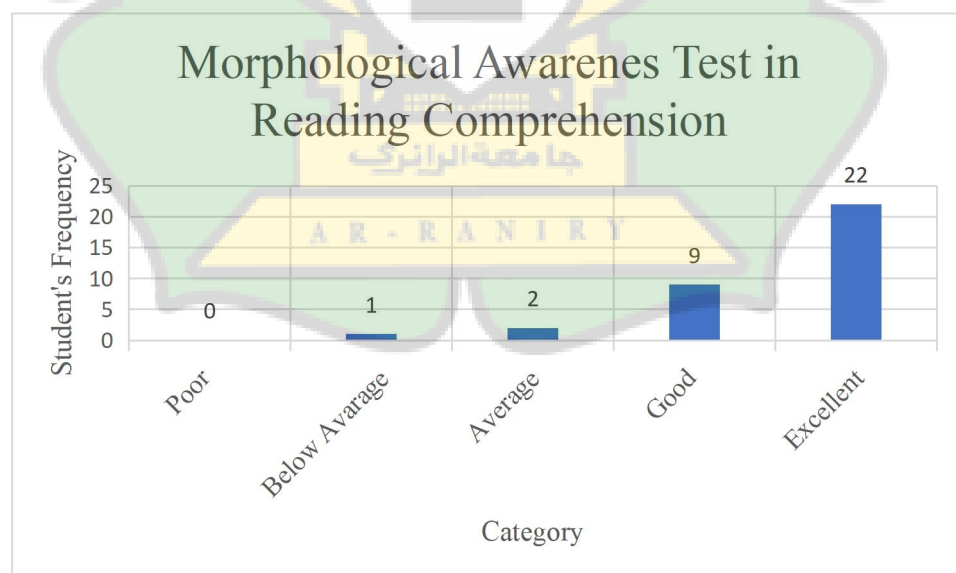


Figure 4.2 showed about the students' performance level distribution for Morphological Awareness Test in Reading Comprehension. It reveals that among

the tested students, there are 22 participants (which accounts for 64.71% of the total) who achieved an excellent performance level. Additionally, 9 students (26.47% of the total) attained a good performance level. Furthermore, the Figure indicates that 2 students (5.88% of the total) and lastly, 1 student (2.94% of the total) exhibited a below-average performance level.

Figure 4. 3 Percentage of Students Score in Answering Morphological Awareness Test in Reading Comprehension

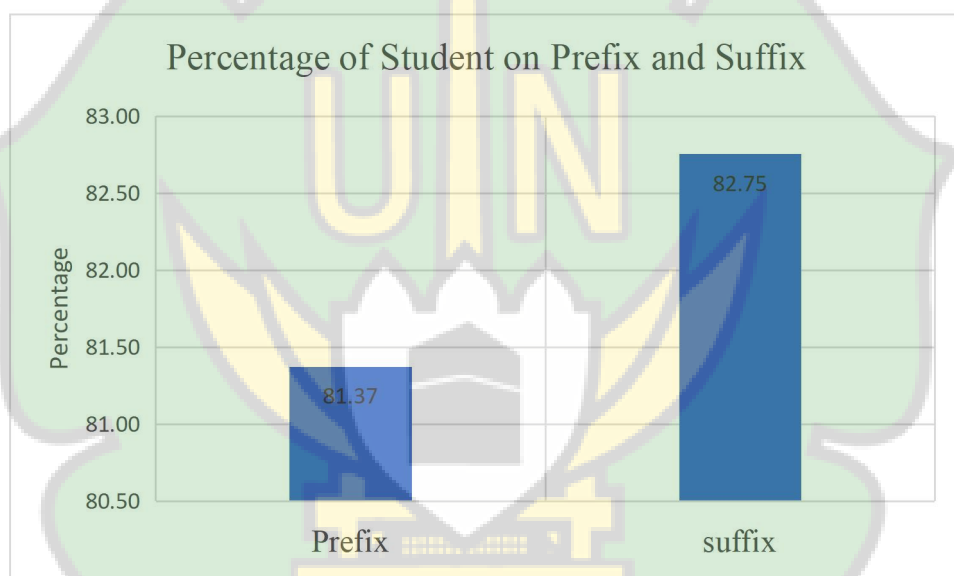


Figure 4.3 showed that the percentage of students who answered correctly in the suffix part (82.75%) is slightly higher than those who answered correctly in the prefix part (81.37%). This suggests that students may have performed slightly better on the suffix-related questions compared to the prefix-related questions in the morphological awareness test. Additionally, the average score for the morphological awareness test in reading comprehension is 82.58%. This proves that, on average, the students performed well on the test, as they were able to correctly answer approximately 82.58 percent of the questions.

B. Discussion

1. Morphological Awareness Test

Based on the analysis of the test results, the students' performance levels were categorized into four categories: excellent, good, average, and below average. Out of the 34 students, 25 students (73.53% of the sample) achieved an excellent performance level, indicating a strong understanding of morphological awareness (Carlisle, 2005). According to Carlisle (2005), morphological awareness plays a crucial role in early reading achievement, as it enhances students' understanding and application of morphological concepts. These students demonstrated a high level of proficiency in recognizing and analyzing morphemes, as well as applying this knowledge to reading comprehension tasks.

Furthermore, six students (17.65% of the sample) achieved a good performance level, suggesting a solid grasp of morphological awareness skills. Nagy et al. (2014) emphasized the significance of morphological knowledge in literacy acquisition. This finding indicated that students with solid morphological awareness skills, as reflected in good performance levels, possess a strong foundation for developing their literacy skills, particularly in reading comprehension tasks.

Then, one student (2.94% of the sample) attained an average performance level, indicating a satisfactory but not outstanding performance in the test. This student displayed a moderate understanding of morphological concepts, suggesting the potential for improvement with targeted instruction and practice. Lastly, two students (5.88% of the sample) scored below average, highlighting the

need for additional support and intervention in developing their morphological awareness skills. Kuo and Anderson (2006) explored the relationship between morphological awareness and reading difficulties in adolescent language minority learners. The study highlighted the importance of targeted interventions and support for students who scored below average, as these individuals may require additional assistance in developing their morphological awareness skills.

The analysis of the data revealed that the highest score obtained by a student in the Morphological Awareness Test was 100. This achievement indicates an exceptional understanding of morphological concepts, aligning with the research highlighting the role of morphological awareness in effectively applying knowledge across different test items (Deacon & Kirby, 2004). Conversely, the lowest score recorded among the students was 32. This score reflects a relatively weaker performance in terms of morphological awareness, suggesting a need for additional instruction and support to strengthen the student's understanding of word structure and meaning, as emphasized by Carlisle's integrative review (2010).

Upon analyzing the data, it was found that question number 11 had the highest score among the students. A total of 33 students (97.06% of the sample) answered this question correctly, indicating a strong understanding of the corresponding morphological concept. According to Carlisle (2005), this success in answering question number 11 suggests that the students were able to effectively recognize and analyze the morphemes involved in the given context, demonstrating their proficiency in morphological awareness. Conversely, question

number 12 obtained the lowest score among the students. It was found that 25 students (73.53% of the sample) were unable to answer this question correctly. As highlighted by Nunes et al., (2003), this result suggests a potential area of difficulty for the students, indicating a need for further instruction or targeted interventions in understanding the specific morphological aspect assessed in question number 12.

The average score achieved by the students on the Morphological Awareness Test was calculated to be 85.53. This value represents the mean score across the 25 questions and provides an overall measure of the students' performance in the test. The relatively high average score suggests a solid level of understanding and proficiency in morphological awareness among the sample.

The analysis of the Morphological Awareness Test scores revealed valuable findings regarding the distribution of performance levels among the sample. The majority of students achieved excellent and good performance levels, indicating a strong grasp of morphological awareness. However, it is important to address the needs of students who scored average or below average, providing targeted interventions and support to enhance their understanding and application of morphological knowledge (Kuo & Anderson, 2006). This comprehensive approach, as suggested by Kuo and Anderson (2006), will ensure that students receive the necessary assistance in developing their morphological awareness skills.

