Morphological Awareness: A Qualitative Study of Indonesian College Readers of English

THESIS

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ENGLISH DEPARTMENT

FACULTY OF HUMANITIES

UNIVERSITAS JEMBER

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of English

THESIS

A thesis presented to the English Department, Faculty of Humanities, Universitas
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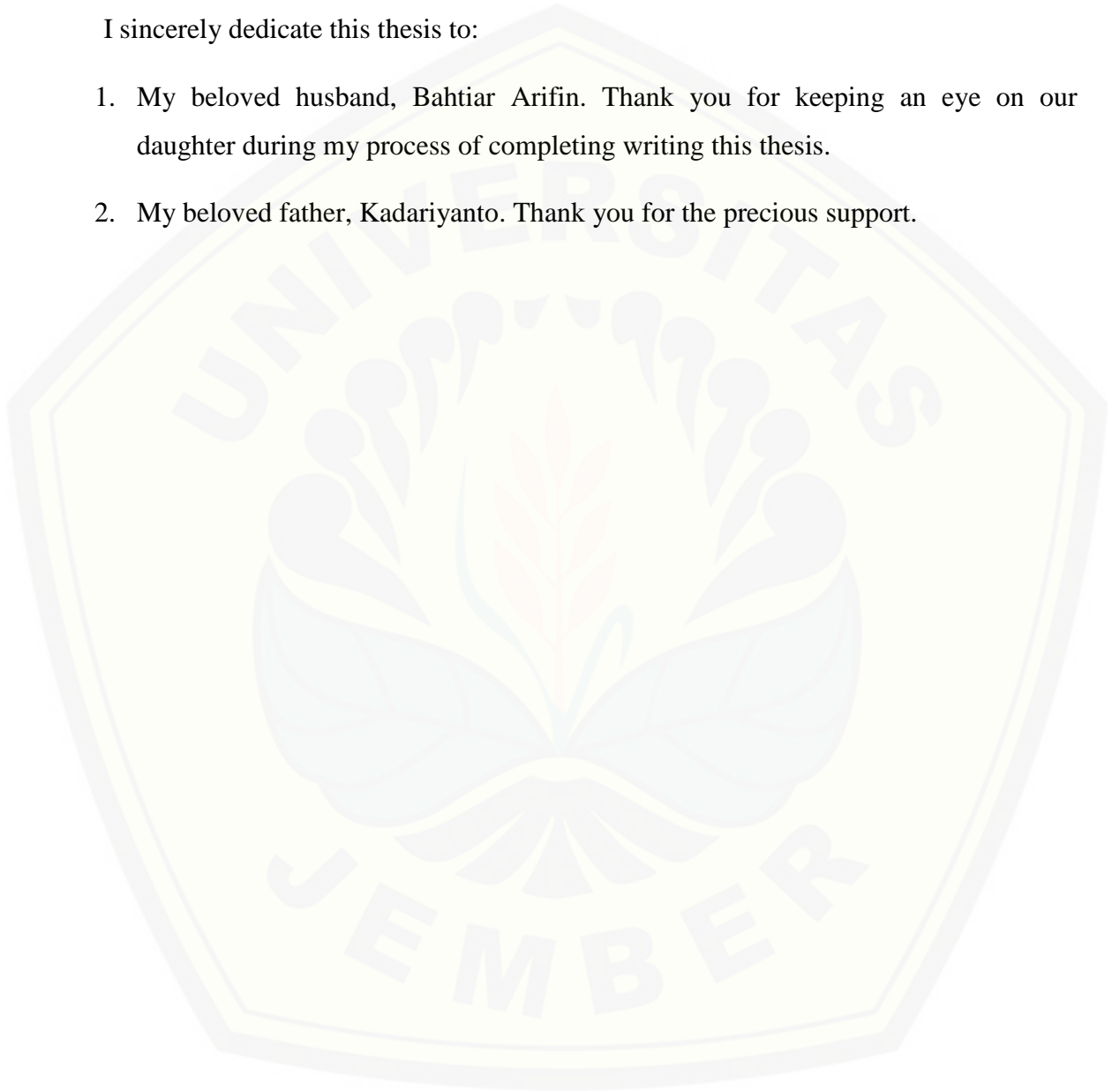English Study

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DEDICATION

I sincerely dedicate this thesis to:

1. My beloved husband, Bahtiar Arifin. Thank you for keeping an eye on our daughter during my process of completing writing this thesis.

