

**THE INFLUENCE OF STUDENTS' MORPHOLOGICAL AWARENESS
TOWARD STUDENTS' WRITING ABILITY AT FOURTH SEMESTER
STUDENTS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT OF
WALISONGO STATE ISLAMIC UNIVERSITY (UIN) OF SEMARANG IN THE
ACADEMIC YEAR OF 2016/2017**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor in
English Language Education



By:

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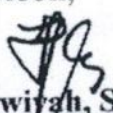
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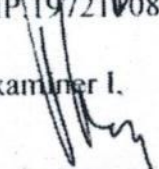
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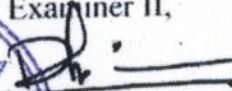

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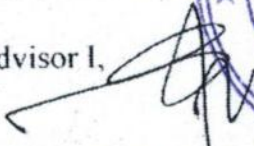
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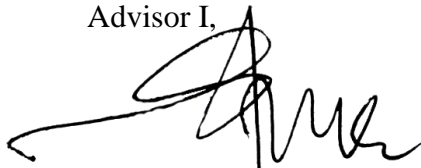
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I state that the thesis is ready to be submitted to Faculty of Education and Teacher Training of Walisongo State Islamic University to be examined at Munaqosah Session.

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ABSTRACT

Chilmi Zakaria, 133411069, Chilmizakaria@gmail.com. The Influence of Students' Morphological Awareness toward Students' Writing Ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017.

There are three objectives of this research namely to identify how high the students' morphological awareness at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017, to identify how high the students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017, to find out whether any significant influence of student's morphological awareness toward students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017. The quantitative approach with the use of correlation product moment and simple linier regression was used to calculate two variables. The two measurements of morphological awareness (morphological structure test and morpheme identification test), and the use of writing narrative text to measure writing ability were administered to 92 college students at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017. The result is that the quality of morphological awareness is average, the quality of students' writing ability is mediocre and the students' morphological awareness gives the influence 28.8% toward students' writing ability and 71.2% comes from other aspects. The researcher has known that morphological awareness has important role in writing ability. Therefore, the researcher suggests for students to aware with morphology.

Keywords: Morphological awareness, English morphology, writing ability.

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The Writer,

Chilmi Zakaria

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CHAPTER I

INTRODUCTION

This chapter, the researcher presents background of the study, research questions, objectives of the research, and significances of the research.

A. Background of the Research

Morphological awareness is students' awareness with morphology. It means students have knowledge to form word, to analyze the structure of word, to create new word structure with new meaning. In the discussion of morphological awareness we should understand the meaning of morphology. In etymology, the term *morphology* is derived from the Greek word *morph*, which means *shape, form*, and morphology is the study of form or forms. In linguistics, morphology refers to the conceptual system involved in word formation or it refers to the branch of linguistics that deals with words, their internal structure, and how they are formed.¹ Morphology is the study of morphemes and their compositions in forming words. Morphemes are the minimal important units which include words or parts of words, e.g. re-, de-, un-, -ish, -ly, -ceive, -mand, tie, boy, and like in the word: receive, demand, untie, boyish, likely. The morpheme compositions which are studied in the English morphology include all combinations that form words or parts of words.²

Automatically, when students learn morphology, they should understand of morphemes and its parts. The analysis of morpheme is way how to form word into new word by adding an affix and it changes word structure and word meaning. "What is morpheme?" morpheme is the smallest unit of linguistic, the identification of morphemes with the study of morphology used to investigate words, their internal structure, and how they are formed. Normally, word can contain one morpheme (e.g. boy, lady, water), two morphemes (e.g. *boy+ish, desire+able*), three morphemes (e.g. *boy+ish+ness*) and four morphemes (*un+desire+able+ity*). According to Al Farsi, morphological analysis is the learners' ability to learn morphemes and morphemic limitations by manipulate complex words into

¹E-book: Mark Aronoff and Kirsten Fudeman, *What is Morphology? Second Edition* (United Kingdom: Blackwell Publishing, 2011), p. 1-2.

²E-book: Eugene A. Nida, *Morphology: The Descriptive Analysis of Words*, (United States: University of Michigan Publications, 1952), p. 1.

meaningful parts and collecting the meaningful parts into new meanings. For example, the word *kingdom* has two morphemes (*king* and *-dom* meaning condition, state, and dignity) and the new words, such as *wisdom*, *martyrdom*, and *chiefdom*, can be generated using the morpheme *-dom*. The practice to manipulate word into complex word and vice versa is called *morphological analysis*.³ Anglin identifies five different morphological word types in English. The five morphological word types are root words (e.g. long, beautiful, handsome), inflectional words (e.g. mangos, plays, student's), derivational words (e.g. disloyalty, unbelievable), literal compounds (e.g. iceberg, passport, saltwater), and idiom (e.g. When pigs fly "something that will never happen", a cats jump "a short distance away").⁴

According to Carlisle, morphological awareness focuses on children's awareness of the morphemic structure of words and their ability to reflect on and manipulate that structure.⁵ Morphological awareness is students' knowledge of how to form new word from root word. In the previous study, the study of morphological awareness is related to English skills, such as reading comprehension, vocabulary acquisition, listening transcription, and speaking development. In vocabulary acquisition, according to Chang et al, morphological awareness in vocabulary acquisition is predictable than phonological awareness in vocabulary acquisition especially in vocabulary knowledge.⁶

Morphological awareness can develop vocabulary knowledge, because morphological awareness is the ability to manipulate morpheme at word level. According to Kirby et al, there are four substantial bodies that should be exist in the research indicating that morphological awareness contributes to reading competence. The first question is whether morphological awareness makes independent contributing to reading or whether its effect overlaps entirely with those of other cognitive process, the second question of much debate is whether the

³Badriyah Al Farsi, *Morphological Awareness and Its Relationship to Vocabulary Knowledge and Morphological Complexity among Omani EFL University Students*, A Thesis, (The Degree of Master of Arts in Applied Linguistics, the University of Queensland, 2008), p. 2.

⁴Jeremy M. Anglin, *Vocabulary Development: A Morphological Analysis*, (Monographs of the Society for Research in Child Development, Vol. 58, No. 10, 1993), p. 121-122.

⁵Carlisle, J.F. 1995. *Morphological Awareness and Early Reading Achievement*, in L.B. Feldman (Ed.), *Morphological Aspects of Language Processing*, Hillsdale, NJ: Erlbaum, p. 194.

⁶Catherine Mc-bride Chang et al, *The Role of Morphological Awareness in Children's Vocabulary Acquisition in English*, (United States: Applied Psycholinguistics 26, 2005), p. 415.

contribution of morphological awareness to reading ability changes with development, the third question concern on the aspect of reading to which morphological awareness should be most clearly related, and the fourth question is whether morphological awareness makes a contributing to reading comprehension after accounting the effects of word reading.⁷

Writing ability is an ability to arrange and write down appropriate words into sentences and paragraphs, writer should have complex skill of writing to create a good writing for audience. Writing ability is important for people who want to learn from something known or unknown then they pour into their writing, even ordered by Allah as said in surah al-Alaq verse 4:

الَّذِي عَلَّمَ بِالْقَلَمِ

“Who taught by the pen”⁸

According to Jyi-yeo, the importance of writing skills is rising for increasing international interactions/transactions and chances to study abroad.⁹ According to Heaton, the ability to write a writing product for a particular readers using the most appropriate kind of language is important for both native-speaker and foreign student. The use of correct registers becomes an important skill at advanced levels of writing. If writer uses wrong register in writing, they will make the result of writing is absurdities and ashamed.¹⁰

Register in writing helps us to focus on particular purpose in formal and informal situations. By using appropriate genre of writing to know the target of audience can help you to create correct register and show your writing style.

When learners have less effort in writing, they will think that writing is difficult to master. Few students in high school or in university think that writing is not difficult by their effort and they need more time to practice a lot in writing. In the learning process of writing, teacher needs to give some writing task as final activity of lesson and then do assessment to evaluate the writing ability of

⁷John R. Kirby et al, *Children's Morphological Awareness and Reading Ability*, (Springer Science, Business Media B.V, 2011), p. 392-394.

⁸Maulawi Sher Ali, *The Holy Quran : Arabic Text and English Translation*, (Tilford UK : Islam International Publication Ltd, 2004), p. 741

⁹Jyi-yeon Yi, *Defining Writing Ability for Classroom Writing Assessment in High Schools*, (Journal of Pan-Pacific Association of Applied Linguistics 13, 2009), p. 53.

¹⁰E-book: J.B Heaton, *Writing English Language Test, Longman Handbooks for Language Teachers, New Edition*, (New York: Longman Inc, 1990), p. 135.

students. So, teacher can know the student successes of writing. There are some writing tasks used to measure and to evaluate students' writing ability. According to Arthur et al, writing tasks in the 1984 assessment were designed to assess students' ability that involve in three broad types of writing: informative writing, persuasive writing, and imaginative writing. Informative writing is used to present informations and ideas, persuasive writing tries to influence others to bring about some actions or changes. Writers must be concerned with how to influence their readers by adding their knowledge to a particular topic. Imaginative writing task is made by students write stories such as, they create reality events or create reasonable or unreasonable events or to put it into a particular situation and express their feelings and thoughts that it provokes to readers.¹¹

According to Hunter et al, there are two measurements of writing; direct measurement and indirect measurement of writing skill taken from the English subject specialist at Educational Testing Service Customarily. The direct measurement of writing skills will use writing composition or essay task. Student or examinee will do the task of writing a composition on a specified topic within a given time period and without any resources such as dictionaries or rhetoric books to help them. The indirect measurement of writing skills uses an objective or multiple-choice instrument for which the content specifications that made by English teachers and scholars.¹²

The design of writing tasks should be done when lesson was over. The writing task is used to measure the students' writing ability. Teacher can measure students' writing task as evaluation students' writing activity. So, students can understand their fault in their writing before and they can develop their writing.

There were some previous studies related with students' writing ability, such as, students' ability on vocabulary mastery, grammar mastery, students' extensive reading and also students' morphological awareness. Hestiningsih, analyzed that there are effects of grammar mastery and vocabulary mastery towards students' argumentative writing. She used multiple correlation technique to measure

¹¹E-book: Arthur N. Applebee et al, *The Writing Report Card, Writing Achievement in American Schools*, (New Jersey: National Assessment of Educational Progress, 1986), p. 16.

¹²E-book: Hunter M. Breelan et al, *Perceptions of Writing Skill*, (New York: College Entrance Examination Board, 1982), p. 2.

grammar mastery and vocabulary mastery towards students' argumentative writing.¹³

The relationship between reading and writing is the advantages of encouraging students to read as much as possible to enhance their writing ability.¹⁴ Yuan investigated about "Does EFL Students' Grammatical Ability Account for Writing Ability". The results indicated that most students' grammar subtests outperformed their writing subtests.¹⁵

Jiwprasat investigated "The Effect of Pre-writing on Grade Six Students' Writing Ability". The result indicated that grade six students who were taught to use pre-writing activities in their writing class was improved their writing ability.¹⁶

The students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang have studied writing such as basic writing, intermediate writing, and advanced writing for three semesters and morphology for 3rd semesters. As we know, writing skill is difficult skill in English. In writing skill, students should make a writing product contain information that they want to share to audiences.

When students make a writing product, they write sequence of words used to make sentences, and then paragraph. Students are not only understand the process of writing, the skills of writing (such as, language use, mechanical skills, arrangement of content, stylistic skills, judgment skills), but also they should have morphological knowledge to manipulate word that they can apply in their writing. When teacher asks students to write a sentence, paragraph or an essay, students are still confused how select appropriate word with correct structure to contribute their information that they want to share in writing. Sometimes, students are understand words meaning but they write some word errors in a sentence and a paragraph or they write wrong word formation that commonly added by *-s*, *-s*, *-s*, *-ed* *-ing* *-es*, *ly*, *able*, *ness*, *er*, or *un*, such as they want to change noun to be verb, adjective, adjective to be adverb or they add verb by suffix *s* because subject is third person,

¹³Woro Hestiningih, *The Effects of Grammar Mastery and Vocabulary Mastery towards Students Argumentative Writing*, (Vol. 8, No. 2, 2016), p. 208.

¹⁴Wilairat Kirin, *Effect of Extensive Reading on Students' Writing Ability in EFL Class*, (The Journal of Asia TEFL, Vol. 7, No. 1, 2010), p. 285.

¹⁵Yun Hsuan Huang, *Does EFL Students' Grammatical Ability Account for Writing Ability? A Case Study*, (Chia-Nan Annual Bulletin Vol, 37, 2011), p. 503.

¹⁶Arunee Jiwprasat, *The Effect of Pre-writing on Grade Six Students' Writing Ability*, A Thesis (Bangkok: Srinakharinwirot University, 2012), p. 92-93.

they add verb by suffix *-ed* because subject do in the past, they are confused to interpret the sentence *She is beautiful* or *She is beautifully*, and they are confused how to create bunch of two base words become a word e.g. *foot* and *ball* becomes *football*, *news* and *paper* becomes *newspaper* (compound words). So, they can minimize their fault to manipulate word in their writing by using their morphological knowledge.

When student encounters an unfamiliar word in a text, their morphological knowledge can help them to analyze the word by breaking it into its morphological components, which will facilitate guessing its meaning. For example, the word *unchanged* consists of three morphemes; *-un*, *change*, and *-ed*. The morpheme *-un* means not and the morpheme *change* is a verb that means to become different. The last morpheme *-ed* indicates the past tense. By combining the three definitions, students can guess the meaning of the whole word easily. It means that the study of morphology, its parts, and the morphological operations are important for students who want to create correct structure of words, to manipulate structure of words that they may use in their writing.

Morphological operation contributes in grammar by using inflectional operation (e.g. *make* become *makes*, *eat* become *eats* because subject is third person), students can use derivational operation to change word class (e.g. *busy* = *business*, *active* = *activity*, *buy* = *buyer*, *smartly* = *smart*), and students can use compound word when they merge two words to be a word with new structure and new meaning.

Students' ability to form word can develop based on their some activities and their some experiences of using word in their communication because they usually speak English, they write writing product, or they read English story or they listen from native speakers in their English activities. Their morphological knowledge can develop because their vocabulary knowledge is developed.

In the present study, four types of morphological words (root word, derivational word, inflectional word, literal compound) were used to investigate the two types of morphological awareness: the morpheme identification task that is defined as the ability to distinguish different meanings across homophones and the morphological structure task that is defined as the ability of learners to make use of

linguistic knowledge to derive new meaning.¹⁷ In fact, in this study, the morpheme identification task will use to measure the students' knowledge of root words and use of morphemes to guess meaning, facilitating language analysis and vocabulary growth, whereas the morphological structure task will use to measure the students' ability to create compound words, inflectional words, and derivational words.

From some arguments, analysis, and investigations before, there are many things should be attention to determine writing ability. At least, it is from the influence of morphological awareness. Word has big contribute in every English skill (speaking, writing, listening, and reading skill) because when students want to share information or receive information (communication) to their friends, they use group of words and they know the word formations from the study of morphology. The influence of morphological awareness which may influence writing ability makes the researcher thinks it is important to conduct study about it and this study aims to investigate the influence of students' morphological awareness toward students' writing ability. So, the study focuses on *“The Influence of Students' Morphological Awareness toward Students' Writing Ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017”*

B. Research Questions:

1. How high is students' morphological awareness at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017?
2. How high is students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017?
3. Is there any significant influence of students' morphological awareness toward students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017?

¹⁷Catherine Mc-bride Chang et al, *The Role of Morphological Awareness in Children's Vocabulary Acquisition in English*, (United States: Applied Psycholinguistics 26, 2005), p. 420-421.

C. Objectives of the Study:

This research proposal is intended to meet the following objectives:

1. To identify how high the students' morphological awareness at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017.
2. To identify how high the students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017.
3. To find out whether any significant influence of student's morphological awareness toward students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017.

D. Significances of the Research:

By using this research, there are some significances to the students, teachers, other researchers, and the researcher himself. Here, the researcher divides into two kind significances below:

1. Academically
 - a. The result of this research can be used as an additional reference for student to concern with morphology in their writing.
 - b. The result of this research is expected to be beneficial for improving student's ability in writing by his/her awareness on morphology.
2. Practically
 - a. This research can be used as student additional information of morphological awareness and its influence for their writing ability.
 - b. The result of this research can be used to improve English teaching and learning process in English Language Education Department of Walisongo State Islamic University (UIN) of Semarang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher presents literature review, previous research and hypothesis.

A. Literature Review

1. English Morphology

English is international language, almost people in the world use English as communication in their activities (business partner, politics, economics developments, and traveling) related to different country in the world.