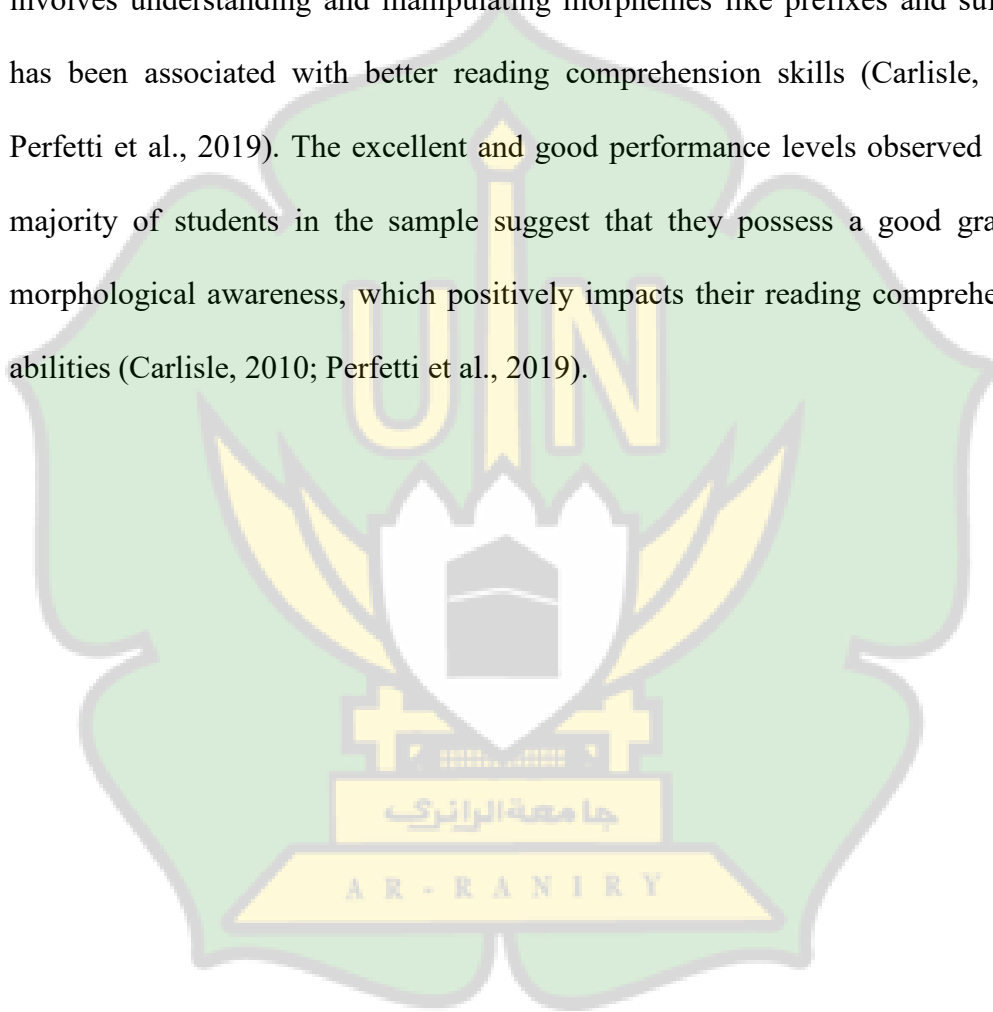
2. Morphological Awareness Test in Reading Comprehension

Based on the data provided, the percentage of students who answered correctly in the suffix part (82.75%) was slightly higher than those who answered correctly in the prefix part (81.37%). This suggests that, within the sample, students may have performed slightly better on the suffix-related questions compared to the prefix-related questions in the morphological awareness test. This finding arranges in a line with previous studies suggesting that suffixes tend to be more productive and common in the English language compared to prefixes (Nagy et al., 2006).

In terms of alignment with existing literature and theories on morphological awareness and reading comprehension, these findings are consistent with the idea that morphological awareness plays a crucial role in reading comprehension (Carlisle, 2010). Morphological awareness, involving the recognition and manipulation of morphemes such as prefixes and suffixes, has been associated with better reading comprehension skills (Carlisle, 2010).

The slightly higher performance in the suffix part compared to the prefix side might be attributed to several factors (Nagy et al., 2006). It is possible that students in the sample had more exposure or familiarity with suffixes compared to prefixes, leading to higher accuracy in answering suffix-related questions (Nagy et al., 2006). However, it is important to note that individual differences and contextual factors may influence performance on specific morphological patterns (Nagy et al., 2006).

The overall high performance of students in the Morphological Awareness Test in Reading Comprehension makes straight with research indicating that morphological awareness plays a significant role in reading comprehension (Carlisle, 2010; Perfetti et al., 2019). Strong morphological awareness, which involves understanding and manipulating morphemes like prefixes and suffixes, has been associated with better reading comprehension skills (Carlisle, 2010; Perfetti et al., 2019). The excellent and good performance levels observed in the majority of students in the sample suggest that they possess a good grasp of morphological awareness, which positively impacts their reading comprehension abilities (Carlisle, 2010; Perfetti et al., 2019).



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

This research investigates students' morphological awareness in reading comprehension at MAN 2 Banda Aceh. Based on what had been discussed, presented and analyzed in the previous chapters, the researcher concludes that:

1. The students' morphological awareness at MAN 2 Banda Aceh was categorized excellent with a mean score was 85,52. The students' lowest score was 32 and the highest score was 100.
2. The students' morphological awareness in reading comprehension at MAN 2 Banda Aceh was categorized excellent with a mean score was 82,58. The students' lowest score was 36 and the highest score was 100.

B. Recommendations

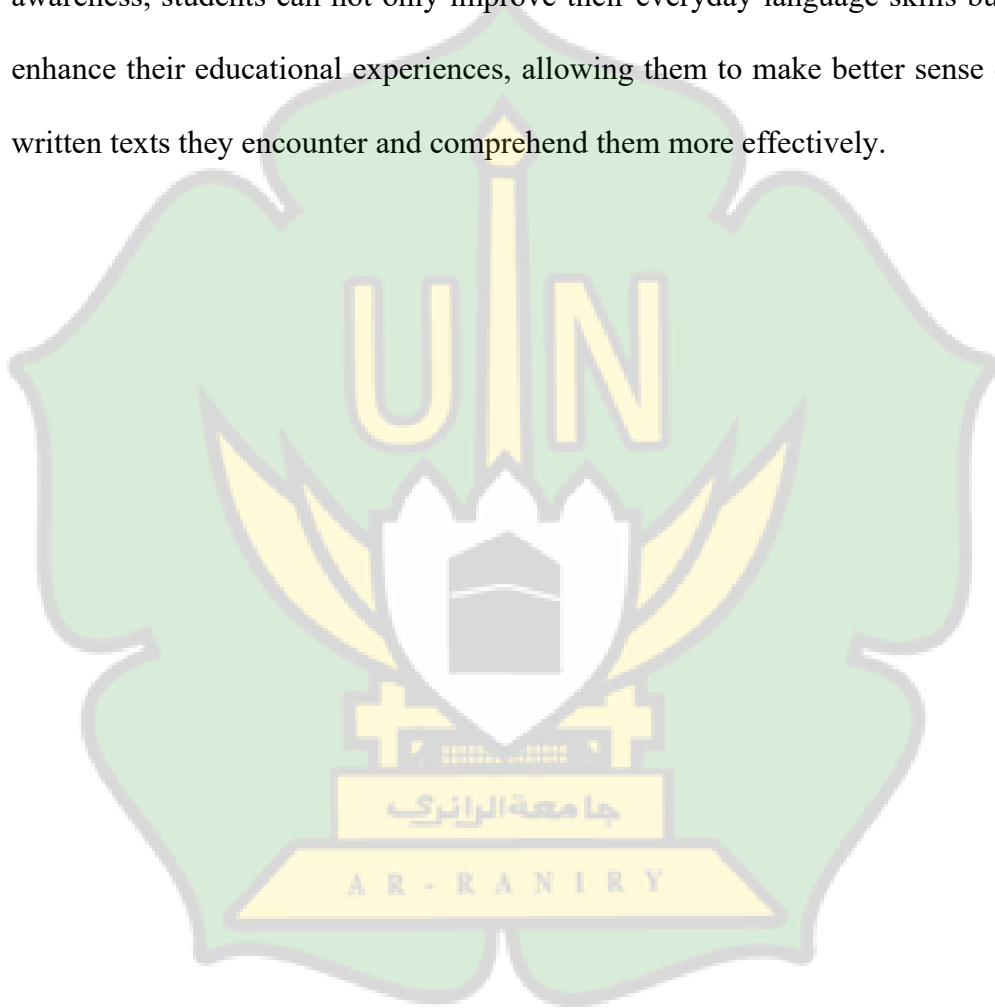
After evaluating the data, the writer recognizes the thesis's imperfections and it is still far from perfect. As a result, the writer is interested in offering some recommendations for further researchers who are interested in conducting research in a related topic. Beside only focus on investigating students' morphological awareness ability in reading comprehension at MAN 2 Banda Aceh, the writer would like to recommend that future researchers conduct in-depth investigations on the significance and development of students' morphological awareness abilities so the teacher can provide targeted instruction and intervention for students in morphological awareness. This may involve

designing specific lessons or activities to enhance their understanding and application of morphological concepts. Furthermore, the researcher can conduct comparative studies that include a control group or a different sample, which would enable researchers to compare the performance of students. This would provide valuable insights and a broader understanding of the uniqueness or potential similarities of the students' morphological awareness levels.

