

**THE CORRELATION BETWEEN MORPHOLOGICAL AWARENESS
AND LEXICAL RICHNESS IN EFL ACADEMIC WRITING**

THESIS

Presented to

State Islamic University of Syekh Wasil Kediri

in Partial Fulfillment of the Requirement

for the Degree of *Sarjana* in English Language Education



BY:

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NIM. 22202102

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SYEKH WASIL

KEDIRI

2026

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2026

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I hereby declare that this thesis and all the work presented therein are my own original work and the result of my own original research. This thesis does not contain any material previously written or published by others, except where cited as quotations and references. No part of this work has been submitted for the purpose of obtaining a degree or other qualification at any university or higher education institution. Therefore, I am the sole party responsible for this thesis should there be any objections or claims from other parties. This thesis has been prepared to fulfil the requirements for the award of a Bachelor's degree (S1) in the English Language Teaching Programme at the State Islamic University Syekh Wasil Kediri.

Kediri, 28th June 2026

The Researcher



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APPROVAL PAGE

This to certify the bachelor thesis of Muhammad Ainul Yaqin has been approved
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THE CORRELATION BETWEEN MORPHOLOGICAL AWARENESS AND LEXICAL RICHNESS IN EFL ACADEMIC WRITING

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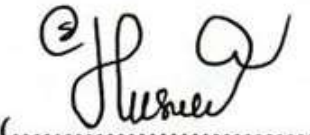
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Di
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Nama : Muhammad Ainul Yaqin
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1). Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

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MOTTO

Keshyite akiramenai yuuki, koukai shinai koto, itta koto e no saizen o tsukusu

shisei, jiko ninshiki e no jikaku

Courage born of a refusal to give up, the absence of the regret, giving one's all in
ones's endeavours, and always knowing oneself

(Jiraiya Sama; Uchiha Itachi; Uzumaki Naruto)

DEDICATION

First and foremost, I offer my heartfelt thanks and praise to Allah SWT for granting me the opportunity to complete this thesis. Without His grace, I would not be where I am today. Secondly, may peace and blessings be upon our great Prophet Muhammad SAW, who guided us from the age of ignorance into the era of Islamic glory. I wholeheartedly dedicate this modest work to:

1. Myself, for having fulfilled my duties as a student
2. My parents, who have supported me and always encouraged me to keep going and never give up
3. My thesis supervisors, Dr. Ima Fitriyah, M.Pd.I and Dr. Dewi Nur Suci, S.S., M.Pd have provided me with excellent guidance and advice throughout the process of completing my final project.
4. My friend who has always been by my side through thick and thin.

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Alhamdulillahirabbil'alam, all praise be to Allah SWT, the Most Gracious and Most Merciful, who has bestowed upon me the strength, guidance and opportunity to complete this thesis. May blessings and peace be upon the Prophet Muhammad SAW, who has guided humanity from darkness into the light. This thesis is submitted to the State Islamic University (UIN) Syekh Wasil Kediri as one of the requirements for obtaining a Bachelor's degree in the English Language Teaching Programme.

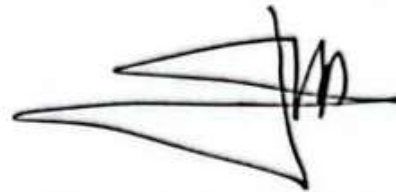
During the course of this research, I encountered many challenges and obstacles. However, thanks to the help, support and encouragement of many people, I was able to overcome them all and complete this work. I would therefore like to express my sincere and heartfelt thanks to:

1. Dr Wahidul Anam, M.Ag., Rector of Syekh Wasil State Islamic University of Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd., Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Syekh Wasil Kediri.
3. Burhanudin Syaifullah, M.Ed., Ph.D., Head of the Department of English Language Education, State Islamic University (UIN) Syekh Wasil Kediri.
4. To my esteemed supervisors, Dr. Ima Fitriyah, M.Pd.I and Dr. Dewi Nur Suci, S.S., M.Pd., for their invaluable guidance, knowledge, advice, support and prayers throughout the completion of this thesis.
5. To my fellow students in their fourth and sixth semesters, particularly those who have generously given their time, offered encouragement, and shared their

thoughts and efforts throughout this research process. Your contributions have been an integral part of this journey.

I am fully aware that this thesis is far from perfect. I therefore sincerely welcome any constructive suggestions and criticism from readers and future researchers who may be interested in this study.

Kediri, June 23rd, 2026
The Researcher

A handwritten signature in black ink, consisting of stylized, overlapping loops and a long horizontal stroke extending to the left.

Muhammad Ainul Yaqin
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ABSTRACT

Yaqin, Muhammad Ainul. (2026). The Correlation Between Morphological Awareness and Lexical Richness in EFL Academic Writing. Department of English Language Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Syekh Wasil Kediri. Advisors: (I) Dr. Ima Fitriyah, M.Pd.I. and (II) Dr. Dewi Nur Suci, S.S., M.Pd.

Keyword: *Morphological Awareness, Lexical Richness, Lexical Diversity, Lexical Density, Lexical Sophistication, Academic Writing, EFL.*

Academic writing in English as a foreign language (EFL) poses a significant challenge for students as it requires a good command of academic vocabulary, including an understanding of word structure and lexical richness. Morphological awareness is believed to play a crucial role in improving the quality of academic writing. However, there is still little research that specifically examines its relationship with lexical richness, particularly among university-level students. This study aims to examine the correlation between morphological awareness and three dimensions of lexical richness, namely lexical diversity, lexical density, and lexical sophistication in EFL academic writing.

This study employed a quantitative approach with a correlational design. The sample comprised 80 students consist of 40 students of fourth-semester and 40 students of sixth-semester from the English Language Teaching Programme at UIN Syekh Wasil Kediri, selected via purposive sampling. Morphological awareness was measured using three tests: the Morphological Identification Test (MIT), the Judgement and Analogy Test, and the Morphological Structure Awareness Test (MSAT). Lexical richness was analysed from students' individual draft writings using the Lexical Complexity Analyser for Academic Writing (LCA-AW) software, which automatically measures three dimensions. The data were analysed using Spearman's correlation as the data distribution was not normal.

The findings revealed a complex and unexpected relationship: morphological awareness showed no significant correlation with lexical diversity ($r = 0.110$, $p = 0.165$), but demonstrated significant negative correlations with both lexical density ($r = -0.328$, $p = 0.001$) and lexical sophistication ($r = -0.328$, $p = 0.002$). These results show a more complex than previously assumed. These indicate that higher morphological awareness may not directly enhances lexical richness in this context. Instead, the findings suggest that students with high morphological awareness may demonstrate a tendency to focus more on grammatical accuracy at the expense of lexical richness, possibly due to cognitive constraints, supporting Krashen's Monitor Model (1985) and Skehan's Trade-off Hypothesis (1998). The study concludes that the relationship between morphological awareness and lexical richness is non-linear, and that potential for high morphological awareness to be associated with reduced lexical richness in certain EFL contexts when students become overly cautious in their lexical choices.

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