According to Julia and Deborah, language is main a means of communication, and communication includes some types of social context. This is why the effective communication requires an understanding and recognition of the connections between the language and people who use it.¹ Moreover, Harmer explained there are four things that students need to do with ‘new’ language; to expose it, to understand its meaning, to understand its form (how it is constructed), and to practice it.²

Students often use English, they do not have a particular reason for going to English classes continuously but they can use to speak (read and write) the language effectively for wherever and whenever this might be useful for them.³ Dominic and Russell said that when the Education Reform Act 1988 ‘English’ was reformed as the main focus for primary education, this was still to be concerned with the teaching of the three language types of reading, writing and speaking. Speaking and listening are similar with reading and writing is important for the first time, and this was established by the National Curriculum.⁴

A mastery of English should master four skills of English, such as; speaking, writing, reading, and listening skills. The four skills of English are

¹E-book: Julie S. Amberg and Deborah J. Vause, *American English: History, Structure, and Usage*, (United Kingdom: Cambridge University Press, 2009), p. 2.

²E-book: Jeremy Harmer, *How to Teach English, An Introduction to the Practice of English Language Teaching*, (England: Longman, 2001), p. 52.

³E-book: Jeremy Harmer, *How to Teach English, New Edition*, (England: Longman, 2007), p. 11.

⁴E-book: Dominic Wyse and Russell Jones, *Teaching English, Language, Literacy*, (New York: RoutledgeFalmer, 2001), p. 2.

correlated to each other and students cannot only learn one skill. When person wants to share information to his friends, he should use his speaking skills or writing skills. Speaking skills are used to communicate directly, while writing skills are used to communication indirectly and listening skills are used to get information directly, while reading skills are used to get information indirectly and people can do this.

In the mastery of English skills (speaking, writing, reading, and listening skills) students should have more acquisitive of word because word is important part of language and people should have morphological knowledge to form word that they apply in English skills. In English vocabulary, words have different structure and meaning from word base, it also has different word class of English.

According to Rochelle, morphology is the study of word formation, including the ways new words are created, and the way forms of words are varied depending on how they are used in sentences. Every native speaker should have knowledge of how to form new words and it can help to understand how to form new words that never been heard before.⁵

Morphology is the study of the internal structure of words. Morphology is used by native-speakers of language and also it contributes in grammar. Morphology as the study of internal structure of words needs some qualification, because words have internal structure in two very different senses. First, words are made from the sequence of sound and they have in internal phonological structure, such us, the word *nuts* consist of the four sounds and also called phonological segments [nAts]. Although, the words *nuts cuts, guts, shuts, nets, notes, nights*, have same phonological segment, they have different meaning.

Second, the shape of words *nuts, cuts, guts, shuts* correlate systematically with semantic changes and they have the same class of semantic component by adding only one suffix (s). The other words *blitz, box, lapse* are some examples

⁵E-book: Rochelle Lieber, *Introducing Morphology*, (United States: Cambridge University Press, 2009), p. 2.

that there is no semantic component. The word *nut+s* is morphologically complex words.⁶

Here is a list of the most most common affixes;

- a. Noun suffix: *-acy* (democracy, accuracy, lunacy), *-al* (remedial, denial, trial, criminal), *-ance*, *-ence* (nuisance, ambience, tolerance), *-dom* (freedom, stardom, boredom), *-er*, *-or* (reader, creator, teacher), *-ism* (judaism, skepticism, escapism), *-ity*, *-ty* (validity, extremity, enormity), *-ment* (argument, enchantment), *-ness* (sickness, highness), *-ship* (friendship, hardship), *-ion* (position, cohesion).
- b. Verb suffixes: *-ate* (create, mediate), *-en* (sharpen, loosen), *-fy* (justify, simplify), *-ise*, *-ize* (hypnotise, publicize)
- c. Adjective suffixes: *-able* (incredible, audible), *-al* (fiscal, herbal), *-esque* (picturesque, burlesque), *-ful* (handful, playful), *-ic*, *-ical* (psychological, musical), *-ous* (pious, jealous), *-ish* (childish, sheepish), *-ive* (attentive, informative), *-less* (hopeless, homeless), *-y* (dainty, airy)
- d. Adverb suffixes: *-ly* (happily, softly), *-ward* (towards, afterward), *-wise* (otherwise, likewise)
- e. Prefixes: *ante-* (antenatal, anteroom), *anti-* (antibiotic, antidote), *circum-* (circumstance, circumvent), *co-* (co-worker, co-pilot), *de-* (devalue, derail), *dis-* (disagree, disappear), *em-*, *en-* (embrace, engulf), *epi-* (epicenter, epidermis), *ex-* (ex-boyfriend, ex-president), *extra-* (extracurricular, extraordinary), *fore-* (forecast, forehead), *homo-* (homosexual, homoplastic), *hyper-* (hyperactive), *il-*, *im-*, *in-* (impossible, illegal, inside), *infra-* (infrastructure), *inter-*, *intra-* (intermediate, intranet), *macro-*, *micro-* (microscope, macromolecule), *mid-* (midway, midsummer), *mis-* (mistake, misunderstand), *mono-* (monotone, monobrow), *non-* (nonsense, nonentity), *omni-* (omnivore, omnibus), *para-* (parachute, paramedic), *post-* (postpone), *pre-* (predetermine), *re-* (return, reunite), *semi-*, *sub*, *super-* (semicircle,

⁶E-book: Martin Haspelmath and Andrea D. Sims, *Understanding Morphology*, (United Kingdom: Hodder Education, 2010), p. 1-2.

submarine, superfund), *therm-*, *trans-*, *tri*, (thermometer, transport, triangle), *un-*, *uni-*(unfinished, universal).⁷

English is important language for people who use English as communication tool when they want to travel around the world, to do business, to study exchange, and they use English to speak with foreigner. As we know, English is international language because almost people in the world use it as their communication when they go to different country. So, people should learn English. In learning process of English, students should focus on four skills (speaking, writing, reading, and listening skills) of English.

Student who uses English as second language, he can start learn English in kindergarten. English can be difficult for student who uses English as a second language but he does not practice a lot. English as second language is usually used by non-native speakers or speakers with different native language in a country where English not spoken commonly, such as Indonesia, Malaysia, Filipina, China, Japan, etc.

When people use English as communication, they should understand English vocabulary. People can analyze English words and they form English words by the study of morphology. From some theories, it can be explained that morphology is the study of word formation that is used to form new word from root word and it has new meaning. Language users can use their knowledge of small parts of morphology called *morpheme* to change word class by adding some affixes, such as they want to change verb by adding, *-ing*, *s* or *ed*, (e.g. *eating*, *goes*, *makes*, *played*), and change noun to be verb, noun to be adjective or adjective to be adverb by adding *un*, *able*, *ly*, *er*, *ness* (e.g. *unbelievable*, *unbelievably*, *unabashed*, *beautifully*). So, morphological knowledge is useful to create correct word forms with appropriate meaning in writing sentences or paragraphs.

a. A Word

When people communicate or share information to others, they use some sequences of word from their language. Every sequence of words is used to express your information for your audience. People arrange each

⁷Nadia Ilyas, *My English Teacher*, retrieved from <http://www.myenglishteacher.eu/blog/prefixes-suffixes-list/.html>, on 22 January 2018 at 13.50

word become complex word to support their communication. Word is made from a collection of letter that corresponds, or it has correct structure and also it has particular meaning. Andrew and Mccarthy stated,⁸

“When a baby begins to speak, the way the excited mother report what has happened is: ‘Sally (or Tommy) has said her (or his) first word!’ We would be surprised at a mother who described little Tommy’s or Sally’s first utterance as a sentence. Sentences come later, we are inclined to feel, when words are strung together meaningfully. That is not to say that a sentence must always consist of more than one word.”

Words cannot only consist of one letter but also two or more letters, such as the word *nuts* has four letters. We can analyze the structure of word by using morphological analysis. Booij stated,⁹

“At the morphological level, words may consist of more than one unit as well, which we may call the morphological atoms of a word: pieces that are no further divisible into morphological subparts. A good classification is an important analytic instrument, developed in order to get a better understanding of the structure and formation of words.”

Martin and Andrea argue that the main concept of morphology is the concept of ‘word’. They assume that a word made from a sequence of letters that is matched. In dictionary the words *live*, *lives*, *lived* and *living* are found only a single entry *live*. It means that the word *lives*, *lived*, *living* is made from the base word *live* pronounced differently and they are different words in that sense. Thus, there are three rather different concepts of ‘word’; first, when a word used in some texts or in speech that existence of the word is sometimes referred to as a word token.

Second, the word *live* is a root word in dictionary and also called verb lexeme. The lexeme *live* can divide into *lives*, *lived* and *living* but they still have same meaning. In most languages, dictionaries are arranged by lexemes, so it can be concluded that lexeme as a ‘dictionary word’.

Third, a word-form is a word in a concrete sense. It is a sequence of sounds that expresses the combination of lexemes (e.g. *live*) and a set of grammatical meanings (or grammatical functions) appropriate to that lexeme (e.g. the word *lives* is word form that from third person singular of

⁸E-book: Andrew Carstairs-McCarthy, *English Morphology: Word and Their Structure*, (Edinburg: Edinburg University Press, 2002), p. 4.

⁹E-book: Geert Booij, *The Grammar of Words, An Introduction to Morphology, Second Edition*, (New York: Oxford University Press Inc, 2007), p. 27.

present tense). Thus, word-forms are concrete in that they can be pronounced.¹⁰

We have to make the distinction between the concept of word in an abstract sense or lexeme (e.g. *walk*) and the concept of word in the concrete sense (e.g. *walk*, *walks*, *walked*, and *walking*) as used in a sentence. The concrete words *walk*, *walks*, *walked*, and *walking* as word form of the lexeme *walk*. English dictionaries assume that the language user will be able to construct these different forms of the lexeme *walk* by applying the relevant rules. These rules for dividing the different forms of lexemes are called rules of inflection.¹¹

According to Fromkin et al, words are divided into content words and function words. Nouns, verbs, adjectives, and adverbs are the content words. These words can exemplify such as the object, actions, attributes, and ideas, for example: *children*, *build*, *beautiful*, and *seldom*.

Content words are sometimes called the *open class* words because content words commonly add new words to these classes, such as *facebook* (noun), *blog* (noun, verb), *frack* (verb), *online* (adjective, adverb), and *blingy* (adjective).

Others classes of words do not have clear lexical meanings; conjunctions (*and*, *or*, and *but*), prepositions (*at*, *in*, *on*, *to*, *after* and *of*), the articles (*the* and *a/an*), and pronouns (*that*, *who*, *whichever*, *whom*, *whose*). These kinds of words are called function words, because they use grammatical relations and have none of semantic content. For example, the articles indicate whether a noun is definite or indefinite: *the* boy or *a* boy. The function words are sometimes called *closed class* words. Sometime, we are difficult to writing of any conjunctions, prepositions, or pronouns in sentences. The small set of personal pronouns such as *I*, *me*, *mine*, *he*, *she*, and so on are part of this class.¹²

¹⁰E-book: Martin Haspelmath, Andrea D. Sims, *Understanding Morphology*, (United Kingdom: Hodder Education, 2010), p. 15-16.

¹¹ E-book: Geert Boij, *The Grammar of Words, An Introduction to Morphology, Second Edition*, (New York: Oxford University Press Inc, 2007), p. 3-4.

¹²E-book: Victoria Fromkin et al, *An Introduction to Language, 10th Edition*. (New York: Wadsworth Cengage Learning, 2014), p. 35.

The words are important part of linguistic knowledge. The group of words is used to make a sentence or paragraph corrected by grammatical rules. Words can be analyzed by the study of morphology.

Word is the smallest element of language that can be uttered. A sequence of word is important when people want to share their information in their communication. If people learn thousands words of their language, they can feel easy to communicate and share their information to others.

However, sometimes people have mastered thousands of words but they are still confused using language in their communication with native speakers, then they open a dictionary to find unfamiliar word that they do not know to support their communications.

Each word that is used in some communication activities also as part of speech, and it is distinguished into two kinds of words such as content words and function words. Content word is needed to give us important information for understanding from noun, verb, adjective, and adverb. However we need the function word to connect our important information when we want to share with others by grammatical rules. Function word is also closed class because it cannot add by affixes such as, prepositions, conjunctions, articles, and pronouns.

b. Morpheme and Its Parts: Bound Morpheme, Free Morpheme, and Combining Form.

In morphology, people learn how to arrange word base become complex word by adding some affixes such as, word *unconditionally* is derived from word base *condition* by adding prefix *-un* and the suffix *-ly* that change meaning from word base. The prefix *-un* and the suffix *-ly* are part of morphemes.

Andrew and McCarthy explain the smallest parts of words generally called morphemes. Words in sentence are corrected by grammatical rules based on same context and word can change into different form by adding morpheme technically called morphology.

In introductory linguistics textbooks, one often encounters statements to the effect that morphemes are not only the smallest units of grammatical structure but also the smallest meaningful units. It can look from the form of

complex word, such as, *un-clintonish*, *helpfulness* which is divided into the morpheme help and –ful (identifiable also in *cheerful* and *doleful*) and *-ness* (identifiable also in *happiness* and *sadness*). It seems reasonable to say that the meaning of both *un-Clintonish* and *helpfulness* is entirely determined by the meanings of the morphemes that they contain.¹³

Morphemes can be defined as the smallest meaningful parts of a linguistic expression. When we have the sentence like *Camilla met an unfriendly chameleon*, we can divide it into meaningful parts in various ways, e.g. *Camilla/met an unfriendly chameleon*, or *Camilla/ met/ an/ unfriendly/ chameleon*, or *Camilla/ met/ an/ un/ friend/ ly/ chameleon*. However, more separation is not possible.

We cannot try to divide *chameleon* into *cha* and *meleon*, because the word *cha* has not own meaning and it should combine with word *meleon*. The word *chameleon* is **Monomorphemic**. **Monomorphemic** is a morpheme that cannot be segmented into several morphemes.¹⁴

The fact of morphemes has a physical (i.e. phonological and phonetic) form and also a meaning, or function within the grammatical system. In other words, morphemes include of the 'double articulation' of language, that are the articulation into form (sound) and content (meaning or function), and lots of morphological theories are explained how the form of word is corresponded with the meaning of word. For example, the plural endings of the words: cats /kats/, dogs /dogz/, horses /ho:əz/, cows /kawz/. The regular plural ending (which we will regard as a morpheme) has three different pronunciations, /s/, /z/, and /əz/ are morph and we will spell –Z after the voiceless /t/ of cat, /g/ of dog, /s/ of horses that called allomorph.¹⁵

Morpheme does not need another part of morpheme to make a real word is called free morpheme, but bound morpheme seems affixes is the part of morpheme has a meaning when it mixes with free morpheme. There are some theories that explain some types of morpheme. According to

¹³E-book: Andrew Carstairs-McCarthy, *English Morphology: Word and Their Structure*, (Edinburg: Edinburg University Press, 2002), p. 16-17.

¹⁴E-book: Martin Haspelmath, Andrea D. Sims, *Understanding Morphology*, (United Kingdom: Hodder Education, 2010), p. 14.

¹⁵ E-book: Andrew Spencer, *Morphological Theory, An Introduction to Word Structure in Generative Grammar*, (United Kingdom: Blackwell Publishers Ltd, 1991), p. 6.

Deacon and Kirby, morphemes are the smallest units of meaning within words; for example, *electricity* is made up of two morphemes: the root *electric* and the suffix *-ity*.¹⁶

Morphemes are the morphological building blocks of words that are defined as the minimal linguistic units with a lexical or a grammatical meaning, for example, the noun *buyer* consists of two morphemes, the verb *buy* and *-er*. The verbal *buy* must not be adding other morpheme and it can stand alone that called *free morpheme*, but the morpheme *-er* is suffix (the part of affix) and it cannot stand alone that need root morpheme as combination called *bound morpheme*.¹⁷

Rochelle explains that morphologists make a distinction between affixes and bound bases. Bound bases are morphemes that cannot stand alone as words, but are not prefixes or suffixes. Sometimes, the case with the morphemes *path* or *derm*, they can occur either before or after another bound base: *path* precedes the base *ology*, but follows the base *psych(o)*; *derm* precedes another base in *dermatitis* but follows one in *endoderm*. This suggests that *path* and *derm* are not prefixes or suffixes: there is no such thing as an affix which sometimes precedes its base and occasionally follows it.

Another reason to believe in that bound bases are different from prefixes and suffixes is that prefixes and suffixes tend to occur more freely than bound bases do. For example, any number of adjectives can be made negative by using the prefix *un-*, but there are far fewer words with the bound base *psych(o)*.

This is perhaps not the best way of distinguishing between bound bases and affixes, there are a few bound bases *-ology* is one of them that occur with great freedom, and there are some prefixes and suffixes that doesn't occur all that often (e.g. the *-th* in *width* or *health*).¹⁸

¹⁶S. Helena Deacon and John R. Kirby, *Morphological Awareness: Just More Phonological? The Roles of Morphological and Phonological Awareness in Reading Development*, (United States: Applied Psycholinguistics 25, 2004), p. 224.

¹⁷E-book: Geert Buij, *The Grammar of Words, An Introduction to Morphology, Second Edition*, (New York: Oxford University Press Inc, 2007), p. 8-9.