In order to avoid the research findings from being distorted, a few limitations were utilized. The limitation is only to identify the morphological awareness level of MAN 2 Banda Aceh students' reading comprehension. Additionally, the limitations of this study have a number of implications. For instance, the use of students' morphological awareness to recognize and manipulate the meaningful parts of words, such as prefixes, suffixes, and root words. Morphological awareness helps students break down and decode unfamiliar words (word formation). Morphological awareness assists students in expanding their vocabulary and this may improve their overall comprehension, especially in reading.

This study is expected to be beneficial to students, lecturers, and future researchers. For students, this study hopefully gives a more profound understanding of the importance and how to apply their morphological awareness when studying English. Furthermore, English teachers can use the research to evaluate and consider when creating and designing the English lesson plan to enhance their understanding, particularly in applying morphological concepts. Additionally, this study can serve as a reference or pointer for future studies,

particularly those focusing on students' morphological awareness of English. The development of students' morphological awareness in reading comprehension is crucial, as it enables them to gain a deeper understanding of the implications of various linguistic theories and practices. By enhancing their morphological awareness, students can not only improve their everyday language skills but also enhance their educational experiences, allowing them to make better sense of the written texts they encounter and comprehend them more effectively.



REFERENCES

- Adams, M. J. (1990). *Beginning to Read: Thinking and learning About Print*. Cambridge: Massachusetts Institute of Technology Press.
- Akbulut, F. D. (2017). Effects of Morphological Awareness on Second Language Vocabulary Knowledge. *Journal of Language and Linguistic Studies*, 13(1), 10-26.
- Akmal, S. (2015). Applying Team Teaching to Improve Students' Ability in Understanding English Narrative Texts. *Englisia Journal of Language, Education and Humanities*, 2(2), 119-136.
- Akmal, S., Dhivah, I., & Mulia, M. (2020). Investigating students' interest on reading journal articles: Materials, reasons and strategies. *Studies in English Language and Education*, 7(1), 194-208.
- Anglin, J. M., Miller, G. A., & Wakefield, P. C. (1993). Vocabulary Development: A Morphological Analysis. *Monographs of the Society for Research in Child Development, Vocabulary Development: A Morphological Analysis*, 58(10), 1-186.
- Angwin, J., Nation, P., & Beglar, D. (2017). The role of vocabulary knowledge in second and foreign language reading, writing, and listening comprehension. *Language Learning*, 67(2), 309-328.
- Apel, K., & Henbest, V. (2016). Morphological awareness intervention for kindergarteners with SLI: A pilot study. *Communication Disorders Quarterly*, 37(1), 37-50.
- Azhar, M. H. (2003). *Metodologi penelitian: Skripsi, tesis, disertasi, dan karya ilmiah*. Bandung: Pustaka Setia.
- Baayen, R. H., Dijkstra, T., & Schreuder, R. (2011). Singulars and plurals in Dutch: Evidence for a parallel dual-route model. *Journal of Memory and Language*, 59(2), 214-231.
- Baier, R. J. (2005). *Reading Comprehension and Reading Strategies*. Menomonie: University of Wisconsin-Stout.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (2016). *Longman grammar of spoken and written English*. Harlow: Pearson Education.
- Bomer, R., & Bomer, K. (2010). *For a better world: Reading and writing for social action*. Portsmouth: Heinemann.
- Booij, G. (2006). Inflection and Derivation. *Encyclopedia of Language & Linguistics*, 5(2), 654-661.
- Bowers, P. N., & Kirby, J. R. (2010). Effects of morphological instruction on vocabulary acquisition. *Reading and Writing*, 23(5), 515-537.
- Brink, H., & Wood, M. (2017). *Basics of social research* (3rd ed.). Boston: Cengage Learning.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practice*. San Francisco: Pearson Education.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Bybee, J. (1985). *Morphology: A study of the relation between meaning and form*. Amsterdam: John Benjamins Publishing.
- Carlisle, J. F. (1995). Morphological Awareness and Early Reading Achievement.

- In L. B. Feldman (Ed.), *Morphological aspects of language processing* (pp. 189-209). Hillsdale: Erlbaum.
- Carlisle, J. F. (2000). Awareness of the Structure and Meaning of Morphologically Complex Words: Impact on Reading. *Reading and writing*, 12, 169-190.
- Carlisle, J. F. (2003). Morphology Matters in Learning to Read: A Commentary. *Reading Psychology*, 24(3-4), 291-322.
- Carlisle, J. F. (2005). Morphological awareness and early reading achievement. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 157-178). London: Routledge.
- Carlisle, J. F. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly*, 45(4), 464-487. doi:10.1598/RRQ.45.4.4
- Carlisle, J. F., & Stone, C. A. (2015). Exploring the role of morphemes in word reading. *Reading Research Quarterly*, 50(4), 395-409.
- Chang, C. B., Lee, H. R., Nagy, W., & Hsu, J. F. (2005). Effects of morphological awareness training on the reading and spelling skills of young dyslexics and ESL students. *Annals of Dyslexia*, 55(1), 26-47.
- Cohen, L. (2007). *Research Methods in Education*. New York: Routledge.
- Cresswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). New Jersey: Pearson Educational International.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Curinga, R. (2014). *The Effect of Morphological Awareness on Reading Comprehension: A Study with Adolescent Spanish-English Emergent Bilinguals*. New York: City University of New York.
- Deacon, S. H., & Kirby, J. R. (2004). Morphological awareness: Just "more phonological"? The roles of morphological and phonological awareness in reading development. *Applied Psycholinguistics*, 25(2), 223-238.
- Deacon, S. H., Kieffer, M. J., & Laroche, A. (2014). The Relation between Morphological Awareness and Reading Comprehension: Evidence from Mediation and Longitudinal Models. *Scientific Studies of Reading*, 18(6), 432-451.
- Ebbers, S. M. (2017). Morphological Awareness Strategies for the General and Special Education Classroom: A Vehicle for Vocabulary Enhancement. *Perspectives on Language and Literacy*, 42(2), 29-34.
- Fauzi, A. R. (2015). Morphological Awareness: Students' Word Formation Capability Analysis of Reading Text. *English Review: Journal of English Education*, 1(2), 111-120.
- Fromkin, V., Rodman, R., Hyams, N., & Amir, Y. (2014). *An introduction to language*. Boston: Cengage Learning.
- Gallagher, A. M. (2009). The role of vocabulary development in morphological awareness and reading comprehension. *Reading and Writing*, 22(1), 1-5.
- Gerot, L and Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.