2. My beloved father, Kadariyanto. Thank you for the precious support.

MOTTO

"If you believe, you can achieve"

(Sophie Turner)

DECLARATION

I hereby state that this thesis entitled Morphological Awareness: A Qualitative Study of Indonesian College Readers of English is an original piece of writing. I declare that the analysis and the research described in this thesis have never been submitted for any other degree or any publication. I certify to the best of my knowledge that all sources used and any helps received in the preparation of this thesis have been approved.

Jember, July 18th, 2019

The Writer,

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SUMMARY

Morphological Awareness: A Qualitative Study of Indonesian College Readers of English". Tridiyah Wulan Febriyanti, 120110101121, English Department, Faculty of Humanities, Jember University.

Reading comprehension is one of the skills in learning English. Souvignier and Moklesgerami (2006) define reading comprehension as the reader's ability to read and remember, reproduce, learn form, and find deeper meaning in text for later use (Chegeni & Tabatabei, 2014:306). In process of reading, sometimes, readers face difficulties or problems. One of the difficulties and problems is learning new vocabulary (Shehu, 2015:93). It is more challenging for Indonesian readers as EFL (English Foreign Language) learners to learning English because they might spend many years developing their vocabulary. To achieve the amount of vocabulary required to comprehend academic texts in English is thus a major to learn new vocabulary, which may be ineffective as well as impractical, considering the limited time available for direct instruction (Jiang et al., 2015:19). L2 (second laguage) learners may be able to acquire new vocabulary more efficient with enhanced morphological awareness (Kieffer & Lessaux, 2008), which may enhance their reading comprehension and support their academic studies (Jiang et al., 2015:19). Morphological awareness may play a significant role in reading comprehension in English (Curinga, 2014) because it should help readers determine more accurately and more efficiently the meanings of unknown words (Kirby et al., 2011).

This research specifically focuses on derivational awareness among Indonesian college readers, who are majoring in English literature in Universitas Jember who took Academic Reading class. The participants are 22 college freshmen learners of English. They are divided into two groups, high and less proficient

readers. The groupings are made based on their previous class. In this case, the participants came from A, B, and C Class. Therefore, the researcher concluded that the participants who were came from A and B class are labelled as high proficient readers. In other words, the participants who came from class C are labelled as less proficient readers.

This research employs two research questions. Those are how do high and less proficient Indonesian college readers differ in their perception and application of derivational morphological awareness. This research used qualitative data to analyze the data. The data itself were collected through reading comprehension test and interviews. The study found that there were no differences between the high and less proficient readers in their perception of morphological awareness of derivational morphemes. They the high and less proficient readers viewed morphological awareness of derivational morpehemes as a great tool that can help them to infer the meaning of new or unfamiliar words. In the application, there were four strategies used by the high and less proficient readers to infer the meaning of new or unfamiliar words. Those are 1) guessing from the text/context, 2) consulting a dictionary, 3) ignoring the words, and 4) guessing from the rules of derivational morphemes. The difference between the high and less proficient readers' application of morphological awareness of derivational morphemes is ignoring the words applied by the high proficient readers and guess from the rules of derivational morphemes applied by the less proficient readers. However, there were no significant differences between them. They the high and less proficient readers ability to apply morphological awareness of derivational morphemes to infer the meaning of the new or unfamiliar words are similar.

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CHAPTER 1: INTRODUCTION

This chapter brings basic idea of conducting research. The background study unfolds the raising of the topic of this research, the data and the theories used. It also completes the problems which become the main concern to conduct the research, the research questions and the purposes of the research. To make this study well-understood, those several main points of this study are created in order to provide the whole organization of the basic thesis organization.