¹⁸E-book: Rochelle Lieber, *Introducing Morphology*, (United States: Cambridge University Press, 2009), p. 33-34

The part of the word that an affix is attached to which is called the base, e.g. *ruk-* in Russian, or *-cal* in Classical Nahuatl. Affixes and bases can be identified of both in inflected word-forms and in derived lexemes. For instance, in *read-er*, *read-able* and *re-read*, *read* is the base, *-er* and *-able* are suffixes, and *re-* is a prefix. A base is also sometimes called a stem, especially if an inflectional (as opposed to derivational) affix attaches to it. There are some kinds of affixes, besides prefixes and suffixes:¹⁹

Table 2.1
Types of affixes

Type of affixes	Examples
suffix: follows the base	-able in readable, -ly in happily
prefix: precedes the base	re- in reread , un- in unhappy
infix: occurs inside the base, occur in irregular past tense	- Tagalog: <i>-um-</i> in <i>s-um-ulat</i> 'write' (base: <i>sulat</i>) English: chose(o)-choose(oo)
circumfix: occurs on both sides of the base	German <i>ge-...-en</i> , e.g. <i>ge-fahr-en</i> 'driven' of the base (base: <i>fahr</i>), English: en-...-en = enlighten, em-...-en. = embolden

Morpheme is word, but it also as the smallest part of word is used to change word base into new word, such as morpheme *ly* is used to change word *slow* become *slowly*, morpheme *s* is used to change word *go* become *goes*, *make* become *makes* and morpheme is used as infix. Morpheme strongly relates with grammar by adding some verb into present *-s* or past *-ed*, singular noun *dog* become plural noun *dogs* and another part of speech, except of conjunctions, articles, and prepositions. It means that parts of morpheme can change word meaning that exist in sentences. Morpheme also has physical form (phonology and phonetic). It makes speakers spell

¹⁹E-book: Martin Haspelmath, Andrea D. Sims, *Understanding Morphology*, (United Kingdom: Hodder Education, 2010), p. 20.

different pronunciation from each word by adding same affixes (e.g. cats /kats/, dogs /dogz/, horses /ho:əz/, cows /kawz/).

Morpheme can be a root morpheme or free morpheme because it can stand alone that has own meaning, and it can add by some affixes. Another kind of morpheme is made from smallest part of word seems affixes called bound morpheme. It needs root morpheme as its pair to make a new word, and that word is contributes in content word (noun, verb, adjective or adverb). The combination between free morpheme and bound morpheme are able to make word into complex word e.g. *unbelievable, unconditionally, understandable, beautifully, successfully, makes, and goes.*

c. Types of Morphological Operation: Inflection and Derivation

In the study of word formation, morphology has two types of morphological operation, they are inflection and derivation are used to process word formation based on grammatical rules and also derive word into new word. There are some distinguished explanations the two types of morphological operation.

According to Andrew, there are two main types of morphological operation. The first type of morphological operation is inflection, it is used to inflect the word that as noun and as a verb. For example, we change the word *go* into *goes* because the third person is singular or we change the word *see* into *saw* because verb is past form. Inflected forms are variants of one word and the same word (walk, walks, walked, or walking), it should not cause word to change word's category.

The second type of morphological operation is derivation. Derivation is used to derive word by adding some affixes such as, and the verb *institute* forms a noun *institution* by suffixation of *-ion*. The adjective *institutional* is derived from a verb *institutionalize*. However, the verb *institutionalize* does not mean the same as the verb *institute*.

We have to deal with the construction of new words from root words and 'word formation' in a literal sense. As it can be seen from some examples, derivation typically makes a change in syntactic category. So, it is not difficult to see why people might believe in that inflectional

morphology is the result of applying processes to words, while derivational morphology is the result of integrated morphemes.²⁰

Inflection refers to word formation that does not modify category and does not create new lexemes but rather modify the form of lexemes so that they accept into different grammatical contexts. As we can see in detail below, grammatical meaning can include information about number (singular vs. plural), person (first, second, third person), tense (past, present, future), and others distinctions as well.

English has poor inflection, the distinction between singular noun (*cat, mouse, or child*) and plural noun (*cats, mice, or children*), English has only a little bit of case marking on nouns, pronoun, and verb: it uses the morpheme -'s in the singular, -s' in the plural to signal possession of noun (singular non-possessive: *mother*, and singular possessive: *mother's*, plural non-possessive: *mothers*, and plural possessive: *mothers'*). In the pronouns (singular subject: *I, you, he/she/it*, singular object: *me, you, him/her/it*, singular possessive: *my, your, his/her/its*, plural subject: *we, you, they*, plural object: *us, you, them*, and plural possessive: *our, your, their*) and In the verbs, it is only marked in the third person present tense, where -s because of a singular subject.

As we know, English verbs is inflected for past tense, but it is not for future, and there are two participles (present with *-ing* and past with *-ed*) that together with auxiliary verbs help to signal various aspectual distinctions: *verbs*: 3rd person of present: *walks, runs* all other present tense forms *walk, run*, the past tense: *walked, ran*, the progressive (be): *walking, running*, and the past participle (have) *walked, run*. English has both **regular** and **irregular** inflections. Irregular noun plurals (e.g. *foot feet, mouse mice, ox oxen*), irregular verb forms (e.g. *sing sang sung, sit sat sat, swing swung swung, write wrote written*).²¹

The two types of morphological operation (inflection, derivation) have different purpose. Inflection is used to form words that do an action or *verb*

²⁰ E-book: Andrew Spencer, *Morphological Theory, An Introduction to Word Structure in Generative Grammar*, (United Kingdom: Blackwell Publishers Ltd, 1991), p. 9.

²¹ E-book: Rochelle Lieber, *Introducing Morphology*, (United States: Cambridge University Press, 2009), p. 88-101.

(e.g. the verb *walk into walks, walked, or walking*). So, inflection contributes in grammatical rules; such as, when we add verb by morpheme *s* because subject third person, we add verb by morpheme *ed* because subject *do* an action in the past or we add *ing* by subject *do* an action now.

It is different with derivation is used to change word class or syntactic category. Derivation is used to derive word that added by some affixes (*ment, ness, ly, un, able, ness, er, less*) and it changes word form of adverb, noun, or adjective. For example, the adverb *beautifully* is derived from adjective *beautiful* with suffix *ly*, the noun *business* from verb *busy* with suffix *ness*, the adjective *armless* from noun *arm* with suffix *less*.

d. Compound Word

When we meet two or more words then we form into a word and also have a new meaning which called compound word. Compound words are made from two or more root words that correspond become a word with a different structure and also different meaning from each part of compound word for example, the word *under* means something below and the word *stand* means be on your feet become the word *understand* means she knows something. We can conclude that the word *understand* has different structure and different meaning with the word *under* and *stand*.

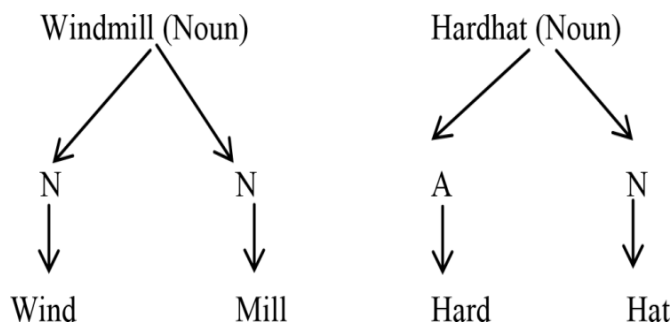
According to Andrew, compound word is compounding of two or more word roots, and also as the smallest category of phrasal words that have structure of phrases but function syntactically as words.²² Compounding (also called composition), is used to make new lexemes by combining lexemes into larger words. It means that compound word is the combination of two words which one word as modifier to change the meaning of head word. This means that such compounds have a binary structure.

When a new compound is formed, we already know the meaning of its components, and we should find out about the semantic relation between the two parts. The general semantic pattern of a compound of the form XY is that it shows a Y that has something to do with X, or vice versa, depending

²²E-book: Andrew Carstairs-Mccarthy, *English Morphology: Word and Their Structure*, (Edinburg: Edinburg University Press, 2002), p. 59.

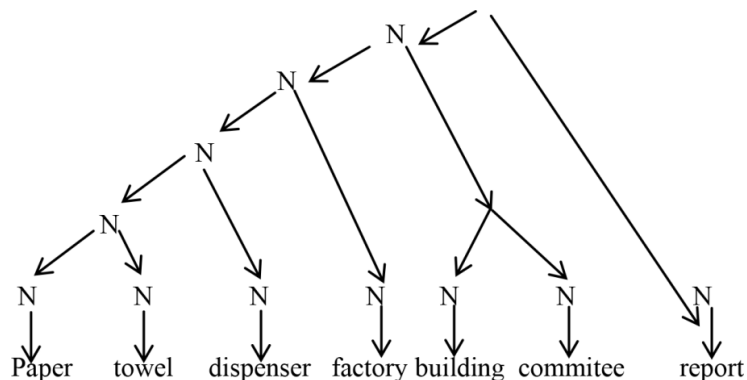
on the language. The exact nature of the semantic relation between the two constituents of word is interpreted by language user, for example: *You may take the apple-juice chair*. This means that this person should take the seat at the table in front of which a glass of apple juice is standing (Downing 1977).²³

Rochelle explains internal structure of compounds and that represent in the form of word trees. For example the compound's structure of words windmill and hardhat:



And another example is complex compounds, it is also called a **recursive** process, it means a compound of two bases can be compounded with another base, and this compounded with still another base.

Paper towel dispenser factory building committee report (Noun)



One common way of dividing up compounds is into root (also known as primary) compounds and synthetic (also known as verbal) compounds. Synthetic compounds are composed of two lexemes where the head lexeme is derived from a verb, and the modifier lexeme is interpreted as argument

²³E-book: Geert Boijj, *The Grammar of Words, An Introduction to Morphology, Second Edition*, (New York: Oxford University Press Inc, 2007), p. 75.

of that verb. *Dog walker*, *hand washing*, and *homemade* are synthetic compounds.

Root compounds are different with synthetic compounds are made up of two lexemes, which may be nouns, adjectives, or verbs; the second lexeme is typically not derived from a verb. The interpretation of the semantic relationship between the head and the modifier in root compounds is quite free as long as it's not the relationship between a verb and its argument.

Compounds like *windmill*, *ice cold*, *hard hat*, and *red hot* are root compounds. Another type of compounds are made according to the semantic and grammatical relationships that proposed by Bisetto and Scalise (2005), which recognizes three types of relation. The first type is what might be called an **attributive compound**. In an attributive compound the second word acts as a modifier of the head (e.g. a *windmill*, the head is mill and it is activated by wind).

In **coordinative** compounds, the first word of the compound does not modify the second word; instead, the two words have same heavy (e.g. *a producer-director* is same between a producer and a director, *a prince consort* is same between *a prince* and *a consort*). The third kind of semantic and grammatical relationship is **subordinative** compounds.

In subordinative compounds one element is interpreted as the arguments of the other, usually as its object. Typically this happens when one word part of the compound either is a verb or is derived from a verb, so the synthetic compound seems as subordinative compounds in English. (e.g. with *-er* truck driver, hand mixer, with *-ing* truck driving, food shopping, with *-ation* meal preparation, home invasion, with *-ment* cost containment).

Attributive, coordinative, and subordinative compounds can divide into **endocentric** or **exocentric** varieties. **Endocentric compound** refers to the head (e.g. a *windmill* is a kind of mill, and a *truck driver* is a kind of driver) and **exocentric compound** refers to as whole part of compound and it is not only refers to the head (e.g. an *air head* means a stupid person, and it is not air in her/his head).

Endocentric compounds

Attributive: windmill, greenhouse, newspaper.

Coordinative: producer-director, blue-green

Subordinative: truck driver, meal preparation

Exocentric compounds

Attributive: air head, meat head, bird brain, ass clown

Coordinative: parent-child, doctor-patient

Subordinative: pickpocket, cutpurse, lava piatti (Italian, lit. 'wash dishes')

In coordinative compounds like *parent-child* or *doctor-patient* the heads refer to types of people, but the compound as a whole denotes a relationship between its elements.²⁴

Compound word seems phrasal word but it is the part of phrasal word. For example the word *white house* means a house with white color as means of phrasal word and *white house* means the residence of American president as means of compound word. Compound word has one meaning that comes from two or more words.

The compound words are distinguished into various types such as, root compound and synthetic compound. Another types of compounds are: attributive compounds are made from two word which the second word acts as the modifier of the head e.g. *newspaper*, *football*, *windmill*, *flowerpot*, coordinative compounds are made from two or more word and it is hyphenated, e.g. *runner-up*, *mother-in-law*, *great-grandmother*, *kilowatt-hour* and subordinative compounds seems synthetic compound, when one word part of the compound is derived from a verb and it uses the semantic and the grammatical relationships e.g. *truck driver*, *food shopping*, *hand writing*.

e. The Approaches to the Study of Morphology

Students often meet unfamiliar word in their learning of English. They can understand how manipulate word by the study of morphology because morphology is the study of word formation. In morphology, people not only learn how to form word into new word, but also they learn the two approach studies of morphology that are analytical approach and synthetic approach.

²⁴E-book: Rochelle Lieber, *Introducing Morphology*, (United States: Cambridge University Press, 2009), p. 45-49.

Aronoff and Fudeman explain that there are two complementary approaches to morphology: analytic and synthetic. The linguists need both. The first approach is analytic approach has to do with analysis of words down. American structuralisms were often dealing with languages that they had never encountered before, and there were no written grammars of these languages to guide them. We need analytic methods that are independent of the structures which we are investigating; assumption concepts might affect with an objective, scientific analysis. This is especially true when dealing with unfamiliar languages.

The second approach to morphology is the synthetic approach from a morphological point of view, the synthetic questions is, “How does a speaker of a language produce a grammatically complex word when needed?” This question has already assumed that you know what kinds of basic parts you are making the complex word out of. Synthetic can supply us with some tools: case and number. However, the main way in which morphologists define the parts they are dealing with is by examination of language data.

We have described the analysis and the synthesis in terms of the morphologist studying language, same as the two concepts are equally applicable to speakers of a language. Speakers apply morphological analysis when they read or hear a complex word they have never encountered before whereas speakers use synthesis whenever they create new forms from pre-existing parts.²⁵

Words contain a meaning. Some of words are also made from some affixes and they have correct formation. People can use two approaches of morphological analysis (analytic and synthetic) to form word that they do not understand word structure. People use analytic approach to analyze root word added by affixes; for example, *unacceptable* from the word *accept* plus prefix *un* + suffix *able* and they use synthetic approach to form word with grammatical rules and also it affects in inflectional morphology. For

²⁵E-book: Mark Aronoff and Kirsten Fudeman, *What is Morphology? Second Edition* (United Kingdom: Blackwell Publishing, 2011) p. 12-13.

example, the word *makes* is made from suffix *s* because subject is third person.

f. Morphological Development

When baby was born, they understand few words because they only communicate with their family, then their word become complex when they start to speak with people in their environment, and based on some experiences meet in their environment or some activities that they do. This situation means that people can develop their vocabulary followed by their growth and their activities or their experiences using language as communication tools and their morphological abilities develop because they have knowledge to form word when they use language.

Clark explains Baby speaks their first word between twelve and twenty months of age it also followed by their ability use morphological structure to form word in their first year of talking, then their language develop complex expression, they add grammatical morphemes: prefixes, suffixes, prepositions, postpositions, and clitics.

In nouns, for example, they start to add morphemes to mark such distinctions as gender, number, and case; on verbs, they add markers for aspect, tense, gender, number, and person. Within a particular language, children's mastery of such paradigms may take several years.²⁶

According to Northey, Students grow older is followed by their knowledge use morphologically complex words. And also student can use word to express their ideas become more complex. If students don't understand the structure of word, they will need to learn more individual distinct words (e.g., learning *form*, *formation*, and *forming* as separate, unrelated words) in order to be a successful reader and writer.²⁷

Anglin reviews some previous research that is examined the growth of morphological knowledge in children and focus on those studies of children's knowledge of inflectional morphology, compound formation, and derivational morphology that treat to the issue of whether children at

²⁶Eve V. Clark, *Morphology in Language Acquisition*, in Andrew Spencer and Arnold M. Zwicky, *The Handbook of Morphology*, (United Kingdom: Blackwell Publishing, 2001), p. 374.

²⁷Mary Northey, *Control of Morphological Forms in Writing, A Thesis*, (Washington: University of Washington 2013), p.4.

different age levels have acquired morphological rules that might enable them to decode inflected, compound, and derived words.