- Gholami, M., & Rahimian, B. (2016). Investigating the effects of teaching morphological awareness on Iranian EFL learners' reading comprehension. *International Journal of Language and Linguistics*, 3(4), 173-178.
- Gholami, R., & Vahid Dastjerdi, H. (2014). The effect of listening strategies training on listening comprehension. *Procedia-Social and Behavioral Sciences*, 98, 1876-1883.
- Goldenberg, C. (2011). Reading Instruction for English Language Learners. In *Handbook of Reading Research* (Vol. 4, pp. 684-710). Newark: Routledge.
- Goodwin, A. P., & Ahn, S. (2010). A comparison of Korean ESL readers' literal, inferential, and critical comprehension. *Reading in a Foreign Language*, 22(1), 92-111.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press.
- Graesser, A. C. (2007). Reading comprehension and word knowledge: A cognitive psychological perspective. *The Reading Teacher*, 61(4), 308-315.
- Harris D. P. (1974). *Testing English as a Second Language (T.M.H.)*. New Delhi: Tata McGraw-Hill.
- Haspelmath, M., & Sims, A. D. (2010). *Understanding morphology*. London: Routledge.
- Janzen, J., & Stoller, F. (1998). Integrating strategic reading in L2 instruction. *Reading in a Foreign Language*, 12(1), 251-269.
- Jiang, M., Kuo, L. J., & Sonnenburg-Winkler, C. J. (2015). Individual differences in the role of derivational morphological awareness in L2 vocabulary. *TESOL Quarterly*, 49(3), 568-573.
- Kane, S. (2000). *The Oxford Essential Guide to Writing*. New York: Barkley Books.
- Katamba, F. (1993). *Morphology*. London: Macmillan Press Ltd.
- Khadir. (2015). *Statistik Terapan*. Jakarta: Rajagrafindo Persada.
- Kim, Y. S., Guryan, J., & Payne, A. C. (2016). Is the "writing revolution" upon us? Effects of a self-regulation intervention on writing quality. *CEP Discussion Paper No 1405*, 1-52.
- Kinanti, K., Setiyadi, A. B., & Suparman, U. (2015). The Relationship between Students' Morphological Awareness and Their Reading Comprehension. *U-JET*, 4(4), 323-335.
- Kolanchery, S. (2015). A Comprehensive Study of Morphological Patterns of Coorg Kannada Nouns. *Language in India*, 15(9), 155-173.
- Kothari, C. R. (2014). *Research methodology: Methods and techniques* (3rd ed.). New Delhi: New Age International.
- Kuo, L. J., & Anderson, R. C. (2006). Morphological awareness and learning to read: A cross-language perspective. *Educational psychologist*, 41(3), 161-180.
- Levesque, K. C., Kieffer, M. J., & Deacon, S. H. (2017). Morphological Awareness and Reading Comprehension: Examining Mediating Factors. *Journal of experimental child psychology*, 160, 1-20.
- Lieber, R. (2016). *Introducing Morphology* (2nd ed.). New York: Cambridge University Press.

- Boey, L. K. (1975). The SRA reading laboratory and reading comprehension. *RELC Journal*, 6(1), 14-16.
- Loew, H. Z. (1984). *Developing Strategic Reading Skills*. Foreign Language Annals, 17(4), 301.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks: Sage Publications.
- McBride-Chang, C., Wagner, R. K., Muse, A., Chow, B. W. Y., & Shu, H. (2005). The Role of Morphological Awareness in Childrens' Vocabulary Acquisition in English. *Applied Psycholinguistics*, 26(3), 415–435.
- McIntyre, E., Hulan, N., & Layne, V. (2011). *Reading Instruction for Diverse Classrooms: Research-Based, Culturally Responsive Practice*. New York: Guilford Press.
- McNamara, D. S. (Ed.). (2007). *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. New York: Psychology Press.
- Nagy, W. E., & Anderson, R. C. (1995). Metalinguistic Awareness and Literacy Acquisition in Different Languages. *Center for the Study of Reading Technical Report; no. 618, 1(3)*.
- Nagy, W. E., Beminger, V., Abbott, R. & Vaughan, K. (2003). Relationship of Morphology and Other Language Skills to Literacy Skills in At-Risk Second-Grade Readers and At-Risk Fourth-Grade Writers. *Journal of Educational Psychology*, 95(4), 730–742.
- Nagy, W. E., Berninger, V. W., & Abbott, R. D. (2006). Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle-school students. *Journal of Educational Psychology*, 98(1), 134-147.
- Nagy, W. E., Carlisle, J. F., & Goodwin, A. P. (2014). Morphological knowledge and literacy acquisition. *Journal of learning disabilities*, 47(1), 3-12.
- Ningsih, D. W. (2015). The implementation of genre-based approach in teaching reading: A case study at SMPN 17 in Pekanbaru. *English Language Teaching (ELT)*, 3(1).
- Nurhemida. (2007). The Relationship between Morphological Awareness and English Vocabulary Knowledge of Indonesian Senior High School Students. *Indonesian Journal of Applied Linguistics*, 2(2), 1–78.
- Nunes, T., Bryant, P., & Olsson, J. (2003). Learning morphological and phonological spelling rules: An intervention study. *Scientific Studies of Reading*, 7(3), 289-307.
- Nurkancana, W., & Sumartana. (1986). *Evaluasi Pendidikan*. Cet. IV, Surabaya: Usaha Nasional.
- Oakley, G. (2011). The Assessment of Reading Comprehension Cognitive Strategies: Practices and Perceptions of Western Australian Teachers. *Australian Journal of Language and Literacy*, 34(3), 279-293.
- Perfetti, C. A., Landi, N., & Oakhill, J. (2005). The acquisition of reading comprehension skill. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 227-247). Oxford: Blackwell Publishing.
- Perfetti, C. A., Landi, N., & Oakhill, J. (2019). Morphology and reading comprehension. In *The Oxford handbook of reading* (pp. 281-295). Oxford:


Oxford University Press.

- Phakiti, A. (2006). Theoretical and Pedagogical Issues in ESL/EFL Teaching of Strategic Reading. *University of Sydney Papers in TESOL*, 1(1), 19-50.
- Prayuda, A. (2021). An Analysis of Students' Morphological Awareness in Reading Comprehension at MAN 1 Pekanbaru. (Doctoral dissertation, UIN Sultan Syarif Kasim Riau). Retrieved from <http://repository.uin-suska.ac.id/id/eprint/49382>
- Qurniawan, M. A., Ritonga, H., & Nafiah, U. (2020). Students' Difficulties on Reading Comprehension at the Eighth Grade of SMPN 6 Sarolangun [Doctoral dissertation, UIN Sulthan Thaha Saifuddin Jambi]. Retrieved from <http://repository.uinjambi.ac.id/4167/>
- Rafoth, B. (2015). *Multilingual writers and writing centers*. Colorado: University Press of Colorado.
- Rasinski, T., Padak, N., Newton, R. M., & Newton, E. (2008). *Greek and Latin Roots: Keys to Building Vocabulary*. Huntington Beach: Shell Education.
- Rathvon, N. (2004). *Early Reading Assessment: A Practitioner's Handbook*. New York: Guilford Press.
- Rhodes, L. K., & Shanklin, N. L. (1993). *Windows into Literacy: Assessing Learners, K-8*. Portsmouth: Heinemann.
- Rice, M. L., Wexler, K., & Redmond, S. M. (2010). Grammaticality judgments of an extended optional infinitive grammar: Evidence from English-speaking children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 42(1), 35-49.
- Rusmiati, R., Irnasari, I., & Akmal, S. (2022). Does the Fix-Up Strategy Affect Indonesian EFL Learners' Reading Comprehension? *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 16(2), 214-225.
- Sagala, S., & Sinulingga, B. S. (2019). The use of descriptive text in developing students' vocabulary in writing skill. *English Review: Journal of English Education*, 8(1), 85-94.
- Schumm, J. S. (2006). *Reading Assessment and Instruction for All Learners*. New York: Guilford Press.
- Shang, Z. (2010). Theoretical framework for developing an interdisciplinary multimodal reading comprehension model. *The Clearing House*, 83(5), 169-177.
- Singh, Y. K. (2006). *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International.
- Sipayung, R. D., Pardamean, B., & Lumbantoruan, U. S. (2021). The correlation between morphological awareness and reading comprehension of the tenth-grade students. *Journal of English Language Teaching and Linguistics*, 6(2), 287-298.
- Sugiyono, M. P. P. (2016). *Pendekatan Kuantitatif, Kualitatif, dan R & D* (cetakan ke-23). Bandung: Alfabeta.
- Surjosuseno, T. T. (2011). The effects of "one stays the rest stray" and "lockstep techniques on the enhancement of students' reading achievements. *Indonesian Journal of Applied Linguistics*, 1(1), 129-146.