1.1. The Background of the Study

Reading is one of the four skills in learning English. Souvignier and Moklesgerami (2006) define reading comprehension as the reader's ability to read and remember, reproduce, learn form, and find deeper meaning in text for later use (Chegeni & Tabatabaei, 2014:306). Moreover, the readers need to comprehend the direct meaning of what they are reading and need to understand the implied meaning of the text in the process of reading. Tierney and Readence (2005) said learning to read is not (only) learning to recognize words; it is (also) learning to make sense of texts (Chegeni & Tabatabaei, 2014:306). Sometimes readers face problems or difficulties while reading. The problems or difficulties in reading comprehension occur for many reasons. One of the problems or difficulties while reading comprehension is learning new vocabulary (Shehu, 2015:93). Readers see new words as a great obstacle to comprehend a text. It is more challenging for Indonesian readers as EFL (English foreign language) learners to learning English because they might spend many years developing their vocabulary. To achieve the amount of vocabulary required to comprehend academic texts in English is thus a major to learn new vocabulary, which may be ineffective as well as impractical, considering the limited

1

time available for direct instruction (Jiang et al. 2015:19). L2 (second language) learners may be able to acquire new vocabulary more efficient with enhanced morphological awareness (Kieffer & Lessaux, 2008), which may enhance their reading comprehension and support their academic studies (Jiang et al., 2015:19).

In theoretical framework of reading comprehension, Perfetti et al. (2005) postulated that morphology plays a dual role in text comprehension (Levesque et al., 2017:2). First, morphology has contributed indirectly to the understanding of the text by facilitating words reading as part of the lexical system. Second, morphology affects reading comprehension directly by influencing comprehension process more generally as a part of linguistic systems. According to the componential view, they state reading comprehension depends on a set of specific linguistic and cognitive capacities (Jiang et al., 18). Morphological awareness has been identified as one of those important capacities (Kuo and Anderson, 2008). Carlisle (1995) states morphological awareness is defined as the awareness of, and ability to reflect on and manipulates, the smallest meaningful units (morpheme) in written language (Levesque et al., 2017:2). Students' morphological awareness and their ability to manipulate morphemes help them to assess words as a whole word or via decoding. In *stupidity,* learners who are morphologically aware understand the relationship between the base (*stupid*) and the suffix (*-ity),* their meaning, and how they can be combined to form the word *stupidity*.

Morphological awareness may play a significant role in reading comprehension in English (Curinga, 2014) because it should help readers determine more accurately and more efficiently the meanings of unknown words (Kirby et al., 2011). Empirical studies with L2 learners have shown that morphological awareness significantly contributes to L2 vocabulary learning and reading comprehension (Zhang & Koda, 2012). They say morphological awareness could help learners unlock meaning of unfamiliar derived words. Reading academic texts is one of the

main media for EFL learners to acquire and develop their academic vocabulary. L2 learners' perception and application of morphological knowledge during reading remain unexplored (Jiang et al., 2015). Moreover in the Indonesian context where English is a foreign language, this discussion has been few. Therefore, this study is undertaken to address the issue and bridge the gap in literature.

In this study, the participants are 22 college freshmen learners of English who are majoring English literature in Jember University. The participants are high and less proficient readers who are taking academic reading class. In the class, there are mix students who came from the different class because in the first semester they were divided into four classes; class A, class B, class C, and class D. They were divided into four classes based on the score of their placement test which was administered by the department. The highest score in the placement test is 140 and the lower score is 0. In this study, the participants came from A, B, and C class. The participants who were come from class A have score 107 – 124, from class B 87 – 104, and from class C 66 – 85. In this study, the participants were divided into two groups; high and less proficient readers. The groups were made based on their previous class. Therefore, the researcher concluded that the participants who were from class A and B are labelled as the high proficient readers. In other words, the participants who were from class C are labelled as the less proficient readers.