The aim is to indicate the extent to which children in the early and middle elementary school years might use such knowledge to figure out complex word meanings in a recognition vocabulary test of the type used in the present investigation. A related purpose of this review is to generate predictions about development of differences that might be expected in the growth's functions associated with different types of morphologically complex words and with words at different levels of morphemic complexity.²⁸

Studies of morphological development are gathering an illustration of how and when children become sensitive to use affixes in spoken and written language little by little. However, to date, relatively few studies have compared the course of development of derivational skills in different languages.²⁹

The students mastery of morphology can develop when students have knowledge to form word by grammatical rules or inflectional operation, they have knowledge to derived word into new word structure, new word meaning and they have knowledge use compound word. Morphological development means that students have knowledge of morphology that followed by their growth and experience of using word in their communication. Students utilize the study of morphology to understand how to make word formation correctly. It concludes that students' knowledge to form word (morphology) can develop because their word ability is increase become more complex than before. If students' morphological knowledge is developed, they easy use affixes to form new word, they easy derived complex word into new word, and they have lot understand of vocabulary.

²⁸Jeremy M. Anglin, *Vocabulary Development: A Morphological Analysis*, (Monographs of the Society for Research in Child Development, Vol. 58, No. 10, 1993), p. 27.

²⁹Lynne G. Duncan et al, *Early Metalinguistic Awareness of Derivational Morphology: Observations From a Comparison of English and French*, (United States: Applied Psycholinguistics 30, 2009), p. 405.

g. Morphological Awareness

Morphology is the study of word formations. Morphology teaches language users' understand and have knowledge to form word that inflection, derivation, and compound word. So, students should be aware with morphology.

Phil et al stated, on the morpheme level, morphological awareness contains children's ability to identify and form detailed morphemes. On the structure level, morphological awareness is correlated to children's understanding and formation of morphological structure rules. In alphabetic languages, the central study of morphological awareness focuses on inflectional and derivational morphology.³⁰ Morphological awareness is made from language user's ability to understand and to use morphologically complex form of word accurately, or their *morphological competence*.³¹ Apel said,³²

“Morphological awareness has begun to receive attention as another linguistic awareness skill that impacts written language abilities. The importance of morphological awareness for written language development, it would seem that a consensus definition of morphological awareness must exist; however, this is not the case.”

Hasstrup stated that morphological awareness is focus on lexical inferencing. Lexical inferencing is the processes involved in “making informed guesses as to the meaning of word in language with the learner's general knowledge word, her awareness of the text and her relevant linguistic knowledge”.³³

Morphological awareness is a multidimensional construct that includes awareness of inflections, awareness of derivations, and awareness of compounds.³⁴

³⁰ Phil D. Liu et al, *Morphological Awareness in Chinese: Unique Associations of Homophone Awareness and Lexical Compounding to Word Reading and Vocabulary Knowledge in Chinese Children*, (United Kingdom: Applied Psycholinguistics 34, 2012), p. 756.

³¹ Meiling Hao et al, *The Development of Young Chinese Children's Morphological Awareness: The Role Semantic Relatedness and Morpheme Types*, (Applied Psycholinguistics 34, 2013), p. 46.

³² Kenn Apel, *A Comprehensive Definition of Morphological Awareness Implications for Assessment*, (Vol. 34, No. 3, 2014), p. 197-198.

³³ Yih-Lin Belinda Jiang et al, *Morphological Awareness and Reading Comprehension: A Qualitative Study with Adult EFL Learners*, (Vol.2, No. 5, 2015), p. 19.

³⁴ Gloria Ramirez et al, *Morphological awareness and word reading in English language learners: Evidence from Spanish- and Chinese-speaking children*, (Applied Psycholinguistics 34, 2011), p. 601.

Morphology is important for English skills (writing, speaking, listening, and reading skills) because people use sequence of words to share and receive information. Although, people do not understand the word meaning, they can understand the word form by their morphological knowledge or their morphological awareness. Morphological awareness is language users' aware with morphological operation (inflections, derivations) and compound words because inflections, derivations, and compound word in the main study of morphology.

2. Concept of Writing

a. The Definition of Writing

Everyone ever wrote a text or story in school. Writer likes to pour their soul and express their ideas through their writing activity, and they often try to make a writing product to develop their writing.

Anne stated,

“It was through the writing, the physical and mental act putting down my thoughts that I began, in a haphazard manner, to get a grasp on my subject. It was also through the act of writing that I began to discover new dimensions of my topic, new dimensions which ultimately led to a major change of subject. In this way my subject, initially inspired by an eccentric customs collector, grew into an examination of the economic motivations in the settlement of the Puget Sound. This rather significant jump was to a large part achieved through the act of writing.”³⁵

Writing as a process of expressing ideas or thoughts in words should be done at our leisure.³⁶ Writing is progressive activity. This means that when you write something down, you should think what you want to say it, and how to say it in your writing. Then you read your whole writing product and make change or correction for every mistake what you have been written.³⁷

³⁵Anne Ruggles Gere, *Writing and Learning, Second Edition*, (United States: Macmillan Publishing Company, 1988), p. 9.

³⁶Sutanto Leo et al, *English for Academic Purpose: Essay Writing*, (Yogyakarta: Andi Offset, 2007), p. 1.

³⁷Alice Oshima, Ann Hogue, *Introduction to Academic Writing, Second Edition*, (United States: Addison Wesley Longman, 1997), p. 2.

Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.³⁸

Writing is a process of imagining out what you think, not a problem of recording already developed thoughts.³⁹ Writing starts when people use their thoughts and feelings as communication that they pour into piece of paper. Their writing should understandable to all others persons more or less introduced into specific system.⁴⁰ Writing is an advance language skill that has wider variety definitions for the way we think and learn. Writing as a skill also inspires us to be organized, logical, and creative in our thinking.⁴¹ Writing is a skill, it is a skill such as driving, typing, cooking, and other skill that it can be learned, writing is a process of discovery including a series of steps, and those steps are usually a zigzag journey from starting the point until finished paper, and writing is a way to communicate with others effectively.⁴²

Stephen and Lester analyzed that cohesion is an important characteristic of writing quality. They explained that the types and frequencies of cohesive relation are like the writer skills to write a writing product by their stylistic of their writing and organize the texts that they write and cohesive may affect writing quality because cohesion defines those mechanisms that hold a text together while coherence defines those underlying semantic relations that allow a text to be understood and used. Coherence is arranged by the writer's purpose, the audience's knowledge and expectations, and the information to be informed oppose against prescriptive approaches to the teaching of writing.⁴³

³⁸Horvath Jozsef. *Advanced Writing in English as Foreign Language. A Corpus-Based Study of Process and Products*, (Lingua Franca Csoport, 2001), p. 5.

³⁹E-book: Diana Hacker, Nancy Sommers, *Rules for Writers, 7th Edition*, (United States: Bedford/St. Martin's, 2012), p. 2.

⁴⁰E-book: I.J. Gelb, *A Study of Writing, Revised Book*, (London: The University of Chicago Press, 1952), p. 11.

⁴¹Paul Onsare Onchera and Beatrice N Manyasi, *Functional Writing Skills for Effective Communication: The English Language Classroom in Kenya*, (Scholarlink Research Institute Journals, 2013), p. 842.

⁴²John Langan, *College Writing Skills, 6th Edition*, (New York: McGraw-Hill, 2005), p. 12-14.

⁴³Victor Villanueva, *Cross Talk in Comp-Theory, A Reader, Second Edition. Revised and Updet*, (United States: National Council of Teachers of English, 2003), p. 250-251.

Writing is important for some people who want to pour their soul expression or ideas into a piece of paper, it may as a creation that like by many people. If writer wants to make a good writing, he should understand the process of writing. A mastery of writing skills are complicated than other skills of English (speaking, listening, and reading skills). In writing, students should have some skills; such as, grammatical rules, vocabulary acquisition, morphology knowledge, and also some process of writing.

The process to make a good writing, the writer should discover and organize ideas, putting them on paper, and revising them. The quality of writer in writing can be seen from coherence and cohesive of their writing. Coherence means the connection idea that focuses on developing and supporting arguments by writer. Cohesive means the connection of ideas that create some arguments and write as a sentence then a paragraph.

b. Purpose of Writing

The purpose in writing can determine the characteristic of text. It can be seen from the genre of the text. There are three purposes of writing that used by writers; informative writing, expressive or narrative writing, and persuasive writing.

According to O'Malley and Pierce, there are three purposes in writing that do by students commonly: informative writing, expressive/narrative writing, and persuasive writing. The three purposes described are similar to the purpose that used in national assessments (NAEP 1987) and it includes the major type of writing in programs for ELL students as well as in many state writing assessments (e.g California Assessment Program 1990; Maryland State Department of Education 1987; Vermont Department of Education 1990).

1. Informative writing

Informative writing is used to share knowledge, give information, directions, and ideas. Informative writing includes describing events or experiences, analyzing of concepts, speculating on causes and effects, and developing new ideas or relationships. Informative writing help writers integrate new ideas and examine existing knowledge.

2. Expressive or narrative writing

Expressive writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often based on observations of people, objects, and places. This types of writing is often used for entertainment, pleasure, discovery, simply, as "fun" writing can include poems and short plays.

3. Persuasive writing

In persuasive writing, writers try to influence readers to do some actions based on their order. This type of writing is often based on background information, facts, and examples the writer uses to support the expressed. Writers use higher-level cognitive skills in this type of writing, such as analysis and evaluation to argue particular point of view in convincing way. This type of writing includes evaluation of a book, a movie, a consumer product, or a controversial issue or problem.⁴⁴

When writers write a writing product, they should write by purpose. Writers should understand the purpose of their writing because the purpose of writing can achieve their writing quality before they write a writing product and it uses to send their message of writing to readers.

For example, writers write a narrative story, they should write story that used to entertain the readers, they should focus on object when they are describing an object, and they should make a persuasive paragraph when they want to persuade readers, such as, in argumentative text, exposition text.

c. Process of Writing

Writing is imagination process or real process based on experience and from an object that writer wants to write. Writers usually share their experience and every idea that they think into a piece of papers started with write simple sentence to complex sentence, then from complex sentence to paragraph, and the collection of paragraph become essay. Writer writes an essay should follow by some stages of writing. The stage of writing is useful for someone who makes good writing.

Harmer explained that there are four main processes of writing:

⁴⁴J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches for Teachers*, (United States: Addison-Wesles Publishing Company Inc, 1996), p. 137-138.

1. Planning

Firstly, writers plan what they are going to write. Before starting to write of writing product they try and decide what they are going to say. For some writers may involve process detailed notes. When in the planning process, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce but also the language they use, and the information they choose to include.

Secondly, writers think to the audience they are writing for since this will influence not only the shapes of the writing (how it is laid out, how the paragraphs are structured, etc) but also the choice of language; for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. The first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

3. Editing (reflecting and revising)

Once writers have produced a draft they usually read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

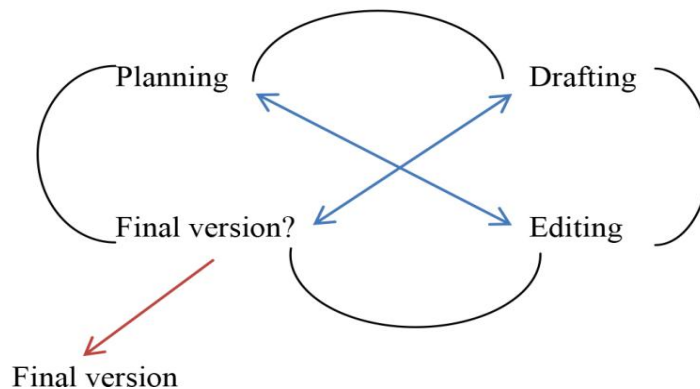
More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. Reflecting and revising are often helped by others readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. However the writer is now ready to send the written text to its intended audience.

The process of writing is recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, re-edit. Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing. Only when the final version has the process reached its finale.⁴⁵

The process wheel



The process of writing is strategy to write writing products. Before you write a writing product, you should have some plans such as; you should looking audience, list some opinions for your writing or prepare some notes of what message that you will be sent from your writing.

After you collect all part that you need on your writing, you can make a draft by write some sentences into paragraph that contain your argument or list before, then you should edit your writing because you will recheck and correct which part that you should edit by some opinions that you want to pour in your writing then in the final process, you make sure about your writing. Writers should use the purpose of writing because the purpose of writing is used to make good sequence of your writing.

⁴⁵E-book: Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p. 4-6

d. The Characteristics of Good Writing

The characteristic of good writing is showed by the quality of the writer to create good writing and it is used to determine the success level of writing. Boardman and Frydenberg explained that there are three characteristics of good writing: coherence, cohesion, and unity.⁴⁶

1. Coherence

Paragraph has coherence when the supporting sentences are arranged according to a principle. The sentences are put in good arrangement that reader can understand your ideas easily. The principles of arrangement depend on the type of paragraph that you are writing.

There are three main types of paragraphs; narrative text that tells a story, descriptive text is describing something looks like, and expository text explains something. For narrative text, the writers must use good arrangement of sentences. This means that the supporting sentences tell the events of a story that happened, and the events must be arranged according to time. A descriptive paragraphs use visible object such as, persons' body, a book, or animal, to make easy for readers by describing object that you look directly from all parts of the object. In the expository paragraphs, coherence is based on logic and reason. This called logical arrangement. The logic depends on a person's view so the arrangement of supporting sentences is easy. The writer should make decisions about what is a logical way of presenting your ideas.

2. Cohesion

The other characteristic of good paragraphs is cohesion. When a paragraph has cohesion, all the supporting sentences should connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. There are four important of cohesive devices: connectors, definite articles, personal pronouns, and demonstrative pronouns.

⁴⁶E-book: Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate, Paragraphs and Essays, Third Edition*, (New York: Pearson Education, 2008), p. 18-25.

a. Connectors

Some connectors that writer uses to make cohesive, such as coordinating conjunctions (*and, but, for, nor, or, and yet*), subordinating conjunction (*after, when, if, how, as, as if, before, while, whenever, since*), transitions (*for example, therefore, for instance, next, then, second*), and preposition (*in, at, on, for, by, from*).

b. The definite article

A second way to make paragraphs cohesive is connect some sentences with use definite article 'The'. A noun with a definite article often relates to a previously mentioned noun.

For example:

I bought a history book yesterday

I needed **the** history book for my classes

It's obvious that these two sentences are talking about the same *history book* because of the definite article in the second sentence.

c. Personal pronouns

Another way to help paragraph have good cohesion is by using personal pronouns. A pronoun usually refers back to a previous noun. It is antecedent.

For example:

John is English teacher,

He just got a job at the university.

Using the personal pronoun *he* in the second sentence connect these two sentences

d. Demonstrative adjectives and pronouns

The last way to provide cohesion of paragraph is use the demonstrative adjective and pronouns, such as *this, that, and these*. It uses to help connect sentences to those that came before.

For example:

The Indian people lost their way of life,

This way tragic

You could also use the definite article instead of the demonstrative pronoun to indicate that two sentences go together.

3. Unity

The final characteristic of a well-written paragraph is unity. This means that all supporting sentences and concluding sentences should relate to the topic sentence with the one main topic. A sentence that does not belong to paragraph is called an irrelevant sentence.

The quality of writing is looked from three characteristic of good writings; such as, coherence, cohesion, and unity. These characters are used to make continuity of a writing product. If writer uses these three characters, they can make readers understand their writing topic easily.

It can different when writer writes story not followed by this three writing characters. So, writer should concern to this three characteristics when they write story or something.

e. The Skills Needed for Good Writing

The writing skills are complex and not focus on grammatical rules and style of writers only. Treats a good writing is required by students who want to make a good writing, according to Heaton, the writer should have five skills to make a good writing.⁴⁷

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling.
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Writing skills are important skill for writers. Writers find difficult to write a product when they have less ability in writing, such as they have ability in grammatical rules only. Each skill of writing is useful for writers, so mastering of complex skills are needed to do by writers. For example, if

⁴⁷E-book: J.B Heaton, *Writing English Language Test. Longman Handbooks for Language Teachers, New Edition*, (New York: Longman Inc, 1990), p.135.

writer has ability of language use, he can pour their ideas into particular language with correct structure of grammar.

So, he can make correct paragraph and readers will understand his writing easily, but writers should have other writing skills such as, mechanical skills, treatment of content, stylistic skills, judgment skills to support how to make a writing product. It concludes that a complex skill of writing is used by writers who want to make good writing and writers can make good writing by their master of complex skill of writing.

3. Morphological Awareness and Writing Ability

The knowledge of manipulate root word become new word can develop students ability to understand English words. Student's ability uses morphological knowledge to form word means students are aware with morphology.

According to Julie and Laura, morphological awareness is the ability to use morphemic structure of words contributes to facilitate language in communication that success for school age children with and without language and literacy deficits. With the awareness of affixes and base words, readers learn to see words as the sum of these component parts which potentially allows for them to infer meaning and pronunciation of unfamiliar words. They also investigated that the application of morphological awareness interventions to facilitate phonological, vocabulary, reading, and spelling success in children with language and literacy deficits.⁴⁸

Morphological awareness affects in writing, it uses to make correct formation of word. Writing systems such as English and French are said to be morphophonemic because they represent information at both the phonological and morphological levels of language.⁴⁹

Deborah et al, found the positive effects of morphological instruction on children's writing. They also found that improvements in fifth graders' spelling and word use in a sentence-combining task and saw transfer to a more

⁴⁸Julie A. Wolter and Laura Green, *Morphological Awareness Intervention in School-Age Children with Language and Literacy Deficits*, (Vol. 33, No. 1, 2013), p. 27-28.