- Syahabuddin, K., Yusny, R., & Zahara, N. (2019). Teacher teaching styles in introducing concept mapping strategy in reading comprehension activity at senior high schools in Meureudu, Aceh. *Englisia: Journal of Language, Education, and Humanities*, 6(2), 130-145.
- Tyler, A., & Nagy, W. E. (1989). The Acquisition of English Derivational Morphology. *Journal of Memory and Language*, 28(6), 649–667.
- Usman, M. (2008). *Research methods for behavioral sciences* (3rd ed.). New Delhi: New Age International.
- Van den Broek, P., & Espin, C. A. (2012). Connecting cognitive science and education: With a little help from conceptual metaphor. *Educational Psychologist*, 47(4), 245-253.
- Van den Broek, P., & Espin, C. A. (2012). Connecting Cognitive Theory and Assessment: Measuring Individual Differences in Reading Comprehension. *School psychology review*, 41(3), 315-325.
- Wang, M., Cheng, C. X., & Chen, S. W. (2006). Contribution of Morphological Awareness to Chinese-English Biliteracy Acquisition. *Journal of Educational Psychology*, 98, 542-553.
- Wayan Nurkencana dan Sumartana. (1986). *Evaluasi Pendidikan*. Cet. IV, Surabaya: Usaha Nasional.
- Wolter, J. A., Wood, A., & D'zatko, K. W. (2009). The Influence of Morphological Awareness on the Literacy Development of First-Grade Children. *Language, Speech, and Hearing Services in Schools*, 40(3), 286–298.
- Yule, G. (2017). *The Study of Language* (6th ed.). New York: Cambridge University Press.
- Zhang, D., Koda, K., & Inoue, N. (2019). An exploratory study of second language morphological awareness. *Reading and Writing*, 32(1), 217-235.
- Zhang, J., Koda, K., & Zhou, Y. (2020). Morphological processing in Chinese as a second language. *Bilingualism: Language and Cognition*, 23(4), 845-859.
- Zulfadli, A. M., Aziz, A., & Rusdiana, D. (2019). Correlation between morphological awareness and EFL reading comprehension. *Journal of English Language Teaching and Linguistics*, 4(2), 142-150.

APPENDICES

Appendix A Appointment Letter of Supervisors



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-5153/UN.08/ETK/KP.07.6/03/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2013, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 Maret 2023.

MEMUTUSKAN


Menetapkan :
PERTAMA : Menunjuk Saudara:
 1. Dr.phil. Saiful Akmal, M.A. Sebagai Pembimbing Pertama
 2. Rahmi Phonnic, M.A. Sebagai Pembimbing Kedua


Untuk membimbing Skripsi :
 Nama : **Muhammad**
 NIM : **180203116**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **A Study of Students' Morphological Awareness in Reading Comprehension**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 30 Maret 2023
 Dekan

 Saiful Akmal



Tembusan
 1. Rektore UIN Ar-Raniry (sebagai informasi)

Appendix B Recommendation Letter from the Faculty of Education and Teacher Training to Conduct Field Research

5/16/23, 2:48 PM <https://akademik.ar-raniry.ac.id/admin/akademik/suratpenelitian/cetak/17946>



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIIYAH DAN KEGURUAN**
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6001/Un.08/FTK.1/TL.00/05/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kantor Kementerian Agama Prov. Aceh
2. Kepala Madrasah Aliyah Negeri 2 Banda Aceh

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : MUHAMMAD / 180203116
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Lam ara 3, desa rukoh, syiah kuala, kota Banda aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *A STUDY OF STUDENTS' MORPHOLOGICAL AWARENESS IN READING COMPREHENSION*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 Mei 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 16 Juni 2023 Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

<https://akademik.ar-raniry.ac.id/admin/akademik/suratpenelitian/cetak/17946> 1/1

Appendix C Recommendation Letter from the Ministry of Religious Affairs to Conduct Field Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor : B - 3044/Kk.01.07/4/TL.00/05/2023
Sifat : Biasa
Lampiran : Nihil
Hal : Rekomendasi Melakukan Penelitian

16 Mei 2023

Yth, Kepala MAN 2
Kota Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry, nomor : B-6001/Un.08/FTK.I/TL.00/05/2023 tanggal 16 Mei 2023, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara/i :

Nama : MUHAMMAD
NIM : 180203116
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)

Dengan ketentuan sebagai berikut :

1. Harus berkoordinasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Tetap mematuhi protokol kesehatan yang berlaku di Madrasah.
5. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

AR - RANIRY

Kepala,

Abbar Zym



Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Dekan Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar- Raniry;
3. Mahasiswa Yang Bersangkutan.

Appendix D Confirmation Letter from Islamic Senior High School of MAN 2 Banda Aceh

 KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH ALIYAH NEGERI 2 BANDA ACEH
Jalan Cut Nyak Dhien Nomor 590 Telepon (0651) 41105 Email: manduabnanad@yahoo.co.id
Banda Aceh-Kode pos 23230
NSM: 131111710002 NPSN: 10113768

Nomor : B-766/Ma.01.091/TL.00/06/2023 15 Juni 2023
Lampiran : -
Hal : Telah Mengumpulkan Data Untuk
Penyusunan Skripsi.

Yth.
Wakil Dekan Bidang Akademik Dan Kelembagaan
UIN Ar Raniry Banda Aceh
di-
Banda Aceh

Dengan Hormat,

Sesuai dengan surat Kantor Kementerian Agama Kota Banda Aceh, Nomor: B-6001/Un.08/FTK.1/TL.00/05/2023 Tanggal 16 Mei 2023 tentang Izin mengumpulkan data pada MAN 2 Banda Aceh, maka bersama ini kami sampaikan bahwa mahasiswa yang tersebut dibawah ini :

Nama : Muhammad
NIM : 180203116
Prodi / Jurusan : Pendidikan Bahasa Inggris

Telah mengumpulkan data untuk menyusun Skripsi dengan Judul "A Study of Students' Morphological Awareness in Reading Comprehension" pada MAN 2 Banda Aceh.

Demikian surat ini dibuat untuk dapat dipergunakan sebagai mestinya.

 Kepala,

Fardial

Appendix E Students' Test Score

1. Students' Morphological Awareness Test Scores

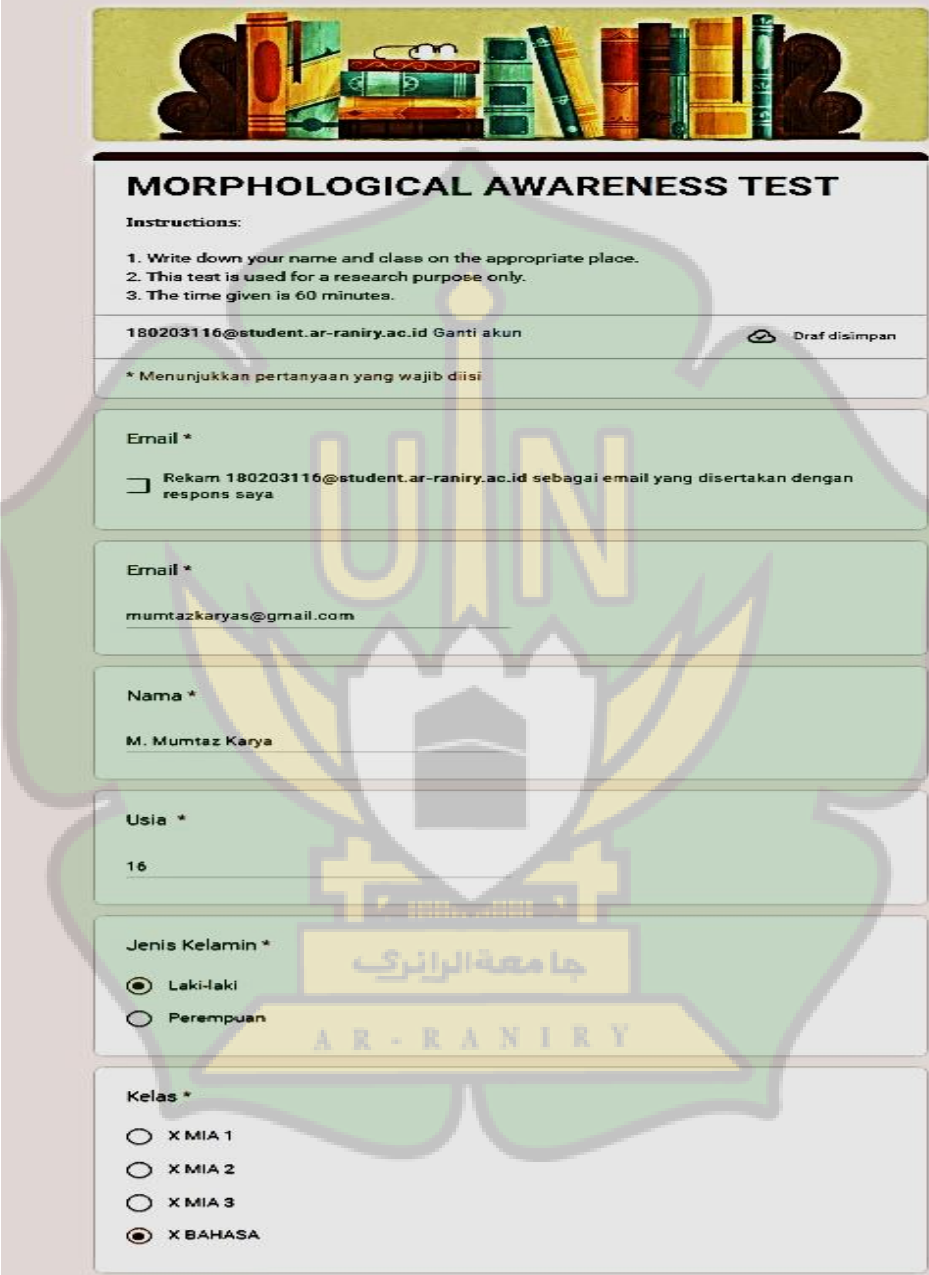
Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	S
1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	23
2	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	21
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
4	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	23
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	24
6	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	0	16
7	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	0	16
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
9	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
10	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	20
11	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
12	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	23
13	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	18
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
15	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	17
16	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	8
17	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	1	8