Morphological awareness was measured using reading comprehension test to examine the ability of understanding and inferencing new or unfamiliar words. This study is inspired by Jiang et al. (2015) study of which the objective is to see whether similar findings are found in Indonesia context. Among the different types of morphological awareness that have been investigated, knowledge of derivational morphology has received the most attention because it is particularly productive in academic texts in English (Proctor et al., 2012). Therefore, this study focuses on the derivational morphology that is hoped to help students acquire and then master the

new vocabulary items in context depending on themselves.

1.2. The Scope of the Study

The topic of this study is the relationship between morphological awareness and reading comprehension of Indonesian college readers. It falls under Applied Psycholinguistics which discusses psychological processes involved in language including language development, language use, and language disorders of adults and children. This study which takes issue on Morphological awareness belongs to the study of psychological processes involving language development and use. Morphological awareness is divided into derivational, inflectional, and compounding (Zhang & Koda, 2013:902). This study only focuses on derivational awareness among Indonesian college readers, who are majoring in English literature in Jember University who took Academic Reading class.

1.3. The Research Questions

Recent years have seen a growing interest in morphological awareness, which refer to the awareness of the morphemic structure of words and the ability to reflect on and manipulate that structure (Carlisle, 1995). L2 learners' perception and application of morphological awareness during reading are rare explored. Among the different types of morphological awareness that have been investigated (Lam et al., 2011, Zhang & Koda, 2013), this study specifically focuses on derivational awareness among Indonesian college readers, who are majoring English literature in Universitas Jember who took Academic Reading class. This study investigated not only derivational suffixes (Aydin & Yildirim, 2017) but also derivational prefixes. With regard to research design, this study has not only been used to study the use of morphological awareness among young monolingual children (Curinga, 2014), this study compares the use of morphological awareness between high and less proficient Indonesian college readers.

Based on the aforementioned rationale, the researcher formulates the research questions as follows:

1. How do high and less proficient Indonesian college readers differ in their perception of derivational morphological awareness?
2. How do high and less proficient Indonesian college readers differ in their application of derivational morphological awareness?

1.4. The Goals of the Study

1. To examine high and less proficient readers' perception of derivational morphological awareness.
2. To examine how high and less proficient readers use the derivational morphological awareness to comprehend the text and to infer the new or unfamiliar words.

1.5. The Significances of the Study

Based on the goals of the study above, this study can give some benefits:

1. It can be useful for the readers to understand the relationship between morphological awareness and reading comprehension.
2. It can be useful for readers to improve and develop their ability in English reading comprehension.
3. It can be useful for another researcher as reference when they want to conduct a research about morphological awareness.

1.6. The Organization of the Study

This research is organized into five chapters. The introduction is presented in the first chapter. There are several parts of introduction, namely the background of the study, the scope of the study, the research questions, the goals of the study, the significances of the study, and the organization of the study. The second chapter

contains theoretical review which covers previous studies, morphology, morphological awareness, the role of awareness in language learning, and learners' perception and application of morphological awareness. The third chapter contains research design and methodology. The fourth chapter discusses the result of study. The last chapter shows the conclusion of the study.

CHAPTER 2: THEORETICAL REVIEW

This chapter contains the explanations of the theories and the references applied in this study. The previous researches in the same field are chosen as the source of this study. This chapter also describes morphology, morpheme, affixes, morphological awareness, the role of awareness in language learning, and learners' perception and application of morphological awareness.

2.1. Previous Studies

There are four previous studies that support and contribute to this study. Those researches are about morphological awareness and reading comprehension. The first research was conducted by Lam et al. (2011). The research examined the development of morphological awareness and its contribution to vocabulary and reading comprehension among young Chinese-speaking English language learners (ELLs). They focused on derivational awareness and compound awareness. The participants included 46 kindergarteners (younger cohort) and 34 first graders (older cohort) of Chinese descent in Canada at the beginning of the study. The measurement of this study were derivational awareness, compound awareness, phonological awareness, receptive vocabulary, and reading comprehension at two time points spaced 1 year apart. Results showed a steady growth in Chinese-speaking ELL children's derivational and compound awareness from kindergarten to Grade 2. Importantly, for the first graders, morphological awareness accounted for unique variance in vocabulary concurrently, and unique variance in both vocabulary and reading comprehension a year later. Generally speaking, the variance explained by morphological awareness increased with grade level, and derivational awareness accounted for more variance in vocabulary and reading comprehension than did

compound awareness. These results underscore the emerging importance of morphological awareness, especially derivational awareness in young Chinese-speaking ELL children's English reading development.