⁴⁹S. Casalis et al, *How Specific is the Connection between Morphological Awareness and Spelling? A Study of French Children*, (United Kingdom: Applied Psycholinguistics 32, 2011), p. 499.

authentic extended writing task. The relationship between the acquisition of inflectional suffixes in oral language and in written language is showed by the relationship between the awareness of morphology and the ability to manipulate morphemes called morphological awareness, as well as the spelling of those same morphemes.⁵⁰

Northey et al, found that children's morphological skill (specifically, morphologically manipulating words to condense syntax in a sentence-combining task) was predictive of their essay writing qualities. The both of morphological skill and writing fluency are predictive of the content and organization score of the students' essays.⁵¹

Morphology in language is the study of word formation. So, the study of morphology is important to done by students because word is the main part of language and word is used in every skills of English (speaking, writing, listening and reading skills) such as student writes group of words or write kind of words formation into sentences then paragraphs. In the study of morphology, students should learn how form words and students should understand how word is influenced by morphemes or other parts of morphology.

The main focuses on the study of morphological awareness are not merely students understand the definition of morphology and its part but also how students can use morphological operations. It means that students have knowledge of word formation, such as how students add some affixes to create new word formation and change word meaning from word base, student's ability to distinguish kinds of morphology (free morpheme, bound morpheme), and how they use morphological operation; inflectional operation, derivational operation or compound word.

Research on the influence of morphological awareness toward writing is investigated the influence of students' morphological knowledge that used in their writing because if students can manipulate word base into new word or become complex word and they have knowledge of morphological operation;

⁵⁰Deborah McCutchen et al, *Putting Words to Work: Effects of Morphological Instruction on Children's Writing*, (Washington: University of Washington, 2014), p. 8.

⁵¹Mary Northey et al, *Contributions of Morphological Skill to Children's Essay Writing*, (Springer Science Business Media Dordrecht, 2015), p. 61.

derivational operation, inflectional operation, and compound words, they can write correct sentences then paragraphs and they can write kind of words in their writing product that make easy to understand by readers.

B. Previous Research:

In this research, the writer summarizes the relevant previous researches to prove the originality of the research. There are three previous researches that are used by the researcher.

1. *Contribution of Morphological Skill to Children's Essay Writing*. Written by Mary Northey et al. This correlational study examines whether morphological skill, as measured by a sentence generation task tapping both derivational morphology and meta-syntactic skills, predicts performance on a standardized essay writing task for fifth- and eighth-grade U.S. students (N = 233), after controlling for grade level, comprehension, and writing fluency. The result showed that morphological skills have important role in writing. The discussion about morphology and writing makes the researcher takes the study as the related previous research. Then, the categorization of the study as investigation study makes the study different from this study.⁵²
2. *Children's Morphological Awareness and Reading Ability*. Written by John R. Kirby et al. The purpose of the study is to measure the effects of morphological awareness on five measures of reading in 103 children from Grades 1 to 3. Morphological awareness was assessed with a word analogy task that included a wide range of morphological transformations. The result is morphological awareness has important roles in word reading and reading comprehension. The previous research is related with this study with some similarities. The similarities between two studies are: the similarity of X variable (morphological awareness), it is similar of using quantitative approach with bivariate correlation to find the correlation for each variable and it is similar of using regression linear to measure the influence of X variable toward Y variable. There are some distinguishes between two studies: The Y variable of

⁵²Mary Northey et al, *Contributions of Morphological Skill to Children's Essay Writing*, (Springer Science Business Media Dordrecht, 2015).

previous study is reading ability. The previous study is used different instrument test of morphological awareness test (word analogy task).⁵³

3. *The Effects of Morphological Awareness on Reading in Chinese and English among Young Chinese Children: A Longitudinal Study*. Written by Katie Yan Yan Lam. The purpose of the previous study is to comprise two longitudinal studies examining the role of morphological awareness in Chinese and English reading among Chinese children. In Study 1, participants were 84 kindergarten and first grade Chinese-speaking English Language Learners (ELLs) from Canada. Children's morphological awareness, vocabulary and reading comprehension in English were assessed at two measurement points spaced one year apart. Study 2 involved the Chinese-Canadian children from Study 1, and 98 kindergarteners and first graders from China. Their morphological awareness, vocabulary and reading comprehension in Chinese were measured at the beginning of two successive academic years.⁵⁴ The previous research is related with this study with some similarities. The similarities between two studies are: there is similarity of X variable (morphological awareness), it is similar of using quantitative approach with bivariate correlation to find the correlation for each variable and it is similar of using regression linear to measure the influence of X variable toward Y variable. There are some distinguishes between two studies: The Y variable of previous study is vocabulary and reading. The subjects of previous study were Chinese-speaking English Language Learners (ELLs) from Canada and Chinese-Canadian children. The previous study is used different instrument test of morphological awareness test (morphological production and morphological analogy test).
4. *The Relationship between Morphological Awareness and English Vocabulary Acquisition of Saudi Female Students at King Saud University*. Written by Norah Sultan Alsalamah A. The purpose of the study is to examine the relationship between English vocabulary size and morphological awareness of Saudi female students at King Saud University. The participants in this study were 89 students divided into two sections: section one (40 students) and

⁵³John R. Kirby et al, *Children's Morphological Awareness and Reading Ability*, (Springer Science Business Media B.V, 2011).

⁵⁴Katie Yan Yan Lam, *The Effects of Morphological Awareness on Reading in Chinese and English among Young Chinese Children: A Longitudinal Study, A Thesis* (University of Toronto, 2009).

section two (49 students). The researcher used two types of tests were used: the Vocabulary Size Test and the Morphological Awareness Test. The Vocabulary Size Test was used to estimate the vocabulary size of the students, which could range from 1,000 to 14,000 word-families. The morphological awareness test included two subtests: the morphological structure test and the morpheme identification test. The results of the correlation tests indicated that there was no relationship between the two variables in both sections.⁵⁵ The previous research is related with this study with some similarities. The similarities between two studies are: it is similar of using quantitative approach with bivariate correlation to measure the correlation of X variable to Y variable, the similarity instrument test of morphological awareness test (the morphological structure test and the morpheme identification test). There are some distinguishes between two studies: The Y variable of previous study is vocabulary acquisition. The previous study used the vocabulary size test as instrument test to measure vocabulary acquisition.

C. Hypothesis

Hypothesis is temporary assumption to a problem to verify of collecting data.⁵⁶ Hypothesis is general assumption that should be tested between two variables: X variable and Y variable, to find the correctness or temporary assumption to research problem. The researcher has hypothesis of this research that there is influence of students' morphological awareness toward students' writing ability.

⁵⁵ Norah Sultan Alsalamah, *The Relationship Between Morphological Awareness and English Vocabulary Acquisition of Saudi Female Students at King Saud University, A Thesis* (The University Of Wisconsin–Whitewater, 2011).

⁵⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 110.

CHAPTER III

RESEARCH METHOD

This chapter, the researcher presents research approach, time and place, population and sample, variable and indicator, data collection technique, data analysis technique, hypothetical analysis, and final analysis.

A. Research Approach

The study used quantitative approach. It was because the analysis of the study was stressed on the numerical data processed statistically. This research focused on the influence of students' morphological awareness toward students' writing ability. The researcher used statistical analysis to calculate the numeral data gathered and the researcher analyzed them by using predictor analysis. The result of data analysis was to find out the influence of students' morphological awareness toward students' writing ability.

B. Time and place

This research was conducted on 10-30 Mei 2017 at Education and Teacher Training Faculty of Walisongo State Islamic University (UIN) of Semarang.

C. Population and Sample

According to Arikunto, population is the whole of research subject.¹ Sample means a part of population that will be observed, whose characteristic can represent and describe the real population.² In this research, the researcher used simple random sampling. According to Arikunto, random sampling is used by researchers to take samples from homogeneous population that contain only one trait. If researchers take samples of all populations by lottery, they will use simple random sampling.³ The Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in The Academic Year of 2016/2017 as the population has 112 students. So, the researcher took 20 students as sample to found the validity and the reliability of test (morphological awareness test and writing narrative test) and 92 students as sample to found the influence of students'

¹Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 173.

²Sugiarto et al, *Teknik Sampling*, (Jakarta: Gramedia Pustaka Utama, 2003), p. 2.

³Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 95.

morphological awareness toward students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017.

D. Variable and Indicator

Sugiarto et al, research variable is defined as an attribute which belongs to the research object in a certain group which has variation among those objects.⁴The researcher used two variables:

1. Independent variable (x)

That is variable which influences another variable (dependent variable).⁵The independent variable in this research is students' morphological awareness. The researcher used morphological awareness test that divided into two parts to measure students' morphological awareness. The first part is the morphological structure test. Here is the students were asked to produce ten new words involving morpheme compounding presented by frame sentences. The second part is the morpheme identification test. Here is the students were asked to analyze ten morphologically complex words and give the meaning of the different morphemes forming the words. The test used as the instrument is as the following:

Table 3.1
Morphological awareness test

Aspect	Indicator	Sub of indicator	No
Morphologic al structure test	1. The students' knowledge of inflection words.	1. Students can apply inflectional suffixes such as, - <i>ed</i> , - <i>ing</i> , - <i>s</i>	1, 4, 6, 9
	2.The students' knowledge of derivation words.	1. Students can apply derivational suffixes such as, - <i>ful</i> , - <i>ly</i>	7, 8, 10
	3.The students' knowledge of compound words.	1. Students manipulate compound words	2, 3, 5

⁴ Sugiarto et al, *Teknik Sampling*, (Jakarta: Gramedia Pustaka Utama, 2003), p. 13.

⁵ Sugiarto et al, *Teknik Sampling*, (Jakarta: Gramedia Pustaka Utama, 2003), p. 15.

Morphemes identification test	1. The ability to analyze and break down complex words into smaller meaning and the students' knowledge of root words.	1. Students understand root word meaning in sentence and they understand complex word meaning	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Total			20

Here is the example of Morphological structure test: *Early in the morning, we can see the sun coming up. This is called a sunrise. At night, we might also see the moon coming up. What could we call this?* The word *called* is inflection word and *sunrise* is compound word. Here is the example of Morphemes identification test: There are two pictures, one showing *the color blue* and the other *he blew out some air*, the child asked to select the one that contained the meaning of the morpheme *blue* in *blueberries*. The word *blueberries* is complex word and *blue* is root word

The original test was created by McBride-Chang et al (2005) to measure the morphological awareness of children in kindergarten and second grade.⁶

2. Dependent variable (y)

Dependent variable is variable which is influenced or became effect of the independent variable.⁷ Dependent variable in this study is students' writing ability. The researcher asked students to write narrative text (Maling Kundang) and the aspects to measure students' writing ability are: content, organization, vocabulary, language use, and mechanics are used the scoring scale which is designed by Heaton.⁸ The students' scoring scale of writing ability is the following statement:

Table 3.2
The scoring scale of writing ability

Content	
20-18	Excellent to very good: knowledgeable, substantive, thorough, development of thesis, relevant to assigned topic.
17-14	Good to average: some knowledge of subject,

⁶Catherine Mc-bride Chang et al, *The Role of Morphological Awareness in Children's Vocabulary Acquisition in English*, (Applied Psycholinguistics 26, 2005), p. 420-421.

⁷Sugiarto et al, *Teknik Sampling*, (Jakarta: Gramedia Pustaka Utama, 2003), p.15.

⁸E-book: J.B Heaton, *Writing English Language Test. Longman Handbooks for Language Teachers, New Edition*, (New York: Longman Inc, 1990), p. 146.

	adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
13-10	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
9-7	Very poor: doesn't show knowledge of subject, non-substantive, not pertinent.
Organization	
15-12	Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
11-9	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
8-5	Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
4-2	Very poor: does not communicate, no organization.
Vocabulary	
30-27	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
26-22	Good to average: adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured.
21-17	Fair to poor: limited range - frequent errors of word/idiom form, choice, and usage, meaning confused or obscured.
16-13	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.

Language Use	
30-27	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
26-22	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
21-17	Fair to poor: major problems in simple/complex constructions.
16-13	Very poor: virtually no mastery of sentence construction rules.
Mechanics	
5	Excellent to very good: demonstrates mastery of conventions, capitalization punctuation, paragraphing.
4	Good to average: occasional errors of capitalization, spelling, punctuation, paragraphing, but meaning not obscured.
3	Fair to poor: frequent errors of spelling punctuation, capitalization, punctuation, paragraphing.
2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.

E. Data Collection Technique

In this study the researcher used test in the collecting data to get the accurate data is the following:

1. Test

Test is a collection of questions and exercises that required to measure ability or skill of the individual or groups. Test is used to know the success in teaching and learning. Test can be beneficial for learning activity. If a test is important, then preparation for it can come to dominate all teaching and learning activities (Huges).⁹ In this research, the researcher used two types of test to measure two variables. First, the researcher used two parts of morphological awareness test: the morphological structure test and the morpheme identification test. The researcher categorized the scores resulted morphological awareness test (morphological structure test and morpheme identification test) is as the following:

- a. The participant writes correct answer gets 1 point,
- b. The participant writes wrong answer gets 0 point.

Notes: if the participant writes wrong answer, please write down the correct answer for future reference.

Second, the researcher asked students write narrative text (Maling kundang) and the scoring scale from Heaton to measure students' writing ability that used by the researcher is as the following:

Table 3.3

The measurement of writing ability

Aspect	Score
Content	20
Organization	15
Vocabulary	30
Language use	30
Mechanics	5
Total	100

⁹E-book: Arthur Huges, *Testing for Language Teachers*, (New York: Cambridge University Press, 1989), p. 1.

F. Data Analysis Technique

The data analysis method used in this research was quantitative analysis. Quantitative is concerned with the amount or number.

1. Introductory analysis

a. The validity of instrument

Validity is an instrument test that used to measure in questioner. It means that how test can measure exactly and it can be responsible for correctness (Singarimbun, 1989: 22). The formula of validity:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n \sum X^2 - (\sum X)^2 (n \sum Y^2 - (\sum Y)^2)}} \text{ as follows:}$$

r = correlation coefficient of two variables X and Y

X= Independent variable

Y= Dependent variable

Calculation result of r_{xy} is compared with r of product moment by 5% degree of significance. If r_{xy} is higher than r table, the item of question is valid. If r_{xy} is lower than r table, the item of question is not valid (Hadi, 1993: 64).¹⁰

In this research, the researcher took 20 students randomly to test the validity by using lottery. The researcher used SPSS 16.0 to calculate the validity.

b. The reliability of instrument

Reliability shows an instrument that used as data collection tools can be trusted because that instrument is correct. The instrument that used to measure reliability is Alpha formulas (Arikunto, 1989:164).¹¹

$$r_a = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum ab^2}{ab^2} \right]$$

In this research, the researcher took 20 students randomly to test the reliability by using lottery. The researcher used SPSS 16.0 to calculate the validity.

¹⁰Danang Sunyoto, *Teori, Kuesioner, Analisis Data*, (Yogyakarta: Graha Ilmu, 2013), p. 132-133.

¹¹Danang Sunyoto, *Teori, Kuesioner, Analisis Data*, (Yogyakarta: Graha Ilmu, 2013), p. 133.

2. Scoring students' morphological awareness and students' writing ability.

In this research, the result of students' morphological awareness test or called independent variable (X) and students' writing ability assessment result or called dependent variable (Y) are classified into classification criteria.

At the first, the researcher put the data collected into the table distribution. After that, the students' score for each variable were put in the table. Then, finding interval and the quality score of each variable are found in this step:

a. Finding out the highest score (H) and the lowest score (L)

$$K = 1 + 3.3 \text{ Log } n$$

$$K = \text{interval Total}$$

$$R = H - L + 1$$

$$R = \text{range}$$

$$H = \text{the highest score}$$

$$L = \text{the lowest score}$$

b. Class interval with the formula $i = \frac{R}{K}$ ¹²

$$i = \text{interval}$$

c. look for the mean with the formula $Me = \frac{\sum fx}{N}$ ¹³

d. Look for the quality of the student's morphological awareness and writing ability of ELT department.

3. Hypothetical Analysis

This analysis is used to know the influence of students' morphological awareness toward students' writing ability.

a. The researcher looked for the correlation between predictor and criterium by using technique of correlation product moment. The formula is the following:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$\text{Where: } \sum xy = \sum xy - \frac{(\sum x)(\sum y)}{N}$$

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

¹² Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2014), p.36.

¹³ Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2014), p.49.

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n} \quad 14$$

From the result above the writer interprets that category based on the following statement:

0,80-1,00 means very high correlation

0,60-0,799 means high correlation

0,40-0,599 means enough correlation

0,20-0,399 means low correlation

0,00-0,199 means very low correlation

b. Looking for simple regression

This method is used to calculate what extend the influence of students' morphological awareness toward students' writing ability.

