#### **CHAPTER I**

#### INTRODUCTION

This part introduces the present study. It describes background of the study, research problem, research objective, significance of the study, scope and limitation of the study, definition of the key terms, and hypothesis.

#### 1.1. Background of The Study

Morphology is the study of the structure of words. In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed (Aronoff & Fudeman, 2005:1-2). As morphology deals with words, the concept of 'word' itself in English tends to be smaller unit than sentences. A sentence can be broken down into smaller units (words). Then, the words can be broken down into smaller units (aronoff a meaningful parts. The smallest meaningful part of a word itself is called a morpheme.

A morpheme is minimal unit which has sound and meaning (lexical meaning or grammatical function). A major way in which morphologists investigate words, their internal structure, and how they are formed is through the identification and study of morphemes, often defined as the smallest linguistic pieces with a grammatical function. A morpheme may consist of a word, such as *hand*, or a meaningful piece of a word, such as the *-ed* of *looked*, that cannot be divided into 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

showed that there was a significant relationship between students' morphological awareness and vocabulary knowledge. The same object of the study was also done by Rosalina (2012). She analyzed the correlation between morphological awareness and vocabulary size of students in senior high school in Bandar Lampung. The result of her study was there was correlation between students' morphological awareness and vocabulary size. If the result of two previous studies was positive correlation between morphological awareness and vocabulary size of EFL students, the next study has different result. Al-Farsi (2008) examined Omani EFL University students' morphological awareness and its relationship to their vocabulary knowledge and morphological complexity. He found that the there was no significant relationship between students' morphological awareness and vocabulary knowledge. Thus, students in Smart course as EFL students comes to be the writer's gap in order to know whether any relationship between their morphological awareness and vocabulary size.

## **1.2. Statement of the Problems**

This study is conducted to answer the problem formulated in the following questions:

- 1.2.1. What is the extent of morphological awareness of students in Smart course, Pare?
- 1.2.2. What is the extent of vocabulary size of students in Smart course, Pare?

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1.2.3. Is there any relationship between morphological awareness and vocabulary size of students in Smart course, Pare?

### 1.3. Objectives of the Study

Based on the problems above, the objectives of the study are:

- 1.3.1. To find out the extent of morphological awareness of students in Smart course, Pare.
- 1.3.2. To find out the extent of vocabulary size of students in Smart course, Pare.
- 1.3.3. To find out whether there is relationship between morphological awareness and their vocabulary size.

# **1.4. Significance of the Study**

This study is expected to be beneficial in these points. Theoretically, it is expected that the result of this study could contribute an insight about the relationship between morphological awareness and vocabulary size by examining students in one of courses in Pare. Thus, it is expected that the study could extend finding from previous study to the context of English as Foreign Language (EFL) learners in Indonesia.

Besides, the result of the study is expected to be beneficial to open new area of research. That is, if only someone were interested in analyzing the relationship between vocabulary knowledge and morphological awareness in another area of study, the result of the measurement in this study might be useful to be taken into consideration.

Practically, the result of this study is expected to be useful for reader to know the relationship between morphological awareness and vocabulary size. Thus, the reader is able to use morphological learning to acquire vocabulary knowledge.

### **1.5. Scope and Limitation of the Study**

In this study, the writer gave two kinds of tests. One test was for measuring students' vocabulary levels by using Vocabulary Level Test (VLT), and another was for measuring morphological awareness test by using morphological awareness test. The writer adapted I.S.P. Nation test to measure VLT test. Meanwhile, morphological awareness test consisted of two parts. Part one was morpheme identification test which adapted from Al-Farsi (2008) and part two was morphological structure test which adapted from McBride Chang et al (2005). The scope of this measurement was measuring the level of students' vocabulary size and morphological awareness and its relationship. The participants were taken at Smart Course students. The writer limitted the participants into two classes; grammar class and speaking class in one course, SMART ILC.

## 1.6. Definition of the Key Terms

**Morphology:** the study of forms. Linguistics morphology refers to the study of words, their internal structure and the mental process that are involved in word formation (Arnoff and Fudeman, 2005: 3)

**Morphological awareness:** the awareness of morphemic structure of words and the ability to reflect on the structure (Wolter and Green, 2013:27)

Vocabulary: the knowledge of words and word meanings (Butler et al, 2010:1)

**Vocabulary size:** also known as vocabulary breadth, refers to the quantity or number of words that the students know at particular levels of language proficiency (I.S.P Nation, 2000:573)

Smart ILC: English course located in Pare, Kediri-East Java.

#### **1.7. Hypothesis**

The hypothesis in this study might be:

"There is relationship between morphological awareness and vocabulary size of students in Smart course."