The second previous study is conducted by Zhang and Koda (2013). The research examined the foreign language learners' morphological awareness and its contribution to reading comprehension among young Chinese EFL learners. They focused on inflectional and derivational awareness, as well as compounding. The participants were 245 6th graders of public elementary school in Northeast China, including 136 males and 109 females with an average age of 12.1 years. The instruments of the study were questionnaire and Raven's Standard Progressive Matrices. Results showed that the learners' basic facet of inflectional awareness was better than that of derivational awareness; their compound awareness was better than derivational awareness, for both basic and refined facets; and the advantage of compound awareness over derivational awareness was smaller for the basic facet than for the refined facet.

The third previous research is conducted by Curinga (2014). The research examined the role of morphological awareness in reading comprehension of high school emergent bilingual. The participants were 88 newcomers Spanish-speaking high school students who have a range of reading ability in the first language (L1), and have emerging second language (L2) English and literacy skills. Result showed that morphological awareness does play a significant role in reading comprehension in both the L1 Spanish and L2 English. The research has shown that the emergent bilinguals, most of who had only been in the U.S. at the time of the study for two months, were able to utilize skills from their L1 Spanish while completing reading assessments English.

The last previous research study is conducted by Aydin and Yildirim (2017).

The research investigated morphological awareness of a group of intermediate level adult Turkish EFL learners. The participants were 168 Turkish first year university students in Turkey. The data collection instrument in the study was Morphological Awareness Test (MAT), Word Relation task and Sentence Completion task. The Sentence Completion section consists of 27 multiple-choice test items with the purpose of understanding whether the participants are aware of the grammatical and lexical functions of some common derivational suffixes in English. In the Word Relation section, the participants were provided with a list of 20 word pairs (real words), and asked whether the second word in each pair comes from the first word or not. Results indicated that intermediate-level adult Turkish EFL learners had moderate to high morphological awareness; they performed better in the Word Relation task than in the Sentence Completion task; and they showed the best performance in the verb making suffixes.

The above previous researches bring much contribution to this study in terms of morphology theories and some references related to the morphological awareness and reading comprehension which can help to do the current research easier. All the previous research discusses the influence or contribution of morphological awareness on learners' reading comprehension. Lam et al. (2011) and Zhang & Koda (2013) focused on inflectional, derivational and compound awareness, this study only focused on derivational awareness. Aydin and Yildirim (2017) focused on derivational suffixes only, this study focused on derivational morphology which includes suffixes and prefixes. If Lam et al. (2011), Zhang & Koda (2013), and Curinga (2014) research design have only been used to study the use of morphological knowledge among young monolingual children, this study compares the use of morphological knowledge between high and low proficient Indonesian college readers.

2.2. Morphology

As a part of linguistic study, morphology has a lot of definition of some

linguists. Lieber, in her book *Introducing Morphology* (2009:2) said that morphology is the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they're used in sentence. According to Bauer (1983:13), morphology as a sub-branch of linguistics deals with the internal structures of word-forms. Katamba (1994:3) says that morphology is the study of word-formation and word structure. While, Haspelmat & Sims (2010:1) says that morphology is the study of the internal structure of words. Referring to those descriptions, Morphology is a part of linguistics study that concerns with how the words are formed. The main point of studying morphology is identifying morphemes and their distributions and combinations in forming words.