1. Using the one variable linear regression analysis technique with the following:

$$\hat{Y} = a + bX$$

\hat{Y} : Projection dependent variable

X : Predicted independent variable

a : Constanta value of Y if X = 0

b : Predictor

Value a (constantan), and b (regression coefficient for variable X) could be found out using

$$b = \frac{n \cdot \sum XY - \sum X \sum Y}{n \cdot \sum X^2 - (\sum X)^2}$$

$$a = \frac{\sum Y - b \cdot \sum X}{N} \quad 14$$

2. Looking for the F value

a. Finding out the value a and b

$$b = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{n \cdot \sum X^2 - (\sum X)^2} \quad a = \frac{\sum Y - b \cdot \sum X}{n}$$

b. Finding out the regression square ($JK_{Reg[a]}$) using

$$JK_{Reg[a]} = \frac{(\sum Y)^2}{n}$$

¹⁴Riduwan dan Sunarto, *Pengantar Statistika untuk Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis*, (Bandung: Alfabeta, 2009), p. 97.

- c. Finding out the regression square ($JK_{Reg[b|a]}$) using

$$JK_{Reg[b|a]} = b \left\{ \Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n} \right\}$$

- d. Finding out the residue square (JK_{Res}) using

$$JK_{Res} = \Sigma Y^2 - JK_{Reg[b|a]} - JK_{Reg[a]}$$

- e. Finding out the average of regression square ($RJK_{Reg[a]}$) using

$$RJK_{reg[a]} = JK_{Reg[a]}$$

- f. Finding out the average of regression square (RJKReg [b|a]) using

$$RJK_{reg[b|a]} = JK_{Reg[b|a]}$$

- g. Finding out the average amount of residue square (RJK_{Res}) using

$$RJK_{res} = \frac{JK_{Res}}{n-2}$$

- h. Finding out the significance (F_{reg})

$$F_{reg} = \frac{RJK_{Reg(b|a)}}{RJK_{res}}$$

- i. Finding out the level of significance (t)

The level of significance in this research is $\alpha = 5\%$ with $t_{table} = 1,671$.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

- j. Finding out the contribution of variable X and Y (R square)

$$R = r_{xy} \times r_{xy} = r_{xy}^2 \times 100\% \text{ }^{15}$$

G. Final Analysis

After getting F_{reg} , the next step is comparing the price of F_{reg} with the value. The table is 1% or 5%. It is significant if $F_{reg} > Ft$ 1% or 5%. There is positive influence of students' morphological awareness toward students' writing ability. It is not significant if $F_{reg} < Ft$ 1% or 5%. There is no positive influence of students' morphological awareness toward students' writing ability.

¹⁵Riduwan dan Sunarto, *Pengantar Statistika untuk Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis*, (Bandung: Alfabeta, 2009), p. 97-98

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter, the researcher presents research description, result of instrument test, data analysis, hypothesis analysis, discussion, and limitation of the research.

A. Research Description

The researcher conducted this research at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017. The purposes of the research are:

1. To identify how high the students' morphological awareness at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017.
2. To identify how high the students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017.
3. To find out whether any significant influence of students' morphological awareness toward students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017.

B. Result of Instrument Test

1. The validity of instrument

The researcher used SPSS 16.0 to test the validity of instrument with 20 respondents. The results are as the following.

- a. Students' morphological awareness test

Table 4.1

The validity of students' morphological awareness test

No.	Item	R	Validity
1.	Q1	0,717	Valid
2.	Q2	0,497	Valid
	Q3	0,687	Valid
4.	Q4	0,539	Valid

5.	Q5	0,687	Valid
6.	Q6	0,677	Valid
7.	Q7	0,764	Valid
8.	Q8	0,677	Valid
9.	Q9	0,607	Valid
10.	Q10	0,866	Valid
11.	Q11	0,677	Valid
12.	Q12	0,554	Valid
13.	Q13	0,622	Valid
14.	Q14	0,622	Valid
15.	Q15	0,622	Valid
16.	Q16	0,622	Valid
17.	Q17	0,730	Valid
18.	Q18	0,677	Valid
19.	Q19	0,677	Valid
20.	Q20	0,677	Valid

b. Students' writing ability

Table 4.2

The validity of students' writing ability

No.	Item	R	Validity
1.	Aspect 1	0,903	Valid
2.	Aspect 2	0,879	Valid
3.	Aspect 3	0,720	Valid
4.	Aspect 4	0,706	Valid
5.	Aspect 5	0,632	Valid

2. The reliability of instrument

The researcher used SPSS 16.0 to test the reliability of instrument with 20 respondents. The result as followed.

- a. Reliability of students' morphological awareness.

Reliability statistics

Cronbach's	
Alpha	N of Items
.918	20

- b. Reliability of students' writing ability.

Reliability statistics

Cronbach's	
Alpha	N of Items
.703	5

C. Data Analysis

1. The score of students' morphological awareness

In this research, the researcher used morphological awareness test (morphological structure task and morpheme identification task) to measure students' morphological awareness. The highest score of students' morphological awareness is 20 and the lowest is 13. The score (X) is 1683 and the participants (N) are 92. The next step is determining the frequency distribution of the students' morphological awareness:

- a. Interval Total (K)

$$\begin{aligned}
 K &= 1 + 3.3 \text{ Log } N \\
 &= 1 + 3.3 \text{ Log } 92 \\
 &= 7.48 = 7
 \end{aligned}$$

- b. Average

$$\begin{aligned}
 \bar{X} &= \frac{\sum fx}{N} \\
 &= \frac{1683}{92} \\
 &= 18.29
 \end{aligned}$$

- c. Range

$$\begin{aligned}
 R &= H - L \\
 &= 20 - 13
 \end{aligned}$$

$$= 7$$

R = Range

H = The highest total

L = The lowest total

d. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{7}{7} = 1$$

Here is the table of frequency distribution of the students' morphological awareness.

Table 4.3

Frequency distribution of students' morphological awareness

Interval	F	X	f*x	x- \bar{x}	(x - \bar{x}) ²	f(x - \bar{x}) ²
13-14	1	13.5	13.5	-4.79	22.9	22.9
14-15	6	14.5	87	-3.79	14.3	86.1
15-16	5	15.5	77.5	-2.79	7.7	38.9
16-17	10	16.5	165	-1.79	3.2	32
17-18	26	17.5	455	-0.79	0.6	16.2
18-19	18	18.5	333	0.21	0.04	0.7
19-20	26	19.5	507	1.21	1.4	37.9
	$\Sigma =$ 92		$\Sigma =$ 1638			$\Sigma = 234,98$

Based on the result of table above, the next step is categorized students' morphological awareness or it is called independent variable (x). The results are as the following:

a. Mean

$$\begin{aligned} M &= \left(\frac{\sum f'x'}{N} \right) \\ &= \left(\frac{1638}{92} \right) \\ &= 18.29 \end{aligned}$$

b. Standard deviation:

$$\begin{aligned} SD &= \sqrt{\frac{\sum f'(x' - \bar{x})^2}{N-1}} \\ &= \sqrt{\frac{234,98}{92-1}} \\ &= \sqrt{\frac{234,98}{91}} \\ &= \sqrt{2.58} = 1.56 \end{aligned}$$

$$M + 1.5 SD = 18.29 + 1.5 (1.56) = 20.63 = 21 \text{ higher}$$

$$M + 0.5 SD = 18.29 + 0.5 (1.56) = 19.07 = 19-20$$

$$M - 0.5 SD = 18.29 - 0.5 (1.56) = 17.51 = 17-18$$

$$M - 1.5 SD = 18.29 - 1.5 (1.56) = 15.95 = 15-16$$

$$= 14 \text{ lower}$$

Table 4.4

The quality of students' morphological awareness

Interval	Level	Quality
>21	Very high	
19-20	High	
17-18	Average	Average
15-16	Low	
<14	Very low	

Based on the table above, the researcher knew that the mean from students' morphological awareness is average.

2. The score of students' writing ability

In this research, the researcher used writing narrative test and the researcher used Heaton's writing scale to measure students' writing ability. The highest score of students' writing ability is 83 and the lowest score is 60. The score (\bar{X}) is 6677 and the participants (N) are 92. The next step is determining the frequency distribution of the students' writing ability:

a. Interval Total (K)

$$\begin{aligned} K &= 1 + 3.3 \text{ Log } N \\ &= 1 + 3.3 \text{ Log } 92 \\ &= 7.48 \\ &= 7 \end{aligned}$$

b. Average

$$\begin{aligned} \bar{X} &= \frac{\sum fx}{N} \\ &= \frac{6677}{92} \\ &= 72.57 \end{aligned}$$

c. Range

$$\begin{aligned} R &= H - L \\ &= 83 - 60 \\ &= 23 \end{aligned}$$

R = Range

H = The highest total score

L = The lowest total score

d. Interval Class (i)

$$i = \frac{R}{K}$$

$$= \frac{23}{7}$$

$$= 3.28 = 3$$

Here is the table of frequency distribution of the students' writing ability.

Table 4.5
Frequency distribution of students' writing ability

Interval	F	X	F*x	x- \bar{x}	(x - \bar{x}) ²	f(x - \bar{x}) ²
60-62	6	61	366	-11.57	133.8	803.1
63-65	5	64	320	-8.57	73.4	367.2
66-68	10	67	670	-5.57	31	310.2
69-71	16	70	1120	-2.57	6.6	105.6
72-74	22	73	1606	0.43	0.18	3.9
75-77	12	76	912	3.43	11.7	141
78-80	15	79	912	6.43	41.3	620
81-83	6	82	1185	9.43	88.9	533.5
	$\Sigma =$ 92		$\Sigma = 66$ 71			$\Sigma = 288$ 4,86

Based on the result of mean calculation above, the next step is categorized students' writing ability or it is called dependent variable (y). The results are as the following

a. Mean

$$M = \left(\frac{\Sigma fx'}{N} \right)$$

$$= \left(\frac{6671}{92} \right)$$

$$= 72.57$$

b. Standard deviation:

$$SD = \sqrt{\frac{\sum f'(x' - \bar{x})}{N-1}}$$

$$= \sqrt{\frac{2884,86}{92-1}}$$

$$= \sqrt{\frac{2884,86}{91}}$$

$$= \sqrt{31.7}$$

$$= 5.68$$

$$M + 1.5 SD = 72.57 + 1.5 (5.68) = 81.09 = 81 \text{ Higher}$$

$$M + 0.5 SD = 72.57 + 0.5 (5.68) = 75.41 = 75-80$$

$$M - 0.5 SD = 72.57 - 0.5 (5.68) = 69.73 = 70-74$$

$$M - 1.5 SD = 72.57 - 1.5 (5.68) = 64.05 = 65-69$$

$$= 64 \text{ Lower}$$

Table 4.6

The quality of students' writing ability

Interval	Category	Quality
>81	Very good	
75-80	Good	
70-74	Mediocre	Mediocre
65-69	Low	
<64	Very low	

Based on the table above, it is known that the mean from students' morphological awareness is mediocre.

D. Hypothesis Analysis

1. The correlation of students' morphological awareness toward students' writing ability.

Finding the correlation of students' morphological awareness toward students' writing ability by using correlation product moment:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Before using the formula, the researcher firstly sought out deviation by using formula:

$$\begin{aligned}\sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 31011 - \frac{(1683)^2}{92} \\ &= 31011 - 30787,9 \\ &= 224\end{aligned}$$

$$\begin{aligned}\sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 487531 - \frac{(6677)^2}{92} \\ &= 487531 - 484590,5 \\ &= 2941\end{aligned}$$

$$\begin{aligned}\sum xy &= \sum XY - \frac{(\sum X)(\sum Y)}{N} \\ &= 122581 - \frac{(1683)(6677)}{92} \\ &= 122581 - 122145,55 \\ &= 436\end{aligned}$$

The result:

$$\sum x^2 = 224$$

$$\sum y^2 = 2941$$

$$\sum xy = 436$$

So that, the correlation product moment is as the following:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} = \frac{436}{\sqrt{(224)(2941)}} = \frac{436}{811,6} = 0.538$$

The researcher found the coefficient correlation r_{xy} is 0.538. Then, r_{xy} is consulted with r_{table} N= 92 for significance 5% ($r_{table} = 0.207$). The result of $r_{xy} = 0.538$ and $r_{table} = 0.207$ mean that they have significant correlation.

Table 4.7

Correlation coefficient X & Y

N	r_{xy}	r table	Significance
		5%	
92	0.207	0.538	Significant

Table 4.8

Coefficient correlation level X and Y

Interval coefficient	Correlation level
0,80 – 0,1000	Very strong
0,60 – 0,799	Strong
0,40 – 0,599	Medium
0,20 – 0,399	Low
0,00 – 0,199	Very low

From the table, correlation level of students' morphological awareness toward students' writing ability is 0.538 in the category "Medium" and it is in the interval 0.40 – 0.599. The researcher also used SPSS 16.0 to support the data.

Correlations		Y	X
Y	Pearson Correlation	1	.538**
	Sig. (2-tailed)		.000

	N	92	92
X	Pearson	.538**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

2. Regression analysis of students' morphological awareness toward students' writing ability.

Finding the influence of students' morphological awareness toward students' writing ability by using regression linear:

a. Finding the regression equation

$$\hat{y} = a + bx$$

$$b = \frac{n \cdot \sum XY - \sum X \sum Y}{n \cdot \sum X^2 - (\sum X)^2}$$

$$a = \frac{\sum Y - b \cdot \sum X}{N}$$

b. Value b and a by using the formula :

$$\begin{aligned} b &= \frac{n \cdot \sum xy - \sum x \sum y}{n \cdot \sum x^2 - (\sum x)^2} \\ &= \frac{92 \cdot (122581) - (1683)(6677)}{92 \cdot (31011) - (1683)^2} \\ &= \frac{40061}{20523} \\ &= 1.95 \end{aligned}$$

So, the value b = 1.95 and to find value a is using the formula:

$$\begin{aligned} a &= \frac{\sum Y - b \cdot \sum X}{N} \\ &= \frac{6677 - (1.95) \cdot (1683)}{92} \\ &= \frac{3396}{92} \\ &= 36.91 \end{aligned}$$

Where b is 1.95 and a is 36.91. So, the regression equation is

$$y = a + bx$$

$$y = 36.91 - 1.95x$$

c. Test F

The level of significant in this research is using $\alpha = 5\%$ with $F_{\text{tabel } 5\%} = 4.11$. The next step is finding out the value F by using the formula is as the following:

1. Finding out the regression square ($JK_{Reg[a]}$)

$$\begin{aligned} JK_{Reg[a]} &= \frac{(\Sigma Y)^2}{n} \\ &= \frac{(6677)^2}{92} \\ &= 484590,53 \end{aligned}$$

2. Finding out the regression square ($JK_{Reg[b|a]}$)

$$\begin{aligned} JK_{Reg[b|a]} &= b \left\{ \Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n} \right\} \\ &= 1.95 \left\{ 122581 - \frac{(1683)(6677)}{92} \right\} \\ &= 1.95 (436) \\ &= 850.2 \end{aligned}$$

3. Finding out the residue square (JK_{Res})

$$\begin{aligned} JK_{Res} &= \Sigma Y^2 - JK_{Reg[b|a]} - JK_{Reg[a]} \\ &= 487531 - 850.2 - 484590.53 \\ &= 2090.27 \end{aligned}$$

4. Finding out the average of regression square ($RJK_{Reg[a]}$)

$$\begin{aligned} RJK_{reg[a]} &= JK_{Reg[a]} \\ &= 484590.53 \end{aligned}$$

5. Finding out the average amount of regression square ($RJK_{Reg[b|a]}$)

$$\begin{aligned} RJK_{reg[b|a]} &= JK_{Reg[b|a]} \\ &= 850.2 \end{aligned}$$

6. Finding out the average amount of residue square (RJK_{Res})

$$\begin{aligned} RJK_{res} &= \frac{JK_{Res}}{n-2} \\ &= \frac{2090,27}{92-2} \\ &= 23,225 \end{aligned}$$

7. Test of significance

$$\begin{aligned}
 F_{reg} &= \frac{RJK_{Reg(b|a)}}{RJK_{res}} \\
 &= \frac{850,2}{23,225} \\
 &= 36,605
 \end{aligned}$$

The researcher also used SPSS 16.0 to support the data.