2. Students' Morphological Awareness in Reading Comprehension Scores

Respondents	Student's Answer (T)		Total	Score (100)
	Prefix	Suffix		
1	4	30	34	68
2	6	42	48	96
3	6	44	50	100
4	6	34	40	80
5	5	32	37	74
6	4	44	48	96
7	5	25	30	60
8	4	30	34	68
9	5	40	45	90
10	5	43	48	96
11	5	35	40	80
12	6	43	49	98
13	6	43	49	98
14	6	42	48	96
15	4	27	31	62
16	4	42	46	92
17	3	15	18	36
18	6	37	43	86
19	3	42	45	90
20	6	42	48	96
21	4	32	36	72
22	4	33	37	74
23	5	41	46	92
24	6	39	45	90
25	3	31	34	68
26	6	36	42	84
27	3	41	44	88
28	3	20	23	46
29	6	40	46	92
30	5	37	42	84
31	5	40	45	90
32	6	40	46	92
33	6	37	43	86
34	5	39	44	88

Appendix F Students' Answer of Test


1. Morphological Awareness Test



MORPHOLOGICAL AWARENESS TEST

Instructions:

1. Write down your name and class on the appropriate place.
2. This test is used for a research purpose only.
3. The time given is 60 minutes.

180203116@student.ar-raniry.ac.id Ganti akun  Draft disimpan

* Menunjukkan pertanyaan yang wajib diisi

Email *

☐ Rekam 180203116@student.ar-raniry.ac.id sebagai email yang disertakan dengan respons saya

Email *

mumtazkaryas@gmail.com

Nama *

M. Mumtaz Karya

Usia *

16

Jenis Kelamin *

☒ Laki-laki
☐ Perempuan

Kelas *

☐ X MIA 1
☐ X MIA 2
☐ X MIA 3
☒ X BAHASA

Berikutnya Kosongkan formulir

Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam UIN Ar-Raniry. [Laporkan Penyalahgunaan](#)

Google Formulir



MORPHOLOGICAL AWARENESS TEST

180203116@student.ar-raniry.ac.id Ganti akun



Alamat email Anda akan direkam saat formulir ini dikirimkan

* Menunjukkan pertanyaan yang wajib diisi

PART I - Morpheme Identification Test Direction:

Instruction

1. There is one example item and five test items.
2. All the items have two pictures.
3. Look at the pictures and then answer the question by choosing the correct picture containing the meaning of the target word

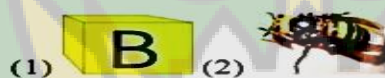
Example:

There are two pictures for the example item, which means "the letter T" and a "teacup," respectively.

Example : There are two pictures for the example item, which means "the letter T" and a "teacup," respectively.



Question Number 1



1. Which contains the meaning of the "bee" in "beehive"? *

- ☒ Opsi 1
☐ Opsi 2

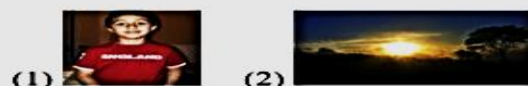
Question Number 2



2. Which contains the meaning of the "eye" in "eyebrow"? *

- ☒ Opsi 1
☐ Opsi 2

Question Number 3



3. Which contains the meaning of the "son" in "grandson"? *

☒ Opsi 1

☐ Opsi 2

Question Number 4

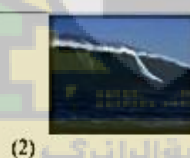


4. Which contains the meaning of the "right" in "right hand side"? *

☐ Opsi 1

☒ Opsi 2

Question Number 5



5. Which contains the meaning of the "sea" in "seahorse"? *

☐ Opsi 1

☒ Opsi 2

Kembali

Berikutnya

Kosongkan formulir



MORPHOLOGICAL AWARENESS TEST

180203116@student.ar-raniry.ac.id Ganti akun

 Draft disimpan

Alamat email Anda akan direkam saat formulir ini dikirimkan

* Menunjukkan pertanyaan yang wajib diisi

PART II - The Structural Morphological Awareness Test Direction

Instruction

There are some objects which can be seen in our daily life, and there are also some which we have not seen before but might be possible. I want you to try to come up with names for those objects based on the names of daily objects given.

Examples:

A. There's a paper that is **white** in color, we call that **white paper**. There's a paper that is **red** in color, what do we call it?

The Answer is **red paper**

B. There's a pair of **socks** that is **red** in color, we call them **red socks**. There are **socks** that are **blue** in color, what do we call them?

The Answer is **Blue socks**

6. There's a flower that is **big and red**, we call that **big red flower**. Now there's a flower that is **big and purple**, what do we call it? *

Big purple flower

7. We call a cat that is **white and big** a **big white cat**. What do we call a cat that is **black and big**? *

Big black cat

8. There's an animal that lives in the sea and **looks like a star**. It's called a **seastar**. *
There's an animal which lives in the sea and **looks like a horse**. What do we call it?

Seahorse

9. A cup that is used to hold **coffee** is called a **coffee cup**. What do we call a cup that is used to hold **tea**? *

Tea cup

10. A glass that is used to hold **wine** is called a **wine glass**. What do we call a glass that is used to hold **milk**? *

Milk glass

11. A tree that grows **apples** is called an **apple tree**. What do we call a tree that grows **donuts**? *

Donuts tree

12. Some buildings are built very **high**, and we call them **high-rise buildings**. Some buildings are built very **low**, what do we call that? *

Low-rise buildings

13. Many people wear laces on their **neck** called a **necklace**. Some people wear laces on their **foot**, what should we call that? *

Footlace

14. The metal shoes that are put on **horses** are called **horseshoes**. If we put metal shoes on **pigs**, what do we call them? *

Pigshoes

15. Early in the morning, we can see the **sun rising**. This is called a **sunrise**. At night, we might also see the **moon rising**. What could we call this? *

Moonrise

16. Some people wear rings on their ears, they are called **earrings**. Some people wear rings on their **nose**, what should we call that? *

Noserings

17. There is a kind of train that runs **under the ground**. We call that an **underground train**. There is another kind of train that **runs over the ground**. What do we call that? *

Overground train

18. **Basketball** is a game where you throw a **ball through a basket**. Tim made up a new game where he throws a **ball into a bucket**. What should he call the game? *

Bucketball

19. A **box** used to store mail is called a **mailbox**. Some people use a **tray** to store mail. What should we call that? *

Mailtray

Items 20–25 ask you to give new word forms !

