

CHAPTER I

INTRODUCTION

This chapter describes the introduction of this research. This chapter contains background of study, research problem, objective of study, hypothesis, significance of the study, and definition of key term.

A. The Background of study

Many courses in the college must be taken for getting pass. It is especially in English department. Most of people use English as mean of communication, technology, culture, and marketing. Even in getting a job, there are some companies and departments that have English test to get.

Sometimes, English learners have difficulty in vocabulary. Vocabulary is a group of words and phrases that have each meaning in each word. English learners must have many in vocabulary if they want to be successful in learning English. As we know that vocabulary is large. Many English learners have difficulty in English test because of unknown words in their memory. So, vocabulary is the biggest problem of English problem in learning English.

If the learners have strong morphological awareness, their vocabulary will be good. If their morphological awareness is weak, their vocabulary will be bad. But, there are some whom have strong morphology awareness, they vocabulary mastery is low. Then, there are some whom have weak morphological awareness but their vocabulary mastery is good.

There are some researches that research this almost same topic. The title is "The role of morphological awareness in children's vocabulary

acquisition in English”¹. This research takes place in abroad, but the object is kindergartners and second graders. The researchers tell that there is influence between Morphological Awareness and Vocabulary Skill. But in this research will take place in Indonesia, STAIN Kediri at 6th semester.

In each case, the word search simultaneously focuses on form and meaning, but it seems the brain is better disposed to begin the search via the meaning-based (thesaurus-like) lexicon than the form-based (dictionary-like) one. This also accounts for the fact that, once subjects have accessed the fruit category, they are able to find other fruits more quickly. All of this suggests a semantic (semantic-based) organization, but one that also has a form-based (or what is called morphological) back up. Many learners of English confuse *chicken* and *kitchen*: not only do the two words sound alike, they are both nouns and they share elements of meaning in that they belong to the same lexical field.²

The case above is a proof that morphological awareness has a big role in enlarging vocabulary. Morphology is the component of mental grammar that deals with types of words and how words are formed out of smaller meaningful pieces and other words.³ The smaller meaningful pieces can be called as morphemes. Morphemes can be the minimal meaningful units which may constitute words or parts of words. Morphemes is as functioning parts of words; as basic units of grammar; as units of distribution; as same of form and meaning; as classes of morphs or allomorphs; continuing importance of

¹ Catherine McBride-Chang and Richard K. Wagner, *The role of morphological awareness in children's vocabulary acquisition in English* (America: Cambridge University Press, 2005), page. 415-435

² Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Pearson Educated Limited, 2004), page. 17

³ Vedrana Mihalicek and Christen Wilson, *Language Files: Materials for an Introduction to Language and Linguistics Third Edition* (Columbia: The Ohio State University Press, 2011), page 148

morphemic model.⁴ E.g. *re-*, *de-*, *un-*, *-ish*, *-ly*, *-ceive*, *-mand*, *tie*, *boy*, *like*. In the combinations *receive*, *demand*, *untie*, *boyish*, and *likely*.⁵ The next problem is if English learners do not pay attention in morphology, they do not realize that morphology can enrich their vocabulary. For example: in writing test, for testing writing comprehension, a limited vocabulary can prevent their exploration in developing words effectively. Moreover, in reading, a limited vocabulary can give difficulties to them to understand the text. In speaking skill, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In listening, without vocabulary richness, nothing can be caught from the speaker. Those are why vocabulary is important to learn.

Studying morphological processes can enlarge vocabulary size. Realizing, morphological process is important to enlarge vocabulary. The possible role, morphological awareness can play in second language (L2) vocabulary. So, there was a significant relationship between the students' performance in the vocabulary level test and the morphological awareness tasks. For preparing as English teacher, in STAIN Kediri, the English students must increase their English skill. They have same problem in enlarging their vocabulary skill. They often do the errors in morphology because have a low capability in morphological knowledge. They must prepare more to teach their students. If they have a low capability in morphology their students will have low ability and do many errors. Even if they have low vocabulary, their students will get nothing. This is the biggest mistake.

⁴ R.H. Matthews, *An Introduction to The Theory of Word Structure the seventh edition* (Cambridge: Cambridge University Press, 1978), page 77

⁵ Eugene A. Nida, *Morphology : The Descriptive Analysis of Words second Edition* (America: The University of Michigan, 1952), page 1

Because of the background above the writer wants to do a research about The Correlation between Morphological Awareness and Vocabulary Mastery of English Department Students of Stain Kediri.

B. Research Problem

Based on the background of the study above, the writer would like to formulate the problem in this study as follow “Is there any correlation the better vocabulary mastery, the better morphological awareness of English department students of STAIN Kediri?”

C. Objective of the Study

The writer has a purpose to have this research as follows “To know there is any correlation the better vocabulary mastery, the better morphological awareness of English department students of STAIN Kediri?”

D. Hypothesis

Considering the research problems, there is a hypothesis, null hypothesis (H₀). In the null hypothesis, there is no correlation between morphological awareness and vocabulary mastery at the 6th semester students of STAIN Kediri.

E. Significance of The Study

The writer hopes that the result of the study will be able to help learning English especially for:

1. The English department students

This study can be used as an input for them. They can improve their vocabulary skill and morphological awareness. Moreover, this research can increase their spirit to practice the morphological knowledge and vocabulary mastery again.

2. The English lecturers

It can be used for morphology lecturer and vocabulary lecturer as an evaluation; whether they are success in transferring the knowledge to the students or not.

3. the following researchers

This study is able to be used as reference to the next research in the future.

F. Definition of Key Term

The title of this study is "The Correlation between Morphological Awareness and Vocabulary Mastery of English Department of Stain Kediri". Here, the writer would like to define term used in title above to avoid misinterpretation:

1. Morphological awareness: score the ability of realizing the knowledge on morphemes and their arrangements in forming words.
2. Vocabulary mastery: score the competence in list of words with their meaning to learn English.