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	849.992	1	849.99	36.594	.000 ^a
Residual	2090.475	90	23.228		
Total	2940.467	91			

a. Predictors: (Constant), Morphological Awareness

b. Dependent Variable: Writing Ability

The result, $F = 36,594 > F_{table} = 4.00$ with significance 5%. It means that hypothesis is accepted because F is higher than F_{table} .

d. Test t

The level of significance in this research is $\alpha = 5\%$ with $t_{table} = 1,671$.

$$\begin{aligned}
 t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0,537\sqrt{92-2}}{\sqrt{1-(0,537)^2}} \\
 &= \frac{0,537 \times 9,48}{\sqrt{0,712}} = \frac{5,09}{0,843} = 6,059
 \end{aligned}$$

The result, $t_{hitung} = 6,059 > t_{table} = 1,671$ with significance 5%. It means that the hypothesis is accepted.

e. The contribution of variable X and Y (R square)

The next step is finding the contribution of students' morphological awareness toward students' writing ability at Fourth Semester Students of

English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in The Academic Year of 2016/2017.

$$r_{xy} = 0.537$$

$$\begin{aligned} R &= r_{xy} \times r_{xy} = r_{xy}^2 \times 100\% \\ &= (0.537)^2 \times 100\% \\ &= 0.288 \times 100\% \\ &= 28.8\% \end{aligned}$$

The researcher also used SPSS 16.0 to support the data.

Table 4.9

Model Summary r table

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 ^a	.288	.281	4.81949

a. Predictors: (Constant), x

It means that the variable X (students' morphological awareness) gives influence 28.8% to variable Y (students' writing ability), and 71.2% that gives influence to students' writing ability is from other aspects.

E. Discussion

This research was conducted based on the reason that writing skills are difficult skill in English. Students should have writing skills such as, language use, mechanical skills, arrangement of content, stylistic skills, judgment skills, and they should have morphological awareness because morphology is contributed in their writing. Morphological knowledge can help students write correct word structure when they write sentences then paragraph. Therefore, this research focuses on the influence of students' morphological awareness toward students' writing ability.

Morphology is the study of internal structure of words and morphologists are formed words is through the identification and the study of *morphemes*. Morpheme is 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.¹

Morphological awareness is a meta-linguistic skill, given that an individual consciously considers this aspect of language.² Morphological awareness affects in writing, it uses to make correct formation of word. Kirby et al state that morphological awareness develops with exposure to oral and written English.³

The hypothesis of this research has the influence of students' morphological awareness toward students' writing ability and the hypothesis was proved by regression analysis. The result of the research showed that students' morphological awareness is "enough" on interval 17-18 with the mean 18.29 and students' writing ability is "enough" on interval 70-74 with the mean 72.57.

The correlation of students' morphological awareness toward students' writing ability is r_{xy} 0.538. Then r_{xy} is consulted with r_{table} $N=92$ for significance 5% ($r_{table}=0,207$). The result of $r_{xy}=0.538$ and $r_{table}=0.207$ showed that they have correlation. From the table 4.10, the correlation level of student' morphological awareness and students' writing ability is "Medium" in the interval 0.40 – 0.599, and the level of significance in this research is $\alpha=5\%$ with $t_{table}=1,671$. $t_{count}=6,059 > t_{table}=1,671$ with significance 5%. The simultaneous (F) test showed that the result, $t_{count}=6,059 > t_{table}=1,671$ with significance 5%. Therefore, the hypothesis is accepted. It means that there is influence of students' morphological awareness toward students' writing ability.

The contribution of variable X to Y is 28.8%. It means that the variable X (students' morphological awareness) gives influence 28.8% toward variable Y (students' writing ability), and 71.2% that gives influence toward students' writing ability is from other aspects (students' grammar mastery, students' vocabulary mastery, students' speaking ability, students' extensive reading, pre-writing).

The conclusion of this research explained that the study of morphology is important for student who wants to write a writing product. By using morphological awareness test (morphological structure test and morphemes identification test and ask

¹E-book: Mark Aronoff and Kirsten Fudeman, *What is Morphology? Second Edition* (United Kingdom: Blackwell Publishing, 2011), p. 2.

²Kenn Apel et al, *Using Multiple Measures of Morphological Awareness to Assess its Relation to Reading*, (Vol. 33, No. 1), p. 43.

³John R. Kirby et al, *Children's Morphological Awareness and Reading Ability*, (Springer Science Business Media B.V, 2011), p. 390.

students to write narrative text is present the contribution of morphological awareness to writing ability.

F. Limitation of the research

The researcher realized that had not been done optimally. There were some obstacles faced during the research process. Some limitations in this research were:

1. The short time of research process made this research could not be done optimally.
2. It is possible to get different result conducted in different place. So that, the research is limited at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in The Academic Year of 2016/2017.
3. Less experience and knowledge of researcher makes this research is not composed comprehensively.

From some limitations, it is needed to have study more about the influence of students' morphological awareness toward students' writing ability. By considering those limitations, the better study will be gained.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter, the researcher presents conclusion of the study, suggestion, and closing.

A. Conclusion

Based on the research that was carried out at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017, the researcher concluded from the previous chapters which had been discussed.

1. The result of the research showed that students' morphological awareness at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017 is "average" on interval 17-18 with the mean 18.29. It means that they have adequate knowledge of root words, occasional errors of morphological operation (inflection and derivation), and occasional errors the meaning of words that use in compound word.
2. The result of the research showed that students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017 is "average" on interval 70 – 74 with the mean 72.57. It means that they have some knowledge of subject that use in their writing product, limited development of thesis, mostly relevant to topic, loosely organized but main ideas stand out, occasional errors of word/idiom choice and usage, minor problems in complex constructions and several of agreement, tense, number, article, pronouns, or prepositions, but meaning seldom obscured, and they have occasional errors capitalization, spelling, punctuation, paragraphing, but meaning not obscured.
3. The influence of students' morphological awareness toward students' writing ability at Fourth Semester Students of English Language Education Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017 is 28.8%. It means that the variable X (students' morphological awareness) gives contribution 28.8% to variable Y (students' writing ability), and 71.2% that gives influence to writing ability is from other aspects.

B. Recommendation

1. For lecturer

Based on the research, we have known that morphological awareness has important role of English and it contributes in every skill of English especially in writing. So, lecturer as learning facilitator should understand how to improve students' morphological awareness. Lecturers not just give the explanation of morphological theories but also they give how to apply morphology in English skills.

Lecturer can check students' morphological awareness in their writing as evaluation that students have more morphological knowledge because morphology is the study of word formation and it influences students' writing ability when students use group of words to make sentences and paragraphs in writing, their morphological knowledge make the variety of word choices that they use in writing.

2. For student

It is suggested for students to write variance of word in their product of writing. Getting used the morphological knowledge is useful for them to write a good writing product and they can use any word formation into their writing that make their writing product understood for readers easily and they can share their information completely. If they do not understand the word formation, they can use their morphological knowledge.

3. For reader

After reading the study, the researcher hopes that this research can be references to take consideration in learning process or other research.

4. For researcher

After doing this research, the researcher may get useful knowledge of English proficiency, especially about the influence of students' morphological awareness toward students' writing ability.

C. Closing

The praise only belongs to Allah, who gives power and health until this final project can be finished. The writer is sure that this thesis is far for being perfect. So, critics and advices are really expected to make fallowing research better.

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APPENDIX I

SYLLABUS

Subject : Morphology

Code/Credit : T BI- 11030/2

Course description :

This course provides the students the knowledge of what Morphology is, the identification of morphemes, types of morphemes, and the distribution of morphemes.

Main Goal :

The course examines the internal structure of words and the rules by which word formation takes place and provides an introductory study of English grammar from a formal perspective. It covers such topics as lexical items, morphemes, inflection, derivation, compounding, word elements from Latin and Greek. During the course learning mostly through inquiry and discovery, students are introduced to defined concepts with clarifying examples followed by exercises in applying the principles involved on cases pertinent to the topics and analyzing the cases in prescribed ways.

NUMBER	BASIC COMPETENCE	MATERIAL	SUB-MATERIAL	TIME ALLOTMENT	SOURCE
1	Understanding Morphology.	Introduction to Morphology	Morphology, Principles of Descriptive analysis, Relationship of descriptive analysis to historical and comparative linguistics, terminology of descriptive linguistics, and language problems in the present volume.	1x	1,2,4
2	Ability to identify morphemes	The identification of morphemes.	Morphemes as meaningful units, isolation morphemes by comparing forms, the definition of the morpheme, principles employed in the identification of morphemes.	2x	1,2,4
3	Ability to differentiate the types of phonological	Types of phonological environment described in	Assimilation, dissimilation, assimilation of tonemes, loss of consonant phonemes, loss of vowels	1x	1

	environment	terms of processes	phonemes, and palatalization.		
4	Ability to differentiate the types of morphemes.	Types of morphemes	Internal composition of morphemes, formal relationships of morphemes to each other,	1x	1
5	Ability to distribute morphemes	The distribution of morphemes	Significance of the distribution of morphemes	1x	1,2,4
6	Ability to classify the types of morphemes based on their distribution	Types of morphemes as determined by their distribution	Bound vs. free forms, Roots vs. nonroots, Roots vs. stems, nuclei vs. nonnuclei, nuclear vs. peripheral structures, morphemes of the same order vs. morphemes of different orders, mutually exclusive morphemes, mutually obligatory morphemes, obligatory vs. nonobligatory morphemes, and closing vs. nonclosing morphemes.	1x	1
7	Ability to combine morphemes	Formal combining of morphemes	Order and juncture	1x	1
8	Ability to understand Immediate constituent in sentences	Immediate constituent	Significance of immediate constituents, positional relationships between immediate constituents, principles of procedure in determining immediate constituents, functional relationships between immediate constituents.	1x	1,2,4
9	Ability to differentiate the types of morphological structure	Types of morphological structure	Simple and complex structure.	1x	1,3
10	Ability to understand the principle division of structural layers	Primary structural layers	Derivational and inflectional formations	1x	1,3
11	Ability to know the limits of morphological structures	The limits of morphological structures	Lower and upper.	1x	1
12	Having knowledge about phonological criteria for establishing the limits of morphological structures	Phonological criteria for establishing the limits of morphological structures	Occurrence of open vs. closed junctures, the distribution of phonemes within juncture limits, the distribution of allophones within juncture limits, stress pattern, potential pause vs. nonpotential pause, and	1x	1

			patterns of phonological change.		
13	Having knowledge about distributional criteria For establishing the limits of morphological structures	Distributional criteria For establishing the limits of morphological structures	Occurrence of bound forms, occurrence of free forms, occurrence of nonsyntactic sequence classes, occurrence of sequence classes with different external distribution class membership from what they have in syntactic constructions, and occurrence of unique constituents.	1x	1

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APPENDIX II

The Morphological Awareness Test

Part one (Morphological Structure Test)

- Using one word, create a noun OR a verb for the underlined actions and objects
- If you do not know the answer, DO NOT GUESS.
- See the example below.

Example.

Here's a phone that is **white** in color, we call that **white phone**.

Now here's a phone that is **red** in color, what do we call it? **Red phone**.

1. People with you in a **class** are called **classmates**. What do you call the people living with you in the same **room**?
 - a. Materoom
 - b. Roommate
 - c. Roommates
2. Some people wear **rings** on their **ears**, they call them **earrings**. Some people wear **rings** on their **nose**, what should we call them?
 - a. Noserings
 - b. Ringnose
 - c. Nosering

3. The metal shoes that are put on **horses** are called **horseshoes**. If we put metal shoes on **pigs**, what do we call them?
 - a. Pigsshoes
 - b. Pigshoes
 - c. Shoespigs
4. 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?
 - a. Moonrise
 - b. Moonrises
 - c. Risemoon
5. Some buildings are built very **high**, and we call them **high-rise buildings**. Some buildings are built very **low**, what do we call that?
 - a. Low rise building
 - b. Low rise buildings
 - c. Rise low building
6. This animal is called a **dog**. There are four of them.
There are four.....
 - a. Dog
 - b. a Dogs
 - c. Dogs

7. She looks so **beautiful** when she wears that blue dress.
She is one of the finalist ofpageant
- a. Beauty
 - b. Beautifully
 - c. Beautiful
8. Ahmad is training a job in the company. Ahmad is a **trainee**. The teacher **examined** Maha's writing skills.
Maha is an
- a. Examiner
 - b. Examine
 - c. Examinee
9. Yesterday, my mother swept the floor. The floor is dirty now and she is.....the floor.
- a. Sweeping
 - b. Sweeps
 - c. swept
10. If he finishes the project successfully, he can be a
employee.
- a. Successful
 - b. Successfully
 - c. successes

The Morphological Awareness Test

Part two (Morphemes Identification Test)

- Give the meaning of the word.
- If you do not know the answer, please DO NOT GUESS.
- See example.

Example:

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

- a. A drink made by pouring hot water onto dried and cut leaves of the tea plant
- b. Green parts of a plant that are joined at one end to the stem or branch

Answer: A drink made by pouring hot water onto dried and cut leaves of the tea plant.

- 1. Which contains the meaning of the “bee” in “beehive”?
 - a. A very small insect that lives under the ground in large and well-organized social groups
 - b. A yellow and black flying insect that makes honey and can sting you

2. Which contains the meaning of the “white” in “snow white”?
 - a. Of a colour like that of snow, milk, or bone
 - b. The white layer on the ground and other surfaces that it forms
3. Which contains the meaning of the “steak” in “steakhouse”?
 - a. A thick, flat piece of meat or fish, especially meat from a cow
 - b. The flesh of an animal when it is used for food
4. Which contains the meaning of the “mail” in “mailbox”?
 - a. A written message from one person to another, usually put in an envelope and sent by post
 - b. The letters, etc. that are sent to or from people, or the system for sending letters, etc. from place to place
5. Which contains the meaning of the “ball” in “football”?
 - a. Any object in the shape of a sphere, especially one used as a toy by children or in various sports
 - b. The lowest part of body
6. Which contains the meaning of the “flower” in “flowerpot”?
 - a. A living thing that grows in earth, usually has a stem, leaves, roots, and flowers,
 - b. The part of a plant that is often brightly coloured and has a pleasant smell

7. Which contains the meaning of the “board” in “blackboard”?
 - a. The colour of the sky with clouds on a bright day
 - b. A thin, flat piece of cut wood or other hard material, often used for a particular purpose
8. Which contains the meaning of the “hair” in “hairbrush”?
 - a. One of the many soft, light things that cover a bird's body,
 - b. The mass of thin thread-like structures on the head of a person
9. Which contains the meaning of the “horse” in “seahorse”?
 - a. A large animal with four legs that people ride on
 - b. The salty water that covers a large part of the surface of the earth
10. Which contains the meaning of the “son” in “grandson”?
 - a. The physical and or social condition of being male or female
 - b. Your male child

Part three: Writing Narrative Text

Malin Kundang

Please make a narrative story based on some pictures below and every picture should consist of one paragraph.



.....

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The answer of Morphological awareness test:

Morphological Structure Test

1. C
2. A
3. B
4. A
5. B
6. C
7. A
8. C
9. A
10. A

Morpheme Identification Test

1. B
2. A
3. A
4. B
5. A
6. B
7. B
8. B
9. A
10. B

APPENDIX III

12

Name: AGUSTINA AS
Class: PBL 4A
NIM: 13341116

The Morphological Awareness Test
Part one (Morphological Structure Test)

- Using one word, create a noun or a verb for the underlined actions and objects
- If you do not know the answer, DO NOT GUESS. B = 17
- See the example below.

Example.

Here's a phone that is **white** in color, we call that **white phone**. Now here's a phone that is **red** in color, what do we call it? **Red phone**.

1. People with you in a **class** are called **classmates**. What do you call the people living with you in the same **room**?
 - a. Materoom
 - b. Roommate
 - Roommates
2. Some people wear **rings** on their **ears**, they call them **earrings**. Some people wear **rings** on their **nose**, what should we call them?
 - Noserings
 - b. Ringnose
 - c. Nosering
- The metal shoes that are put on horses are called **horseshoes**. If we put metal shoes on **pigs**, what do we call them?
 - a. Pigsshoes
 - b. Pigshoes
 - c. Shoepigs
4. 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
 - b. Moonrises
 - c. Risemoon

5. Some buildings are built very **high**, and we call them **high-rise buildings**. Some buildings are built very **low**, what do we call that?
- a. Low rise building
 - b. Low rise buildings
 - c. Rise low building
6. This animal is called a **dog**. There are four of them. There are four.....
- a. Dog
 - b. a Dogs
 - c. Dogs
7. She looks so **beautiful** wearing that blue dress. She is one of the finalist ofpageant
- a. Beauty
 - b. Beautifully
 - c. Beautiful
8. Ahmad is training in the company. Ahmad is a **trainee**. The doctor **examined** Maha. Maha is an
- a. Examiner
 - b. Examine
 - c. Examinee
9. Yesterday, my mother swept the floor. The floor is dirty now and she is.....the floor.
- a. Sweeping
 - b. Sweeps
 - c. swept
10. If he is **success** to do the best in his project, he can be a employee.
- a. Successful
 - b. Success
 - c. successes

The Morphological Awareness Test
Part two (Morphemes Identification Test)

- Give the meaning of the word.
- If you do not know the answer, please DO NOT GUESS.
- See example.

Example:

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

- a. A drink made by pouring hot water onto dried and cut leaves of the tea plant
- b. Green parts of a plant that are joined at one end to the stem or branch

Answer: A drink made by pouring hot water onto dried and cut leaves of the tea plant.

