



smaller meaningful parts. Based on the definition above, the purpose of morphology is the study of morphemes and their arrangements in forming words.

Studying morphemes and their arrangement in forming words can be learned by students. As stated by Carlisle (1995:194) in his study, children can consciously aware of the morphemic structure of words, reflect on and manipulate the structure of words. This awareness of the morpheme is called morphological awareness. Morphological awareness is the ability to recognize the parts of words and word segments that convey meaning. Wolter and Green (2013:27) define morphological awareness as the awareness of morphemic structure of words and the ability to reflect on the structure. In addition, Chang et al (2005:417) defines morphological awareness as the awareness of and access to the meaning and structure of morphemes in relation to words, for example, the word *beauty* is root morpheme. English learner can generalize it into new word classes, *beauty*+ful becomes *beautiful* (adjective), *beauty*+fy becomes *beautify* (verb), and *beauty*+fully becomes *beautifully* (adverb). From those examples, learner can get new words, new meaning with different classes. Moreover, morphological awareness can be useful for one of strategy to acquire vocabulary knowledge. As stated by Chang et al (2005:428), children can acquire vocabulary knowledge through morphological awareness. They focused on the two aspects of this morphological awareness, morpheme identification and morphological structure awareness. Morpheme identification is the ability to distinguish different meanings across homophones,

whilts, morphological structure awareness is the ability to create new meanings by making use of familiar morphemes. Yet, is there any relationship between this morphological awareness and vocabulary knowledge in Smart Course?

Vocabulary is total number of words in language. Learning language should know the vocabulary in that language, so vocabulary has important role in learning language. Many researchers have studied about the importance of knowing a sufficient number of words to be able to function in the language. According to Nation as cited in Wahyuni (2015), one of the critical factors in successful guessing the words from a context is the students' vocabulary size, because this will affect the frequency of unknown words in a text. The term "vocabulary size" or also known as vocabulary breadth refers to quantity or number of words that the students know at particular levels of language proficiency. Thus, the development of vocabulary size needs to be examined in order to know the level of learner's ability in mastering vocabulary.

In addition in the previous study in understanding the relationship between vocabulary size and morphological awareness, as stated by Nurhemida (2007), "in learning a language, specifically for vocabulary goals, there are three aspects to be looked at: the number of words in the language, the number of words known by the native speakers, and the number of words needed by a learner to use the language productively." The number of words in English and number known by English native speakers are not the interest of the current study, which instead

focuses on the third aspect: the words needed to use English productively, specifically for students in Smart Course, Pare. According to Laufer & Goldstein as cited by Shahov (2012:38), the meaning of productive knowledge is usually associated with speaking and writing. Thus, the writer intends to examine the vocabulary size of Smart course students into grammar class and speaking class.

Previous studies were done by some researchers. Therefore, this study builds on this body of research by examining the relationship between morphological awareness and English vocabulary size of Smart course students as some considerations; Smart course students in Pare are learners who study English. As they learn language, it correlates to vocabulary knowledge. Morphological awareness is used by the writer to examine the relationship between its morphological awareness and vocabulary knowledge. As the writer examines the relationship between vocabulary knowledge and morphological awareness, students of grammar class and speaking class were taken to be place to measure it because these classes are productive language, both of them need vocabulary knowledge and there are different area of focus of study which are speaking is to increase the ability in speaking skill, and grammar is the ability to build good writing skill.

However, students in Smart course are as English as Foreign Language (EFL) students. As Nurhemida (2007) investigated the relationship between morphological awareness and vocabulary knowledge of EFL students. The results