20. Look at John. John is **stotting**. Yesterday he did this. What did he do yesterday? Yesterday, he _____ *

Stotted

21. This animal is called a **wug**. There are four of them. There are four _____ *

Wugs

22. This is a musical instrument called a **hux**. Now we have three of them. We have three _____ *

Huxes

23. Joe knows how to **fleamp**. He is **fleamping** something. He did the same thing yesterday. What did he do yesterday? Yesterday he _____ *

Fleamped

24. This is a **krest**, it's used on letters. This letter has been **krested**. The postman _____ is the letters. *

Kresting

25. Sometimes the **raindrops** fall from the sky and we call that **raining**. Very rarely, **frogs** fall from the sky, we call that _____ *

Frogging

Kembali


Kirim

Kosongkan formulir

2. Morphological Awareness Test in Reading Comprehension

MORPHOLOGICAL AWARENESS IN READING COMPREHENSION TEST

1. The time given is 40 minutes
2. Thank you so much for your participation

180203116@student.ar-raniry.ac.id Ganti akun  Draf disimpan

* Menunjukkan pertanyaan yang wajib diisi

Email *

☒ Rekam 180203116@student.ar-raniry.ac.id sebagai email yang disertakan dengan respons saya

Email *

mumtazkaryas@gmail.com

Nama *

M. Mumtaz Karya

Usia *


16

Jenis Kelamin *

Laki-Laki

Kelas *

☐ X MIA 1
☐ X MIA 2
☐ X MIA 3
☒ X BAHASA

Berikutnya  Kosongkan formulir



MORPHOLOGICAL AWARENESS IN READING COMPREHENSION TEST

180203116@student.ar-raniry.ac.id Ganti akun

 Draft disimpan

Alamat email Anda akan direkam saat formulir ini dikirimkan

MORPHOLOGICAL AWARENESS IN READING COMPREHENSION TEST

Instructions:

1. This test is used for a research purpose only. (Tes digunakan untuk tujuan penelitian)
2. Analyze the words by separating the word into some morphemes based on the descriptive text below and then fill in the list of words include morphemes.

A. **Prefix** is an affix which is placed before the stem of a word.

For Example:

They do an incorrect thing in their school.

Incorrect = prefix (In-)

B. **Suffix** is a letter or group of letters added at the end of a word which makes a new word.

For Example:

This can be avoidable if he is careful in driving.

Avoidable = suffix (-able)

Direction:

Read the text and analyse the words based on your own answer!

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing wonderfully on the banks of River Yamuna, the Taj Mahal is identical to love and romance. Taj Mahal was constructed by Mughal King Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

The finest architectural and artistic achievement is represented by Taj Mahal. The mausoleum was constructed of pure white marble. The white marble is decorated with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the complex designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

The shades of magnificent beauty at different time during the day is showed by Taj Mahal. At dawn when the first light of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Prefix

Beloved, Represented, Semi-precious, Inside, Semi-precious, Becomes.

Suffix

Actually, Standing, Wonderfully, Banks, Identical, Constructed, Beloved, Derived, Means, Palaces, Finest, Architectural, Artistic, Achievement, Represented, Constructed, Decorated, Stoned, Including, Designs, Reaches, Meters, Surrounded, Smaller, Domes, Towers, Minarets, Corners, Octagonal, Adorned, Carvings, Stones, Remains, Shades, Magnificent, Showed, Hits, Radiates, Heavenly, Pinkish, Looks, Milky, Moonlit, Rays, Glistening, Rays, Simply, Breath-Taking, Becomes, Wonders.

[Kembali](#)

[Kirim](#)

Kosongkan formulir

Appendix G Instrument

MORPHOLOGICAL AWARENESS TEST

Instructions:

1. Write down your name and class on the appropriate place.
2. This test is used for a research purpose only.
3. The time given is 60 minutes.

PART I - Morpheme Identification

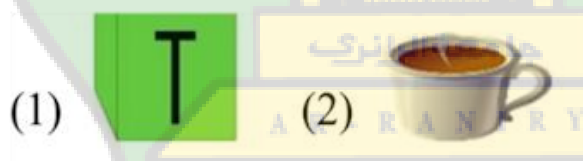
Test Direction:

Instruction There is one example item and five test items. All the items have two pictures. Look at the pictures and then answer the question by choosing the correct picture containing the meaning of the target word

Example:

There are two pictures for the example item, which means “the letter T” and a “teacup,” respectively.

Example : There are two pictures for the example item, which means “the letter T” and a “teacup,” respectively.



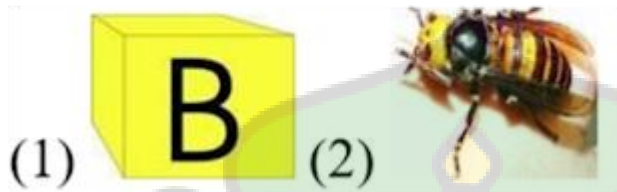
A. Which contains the meaning of the “tea” in “tealeaf”?

From the pictures, you can choose number (2) as something meaning ‘tea’ in ‘tealeaf’.

Test items

Choose the correct picture for the sentence below.

Question Number 1



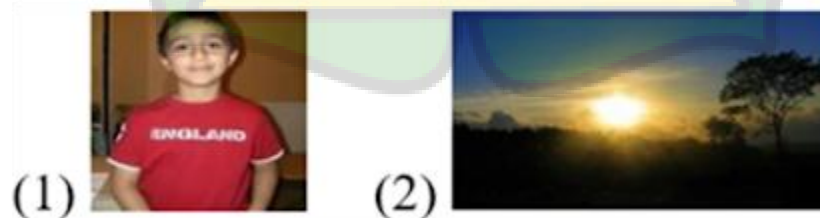
1. Which contains the meaning of the “bee” in “beehive”?

Question Number 2



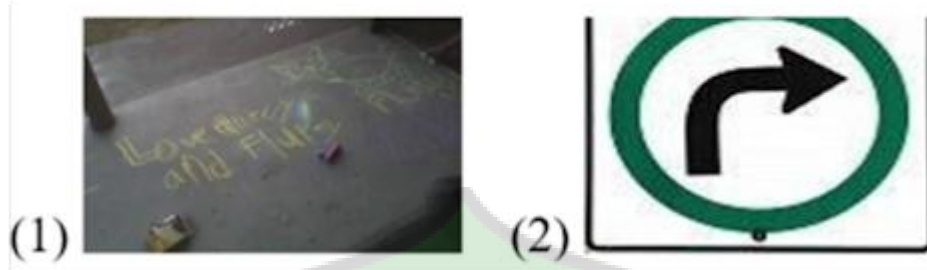
2. Which contains the meaning of the “eye” in “eyebrow”?

Question Number 3



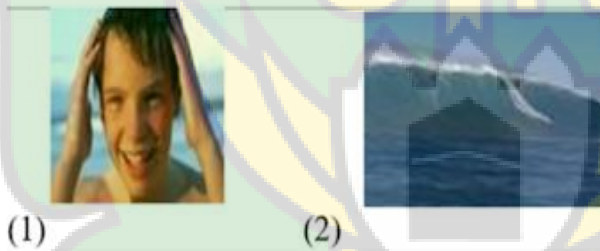
3. Which contains the meaning of the “son” in “grandson”?

Question Number 4



4. Which contains the meaning of the “right” in “right hand side”?

Question Number 5



5. Which contains the meaning of the “sea” in “seahorse”?

PART II - The Structural Morphological Awareness

Test Direction:

There are some objects which can be seen in our daily life, and there are also some which we have not seen before but might be possible. I want you to try to come up with names for those objects based on the names of daily objects given.

EXAMPLES:

- A. There's a paper that is **white** in color, we call that **white paper**. There's a paper that is **red** in color, what do we call it?

The Answer is Red Paper

- B. There's a pair of socks that is **red** in color, we call them **red socks**. There are socks that are **blue** in color, what do we call them?