1. Which contains the meaning of the “bee” in “beehive”?
 - a. A very small insect that lives under the ground in large and well-organized social groups
 - A yellow and black flying insect that makes honey and can sting you
2. Which contains the meaning of the “white” in “snow white”?
 - Of a colour like that of snow, milk, or bone
 - b. The white layer on the ground and other surfaces that it forms
3. Which contains the meaning of the “steak” in “steakhouse”?
 - A thick, flat piece of meat or fish, especially meat from a cow
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4. Which contains the meaning of the “mail” in “mailbox”?
 - a. A written message from one person to another, usually put in an envelope and sent by post
 - The letters, etc. that are sent to or from people, or the system for sending letters, etc. from place to place
5. Which contains the meaning of the “ball” in “football”?
 - Any object in the shape of a sphere, especially one used as a toy by children or in various sports
 - b. The lowest part of body

- ~~6.~~ Which contains the meaning of the "flower" in "flowerpot"?
- ~~a.~~ A living thing that grows in earth, usually has a stem, leaves, roots, and flowers,
 - b. The part of a plant that is often brightly coloured and has a pleasant smell
7. Which contains the meaning of the "board" in "blackboard"?
- a. The colour of the sky with clouds on a bright day
 - ~~b.~~ A thin, flat piece of cut wood or other hard material, often used for a particular purpose
8. Which contains the meaning of the "hair" in "hairbrush"?
- a. One of the many soft, light things that cover a bird's body,
 - ~~b.~~ The mass of thin thread-like structures on the head of a person
9. Which contains the meaning of the "horse" in "seahorse"?
- ~~a.~~ A large animal with four legs that people ride on
 - b. The salty water that covers a large part of the surface of the earth
10. Which contains the meaning of the "son" in "grandson"?
- a. The physical and or social condition of being male or female
 - ~~b.~~ Your male child

Part three: Writing Narrative Text

Malin Kundang

Please make a narative story based on some pictures below and every picture should consist of one paragraph.



once upon a time, there lived a woman and her child in a small town beside the beach in West Sumatera. They were Malin Kundang & his mother. Malin Kundang's father had passed away when he was crossing.

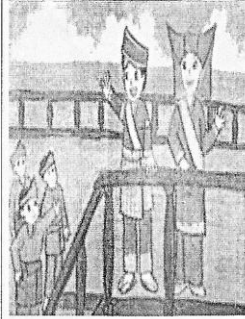


Malin Kundang is a good ^{boy} ~~kid~~, diligent, and powerful young man. He usually went to sea to apprehend fish. After getting fish, he would bring it to his mother, or sold those fishes in the village.



One day, a merchant's ship heard about Malin Kundang's ability. He asked Malin Kundang to sail with him. To get a better life, Malin Kundang accepted it and left his mother alone.

Cat. : 20
Dy : 14
5 Voc : 15
Lang : 14
Merh: 3 / 66



Tears passed by, Malin Kundang became rich. He had a huge ship and assisted by numerous boat crews. He married a very beautiful woman.



When he was cruising, his boat set down on a beach beside a little town. An old woman ~~was~~ identified him. She ran to the beach and suddenly hugged him. She released her sadness of being lonesome after so long time. Malin Kundang who was in front of his wife denied that old woman's said "I've never had a mother like you!"



Finally, she cursed Malin Kundang that he would turn into a pebble if he didn't apologize. Malin Kundang just laughed & actually set sail. In the quiet ocean, his gigantic boat was ~~also~~ destroyed. He hurried by the signal of his ship. He dropped on a small island and turned into a stone.

Name: Ahmad Yasin Fadhli

Class : PB1 4A

NIM : 133411064

The Morphological Awareness Test

Part one (Morphological Structure Test)

- Using one word, create a noun or a verb for the underlined actions and objects
- If you do not know the answer, DO NOT GUESS. B = 13
- See the example below.

Example.

Here's a phone that is **white** in color, we call that **white phone**. Now here's a phone that is **red** in color, what do we call it? **Red phone**.

People with you in a **class** are called **classmates**. What do you call the people living with you in the same **room**?

- a. Materoom
- Roommate
- c. Roommates

Some people wear **rings** on their **ears**, they call them **earrings**. Some people wear **rings** on their **nose**, what should we call them?

- a. Nosering
- b. Ringnose
- c. Nosering

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

- a. Pigshoes
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- c. Shoespigs

4. 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?

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- b. Moonrises
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 - b. Success
 - c. successes

The Morphological Awareness Test
Part two (Morphemes Identification Test)

- Give the meaning of the word.
- If you do not know the answer, please DO NOT GUESS.
- See example.

Example:

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

- a. A drink made by pouring hot water onto dried and cut leaves of the tea plant
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Answer: A drink made by pouring hot water onto dried and cut leaves of the tea plant.

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- a. A very small insect that lives under the ground in large and well-organized social groups
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- b. The flesh of an animal when it is used for food

4. Which contains the meaning of the “mail” in “mailbox”?

- a. A written message from one person to another, usually put in an envelope and sent by post
- The letters, etc. that are sent to or from people, or the system for sending letters, etc. from place to place

5. Which contains the meaning of the “ball” in “football”?

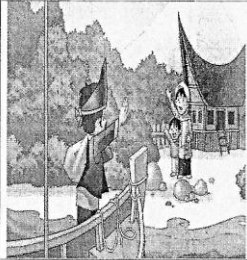
- a. Any object in the shape of a sphere, especially one used as a toy by children or in various sports
- The lowest part of body

- ~~6.~~ Which contains the meaning of the "flower" in "flowerpot"?
- ~~a.~~ A living thing that grows in earth, usually has a stem, leaves, roots, and flowers,
 - b. The part of a plant that is often brightly coloured and has a pleasant smell
7. Which contains the meaning of the "board" in "blackboard"?
- a. The colour of the sky with clouds on a bright day
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10. Which contains the meaning of the "son" in "grandson"?
- a. The physical and or social condition of being male or female
 - ~~b.~~ Your male child

Part three: Writing Narrative Text

Malin Kundang

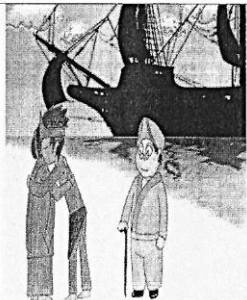
Please make a narrative story based on some pictures below and every picture should consist of one paragraph.



Once upon a time, there ^{was} ~~were~~ a family. It was poor. In that family consist of two sons and a single mother. The first son wanted to change his family's life. He was Malin Kundang. Then he went to other island to look for a good job.

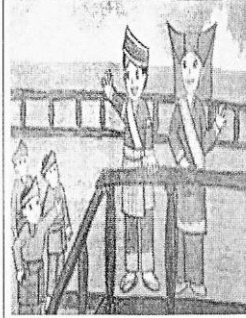


When he was in other island, he got a job. Then he met a beautiful girl when he was working. And he introduced himself. That girl was a rich person.

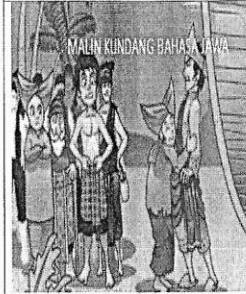


One day, Malin Kundang applied for that rich girl. and Malin Kundang became a rich man.

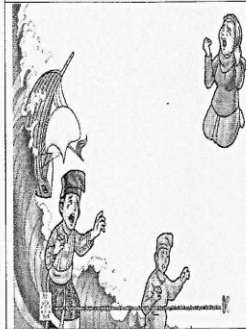
Cont : 176
org : 12
Ura : 15
lang : 114
Meel : 9
5



In the other day, Malin Kundang wanted to go back home in his home town. he missed everyone there. He sailed with his wife.



When he arrived to his hometown, his mother had waited him. ~~and~~ his mother was very glad then she hug malin kundang. But, Malin Kundang was angry with her. Because he was shy had a poor mother. And he pretended not to recognize his mother



Then, his mother felt disappointed, Broken heart, she was crying and she cursed malin kundang into stone.

APPENDIX IV

Students' Score of Morphological Awareness and Writing Ability

No	Name	Students' morphological awareness	Students' writing ability
1	Ahmad Yasin Fadli	13	60
2	Khusnaturrohmah	15	61
3	Siti Mursyidah	15	61
4	Alifa Zakiyya	15	61
5	Fikri Ilham Maula	15	64
6	Siti Umniya Khasanah	16	64
7	Ahmad Azmi Hidayatullah	16	64
8	Lafi Kamelia	16	62
9	Zulfa Alfaniah	17	62
10	Refita Rachma Vinasih	17	66
11	Fadhilatul Ishmiyyah	17	66
12	Agustina Ayu Saputri	17	66
13	Rizka Mualifa	15	65
14	Siti Noor Aisyah	15	65
15	Mohammad Dzulfikri	18	67
16	Izza Fallasifa	18	67
17	Siti Niswatun Ni`mah	18	67
18	Erlia Sholikhatul Amalia	17	68

19	Baiti Nisma Arba	17	68
20	Adi Wahyu Pratama	20	70
21	Aenun Oktavia Salamah	20	70
22	Usbatul Inayah	16	67
23	Dian Pratiwi	16	67
24	Utami Dyah	18	69
25	Abiq Zakia	18	69
26	Meliana Umi Rofiah	18	69
27	Azizah	18	70
28	Munica Ismiatul Hidayah	19	70
29	Zika Hatifah	19	70
30	Siti Musharoh	19	70
31	Chusnul Nur Alfiyanti	19	71
32	Iif Latifah Amir	19	71
33	Meilani Choirun Nisa	20	71
34	Ima Sahirah	20	71
35	Nia Kurnia	20	70
36	Balerina Putri Samegtina	20	70
37	Ahmad Mubarak	20	70
38	Dewi Hidayatul M	20	73
39	Mr. Adam Panoh	20	73

40	Miss Najwa	20	73
41	Mohammad Nasrullah	20	72
42	Nur Khasanah	20	72
43	Moch Adit Sistiadi	18	72
44	Nila Sa`adah	18	72
45	Taslamina Ahsanti	18	73
46	Layyinnatus Syifa	19	73
47	Ahmad Nur Hakim	19	73
48	Anissaur Rohmah	18	73
49	Dika Ayu Zakiyah	18	73
50	Halimatussa`diah	18	72
51	Shafuan Mahmudah	18	74
52	Fitrotun Nisa	18	74
53	A`an Khunaifi	20	74
54	Siti Ulin Nikmah	20	74
55	Izky Hanifah	20	75
56	Weny Fitriana	20	75
57	Dzakirul Anwar	20	75
58	Dewi Ana Sofiana	20	76
59	Muhammad Miftahul	20	76
60	Iswari Putri	20	76
61	Nur Faizah	20	73
62	Ahmad Altayani	20	73
63	Kurnia Dwi Murti	20	73

64	Fina Okfiyanti	19	73
65	Indah Cahya Persada	19	73
66	Fikri Aini Syifa`	19	76
67	Ana Maulida Fikriya	19	76
68	Firdianingsih	19	77
69	Nabela Safira Bariqlana	19	77
70	Ariyati Azizah	19	78
71	Siti Robiah	19	78
72	Maulana Robby Fahmi	19	78
73	Ahmad Arif	19	79
74	M Chandra Adhi Putra	19	79
75	Ana Marlina	18	77
76	Nur Chanifah	18	77
77	Ahmad Shohihul Ibad	18	79
78	Lailatul Khusna	18	79
79	Eka Khoiriyah	18	79
80	Arum Istiqomah	18	79
81	Dita Indah Cahyani	18	80
82	Endang Puji Lestari	18	80
83	Ni`matul Maula	18	80
84	Rizal D. Syifa	18	81
85	Dwi Fanan Akromah	18	82
86	Novi Uhtia Zulfa	20	83

87	Moh Hakim Lutfi	20	83
88	Faridatun Amanah	20	83
89	Imam Sigit Prastyo	17	83
90	Citra Ayu Murgayyah	17	79
91	Lailatul Khusna	17	79
92	Siti Marufah	17	79



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor :B-4043/Un.10.3/D.1/TL.00/10/2017

Semarang, 23 Oktober 2017

Lamp :-

Hal : **Mohon Izin Riset**

A.n : Chilmi Zakaria

NIM : 133411069

Kepada Yth.

Ketua Jurusan Pendidikan Bahasa Inggris
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Chilmi Zakaria

NIM : 133411069

Judul Skripsi : The Influence of Students' Morphological Awareness toward Students' Writing Ability at Fourth Semester Students of English Department of Walisongo State Islamic University (UIN) of Semarang in the Academic Year of 2016/2017

Pembimbing : 1. Dra. Hj. Siti Mariam, M. pd

2. Sayyidatul Fadlillah, S. pd. i, M. pd.

Mahasiswa tersebut membutuhkan data-data sesuai dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut di izinkan melaksanakan penelitian pada tanggal 30 Oktober - 13 November 2017.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr, kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M. Ag.

NIP.19681212 199403 1 003

Tembusan:

Dekan Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-1879/Un.10.3/J.4/PP.00.9/5/2017 Semarang, 3 Mei 2017
Lam : -
Hal : Penunjukan Pembimbing Skripsi

Yth:

1. Dra. Hj. Siti Mariam,
M.Pd
2. Sayyidatul Fadlilah,
M.Pd.

Assalamualaikum Wr.Wb

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Chilmi Zakaria

NIM : 133411069

Judul : *"The Influence of Students' Morphological Awareness Towards Students' Writing Ability (at Fourth Semester of English Department of Walisongo State Islamic University (UIN) Semarang in the Academic Year of 2016/2017)"*

Dan menunjuk saudara Dra. Hj. Siti Mariam, M.Pd sebagai pembimbing I dan Sayyidatul Fadlilah, M.Pd sebagai pembimbing II dalam skripsi sebagai syarat kelulusan S 1. Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb



Dekan,
Jurusan Pendidikan Bahasa Inggris

Dr. Khrom, M.Ag
NIP: 19650329 199403 1 002

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

PENELITI : Chilmi Zakaria
NIM : 133411069
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : **THE INFLUENCE OF STUDENTS' MORPHOLOGICAL AWARENESS TOWARD STUDENTS' WRITING ABILITY AT FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF WALISONGO STATE ISLAMIC UNIVERSITY (UIN) OF SEMARANG IN THE ACADEMIC YEAR OF 2016/2017**

HIPOTESIS :

- a. Hipotesis Korelasi:
H₀ : Tidak ada hubungan yang signifikan antara morfologi terhadap kemampuan menulis.
H₁ : Ada hubungan yang signifikan antara morfologi terhadap kemampuan menulis.
- b. Hipotesis Model Regresi
H₀ : Model regresi tidak signifikan
H₁ : Model regresi signifikan
- c. Hipotesis Koefisien Regresi
H₀ : Koefisien regresi tidak signifikan
H₁ : Koefisien regresi signifikan

HASIL DAN ANALISIS DATA

Descriptive Statistics

	Mean	Std. Deviation	N
kemampuan menulis	72.5761	5.68444	92
morfologi	18.2935	1.56569	92

Correlations

		kemampuan menulis	morfologi
Pearson Correlation	kemampuan menulis	1.000	.538
	morfologi	.538	1.000
Sig. (1-tailed)	kemampuan menulis	.	.000
	morfologi	.000	.
N	kemampuan menulis	92	92
	morfologi	92	92

Keterangan:

Sig. = 0,358 < 0,05, maka H₀ ditolak artinya terdapat hubungan yang signifikan antara morfologi terhadap kemampuan menulis.



Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 ^a	.289	.281	4.81949

a. Predictors: (Constant), morfologi

Keterangan:

R = 0,538 artinya hubungan antara morfologi terhadap kemampuan menulis Cukup karena $0,400 \leq R \leq 0,699$, dan kontribusi morfologi dalam mempengaruhi kemampuan menulis sebesar 28,9% (R square).

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	849.992	1	849.992	36.594	.000 ^a
	Residual	2090.475	90	23.228		
	Total	2940.467	91			

a. Predictors: (Constant), morfologi

b. Dependent Variable: kemampuan menulis

Keterangan:

Sig. = 0,000 < 0,05 maka H_0 ditolak,
artinya model regresi $Y = 36,687 + 1,952X$ SIGNIFIKAN

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.867	5.924		6.223	.000
	morfologi	1.952	.323	.538	6.049	.000

a. Dependent Variable: kemampuan menulis

Keterangan:

Persamaan Regresi adalah $Y = 36,687 + 1,952X$

Uji koefisien variabel (X) (1,952) : Sig. = 0,000 < 0,05, maka H_0 ditolak, artinya koefisien variabel X SIGNIFIKAN (dalam mempengaruhi variabel Y).



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Uji konstanta ($36,867 : \text{Sig.} = 0,000 < 0,05$, maka H_0 ditolak, artinya konstanta **SIGNIFIKAN** (dalam mempengaruhi variabel Y).

Semarang, 23 Agustus 2017
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