2.2.1. Morphemes

In morphology, a word can be divided into the minimal linguistic units that bear meanings or grammatical functions. It can be called morphemes (Al Farsi, 2008). Lieber (2009:3) states that morpheme as the smallest unit of the languages that has its own meaning. McCarthy (2002:16) states that morpheme can be thought of as the minimal units of morphology. The linguistics term for the most elemental unit of grammatical forms is morpheme (Fromkin et al., 2011:45). From those quotations, it can be concluded that morpheme is the minimal unit of a word that has its own meaning.

Morphemes can be classified as free and bound morpheme. According to Plag (2002:13), some morphemes can occur only if they are attached to some other morpheme(s). Such morphemes are called bound morphemes, in contrast to free morphemes, which do occur on their own. He further explains that some bound morphemes must always be attached before the central meaningful element of the word itself. Bound morpheme cannot normally stand alone and are typically attached to another form. In the form *unbelievable*, the free morpheme is *believe* and the

bound morpheme is *un–* and *-able.*

Free morphemes categorized into lexical and functional morpheme. According to Yule (2010:68) free morpheme is categorized into two. They are lexical and functional morpheme. Lexical morpheme is a set of ordinary nouns, adjectives and verbs that we think of as the words that carry the "content" of the messages we convey, for examples *girl, man, house, tiger,* and *sad*. Another free morpheme is called a functional morpheme. This morpheme consists largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns, for examples *and, but, when, because, on, near, above, in, the, that, it,* and *them.*

Bound morphemes are classified as derivational and inflectional morpheme. Inflectional morpheme is to indicate aspects of the grammatical function of words (Yule, 2010:69). It is not used to produce new words in language. For example, *spoke, pencils, reading,* and *deleted.* Derivational morphemes are bound morphemes to make new words or to make words of different grammatical category from the stem (Yule, 2010:69). For example, the adverb *change* can become the adjective *changeable* by addition the derivational morpheme *–able*. A list of derivational morphemes will include suffixes and prefixes. Derivational morphemes can occur at either end of the base words whereas regular inflectional is always expressed by suffixes (Plag, 2002:19). For examples, the suffixation of *–er* makes a noun out of a verb, the suffix *-less* makes an adjective out of a noun, the suffix *-ity* makes a noun out of and adjective.

2.2.2. Affixes

According to Plag (2002:90), affix is bound morpheme that attaches to bases. It classified as suffixes, prefixes, and infixes. Suffixes are bound morphemes that are added to the end of the words. It is categorized into nominal suffixes (*-age, -al, -ance, -ence, -ency, -ancy, -ant, -cy, -ce, -dom. –ee, -eer, -er, -(e)ry, -ess, -ful, -*

hood, -an, -ian, -ean, -ing, -ion, -ism, -ist, -ity, -ment –ness, and *–ship*), verbal suffixes (*-ate, -en, -ify,* and *–ize*), adjectival suffixes (*–able, -al, -ary, -ed, -esque, -ful, -ic, -ing, -ish, -ive, -less, -ly,* and *–ous*), and adverbial suffixes (*-ly* and *–wise*). Second, prefixes are bound morphemes that are added to the beginning of words. The list of prefixes include *uni-, bi-, di-, multi-, poly-, semi-, micro-, macro-, hyper-, under-, over-, circum-, counter-, endo-, epi-, inter-, intra-, para-, retro-, trans-, ante-, pre-, fore-, post-, neo-, a(n)-, de-, dis-, in-, non-, un-, mal-, mis-, pseudo-, co-, vice-,* and *anti-*. Third, infixes are bound morphemes that are inserted within the words. Morphologists agree that English has no infixes, but in another language, such Tagalog and Bontoc (in the Philipines), it is represented by the morpheme preceded and followed by a hyphen, e.g., *-um-*.

2.3. Morphological Awareness

Morphological awareness coincides naturally with lexical inferencing. According to Morrison (1996), lexical inferencing is using the available linguistic cues as well as other key points in a text in order to guess the meaning on unfamiliar word. Inferencing, Paribakht & Wesche (1999) say, is a cognitive process that employs familiar attributes and contexts to distinguish unfamiliar elements in reading. Moreover, Lexical inferencing denoted a process of guessing the meaning of an unknown word by employing all linguistic cues available in the text together with the reader's world knowledge, his/her linguistic knowledge, and his/her awareness of the context.(Haastrup, 1991).