The Answer is Blue socks

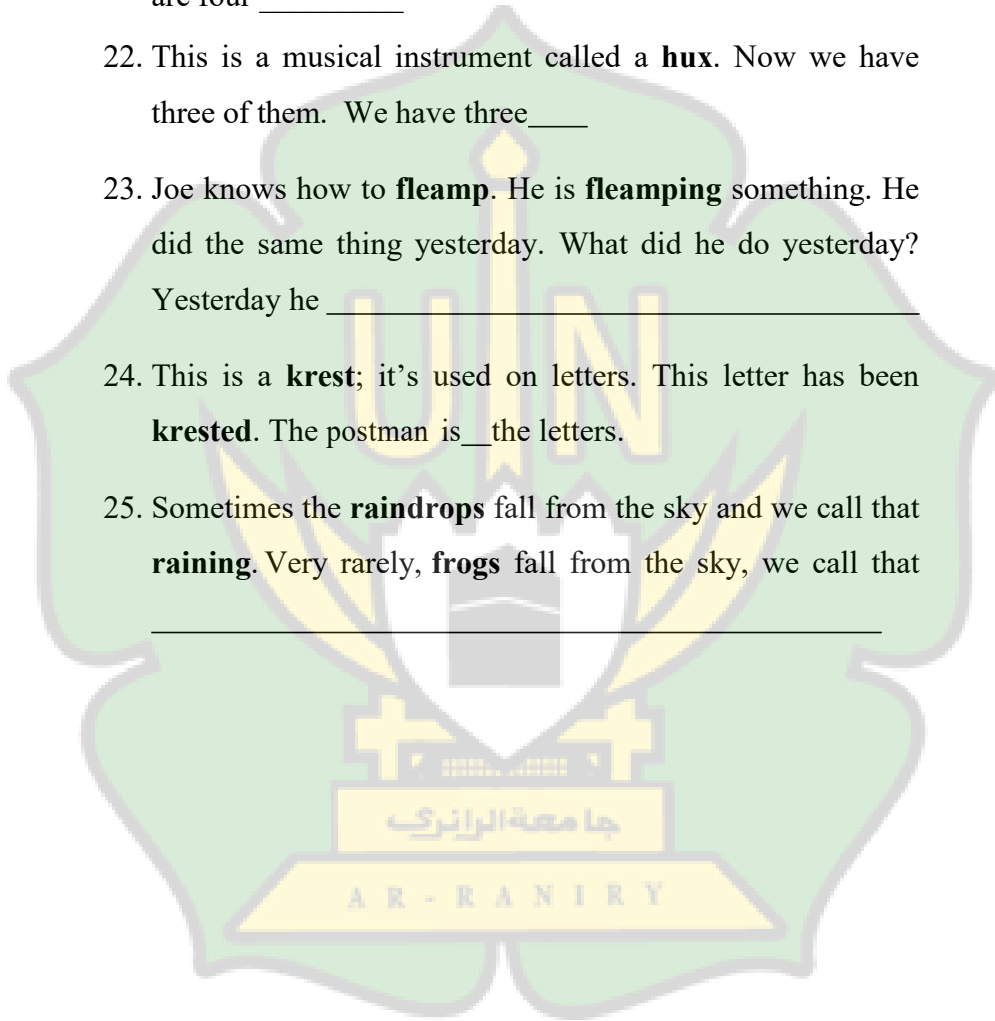
Test items

6. There's a flower that is **big and red**, we call that **big red flower**. Now there's a flower that is **big and purple**, what do we call it?
7. We call a cat that is **white and big** a **big white cat**. What do we call a cat that is **black and big**?
8. There's an animal that lives in the **sea** and **looks like a star**. It's called a **seastar**. There's an animal which lives in the **sea** and **looks like a horse**. What do we call it?
9. A cup that is used to hold **coffee** is called a **coffee cup**. What do we call a cup that is used to hold **tea**?

10. A glass that is used to hold **wine** is called a **wine glass**.
What do we call a glass that is used to hold **milk**?
11. A tree that grows **apples** is called an **apple tree**. What do we call a tree that grows **donuts**?
12. Some buildings are built very high, and we call them high-rise buildings. Some buildings are built very low, what do we call that?
13. Many people wear laces on their **neck** called a **necklace**.
Some people wear laces on their **foot**, what should we call that?
14. The metal shoes that are put on **horses** are called **horseshoes**. If we put metal shoes on **pigs**, what do we call them?
15. Early in the morning, we can see the **sun rising**. This is called a **sunrise**. At night, we might also see the **moon rising**. What could we call this?
16. Some people wear rings on their **ears**, they are called **earrings**. Some people wear rings on their **nose**, what should we call that?
17. There is a kind of train that runs **under the ground**. We call that an **underground train**. There is another kind of train that runs **over the ground**. What do we call that?
18. **Basketball** is a game where you throw a **ball through a basket**. Tim made up a new game where he throws a **ball into a bucket**. What should he call the game?
19. A **box** used to store mail is called a **mailbox**. Some people use a **tray** to store mail. What should we call that?

Items 20–25 ask you to give new word forms.

20. Look at John. John is **stotting**. Yesterday he did this. What did he do yesterday? Yesterday, he _____
21. This animal is called a **wug**. There are four of them. There are four _____
22. This is a musical instrument called a **hux**. Now we have three of them. We have three _____
23. Joe knows how to **fleamp**. He is **fleamping** something. He did the same thing yesterday. What did he do yesterday? Yesterday he _____
24. This is a **krest**; it's used on letters. This letter has been **krested**. The postman is _____ the letters.
25. Sometimes the **raindrops** fall from the sky and we call that **raining**. Very rarely, **frogs** fall from the sky, we call that _____



Answer Key

PART I - Morpheme Identification Test

1. 1
2. 1
3. 1
4. 2
5. 2

PART II - The Structural Morphological Awareness Test

6. Big Purple Flower
7. Big Black Cat
8. Seahorse
9. Tea cup
10. Milk Glass
11. Donut Tree
12. Low-rise buildings
13. Footlace
14. Pigshoes
15. Moonrise
16. Noserings
17. Overground Train
18. Bucketball
19. Mailtray
20. Stotted
21. Wugs
22. Huxes
23. Fleamped
24. Kresting
25. Frogging

MORPHOLOGICAL AWARENESS IN READING COMPREHENSION TEST

Instructions:

1. This test is used for a research purpose only. (Tes digunakan untuk tujuan penelitian)

2. Analyze the words by separating the word into some morphemes based on the descriptive text below and then fill in the list of words include morphemes.

A. Prefix is an affix which is placed before the stem of a word.

For Example:

They do an incorrect thing in their school.

incorrect = prefix (In-)

B. Suffix is a letter or group of letters added at the end of a word which makes a new word.

For Example:

This can be avoidable if he is careful in driving.

Avoidable = suffix (-able)

3. The time given is 40 minutes

4. Thank you so much for your participation

Direction :

Read the text and analyse the words based on your own answer!


Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing wonderfully on the banks of River Yamuna, the Taj Mahal is identical to love and romance. Taj Mahal was constructed by Mughal King Shah Jahan in the memory of his beloved wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

The finest architectural and artistic achievement is represented by Taj Mahal. The mausoleum was constructed of pure white marble. The white marble is decorated with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the complex designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

The shades of magnificent beauty at different time during the day is showed by Taj Mahal. At dawn when the first light of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It’s simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Prefixes	Suffixes
1. Beloved	1. Actually
2. Represented	2. Standing
3. Semi-precious,	3. Wonderfully
4. Inside	4. Banks
5. Semi-precious	5. Identical
6. Becomes.	6. Constructed
	7. Beloved
	8. Derived
	9. Means

	10. Palaces
	11. Finest
	12. Architectural
	13. Artistic
	14. Achievement
	15. Represented
	16. Constructed
	17. Decorated
	18. Stoned
	19. including
	20. designs
	21. reaches
	22. meters
	23. surrounded
	24. smaller
	25. domes
	26. towers
	27. minarets
	28. corners
	29. octagonal
	30. adorned
	31. carvings
	32. stones
	33. remains
	34. shades
	35. magnificent
	36. showed
	37. hits

	38. radiates
	39. heavenly
	40. pinkish
	41. looks
	42. milky
	43. moonlit
	44. rays
	45. glistening
	46. rays
	47. simply
	48. breath-taking
	49. Becomes
	50. wonders.