Lexical inferencing plays an important role in dealing with unknown or unfamiliar words encountered in reading (Wang, 2011:302). She said EFL learners can two types of lexical inferencing. First, is using linguistic and other knowledge to infer the new or unfamiliar words. Second, is using the cognitive process to infer the meaning of the new or unfamiliar words. For example, Chegeni and Tabatabaei (2014) showed that text density regarding unknown vocabularies have an effect on

the success of L2 students' lexical inferencing. For example, in study with French L2 learners, Morisson (1996) found that high proficiency learners were more successful at lexical inferencing and they also used more knowledge sources and more combinations of various sources. On the other hand, low proficiency learners used contextual cues and knowledge sources but less than high proficiency learners (Chegeni & Tabatabaei, 2014).

2.4. The Role of Awareness in Language Learning

Awareness is defined as learners' conscious analysis of input (Schmidt, 1993), plays a critical role in L2 learning (Schmidt, 2010). For example, in a study with Turkish L2 learners, Aydin & Yildirim (2017) found that the participants were aware of the grammatical and lexical functions of some common derivational suffixes in English.

To understand the role of awareness in learning it is important to see the contrasts between implicit and explicit learning. According to Soons (2008), explicit learning implicates that the learners are capable of describing their thought process and talking about a particular characteristic of knowledge, with a help from a more or less formal metalanguage. Implicit learning on the other hand is acquired without awareness, unavailable to conscious memory (even after acquisition), and put to use spontaneously without conscious control. Some researchers claim that an interaction between both implicit and explicit is possible in their learning process, which implies that there must be noticing in the moment of learning (Robinson, 1995). Robinson (1995) argued that differential performance on implicit and explicit learning and memory experiments is caused by differences in the consciously and unconsciously accessed systems. Schmidt (2010) claims that aptitude for explicit learning plays a role in overcoming age-related weakness in implicit learning.

2.5. Learners' perception and application of morphological awareness

Ellis (2008) defines perception as a learner's belief or attitude toward a specific domain of knowledge, which affects both the process and outcome of learning (Jiang et al., 2015). For example, in study with Taiwan L2 learners, Jiang et al. (2015) claim that successful readers valued morphological knowledge, particularly derivational morphological rules and regarded morphological awareness, in this study, as a powerful tool that can facilitate word inferencing and vocabulary building. Contrastingly, the less successful readers were found to underestimate the significance of morphological knowledge in vocabulary learning and inferencing. It can be concluded that perception related to whether the participants think morphological awareness of derivational morpheme important or not.

Application is operationally defined as the use of a particular domain of knowledge while performing a specific task (Jiang et al., 2015). For example, they claim that successful readers consistently applied derivational morphological awareness during reading while the less skilled exhibited inconsistent or no application of morphological awareness. Contrastingly, less successful readers' exhibited underdeveloped morphological awareness and seldom used morphology to infer word meaning. It can be concluded that application is how the participants apply the morphological awareness, in this case the derivational morphemes.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter provides descriptions on the methodology used in the research. It consists of type of research, type of data, research strategy, data collection, and data analysis.

3.1. Type of Research

According to Denscombe (2010), there are two kinds of the research in the social research. Those are quantitative and qualitative research. Both of them have some specific distinctions. Quantitative research tends to be associated with number as the unit of analysis, with an analysis, with a large-scale study, with a specific focus, with the researcher detachment, also with a predetermined research design. While, qualitative research tends to be associated with words or images as the unit of analysis, with a description, with a small-scale study, with a holistic perspective, with the researcher involvement, and also with an emergent research design. Therefore, this research is qualitative research.

3.2. Type of Data

The data of this research are qualitative data. According to Denscombe (2010:273), the qualitative data take the form of words (spoken or written) and visual images (observed or creatively produced). In this study, the researcher only takes form of words, not, images. The data sources of this study were taken from 26 participants' reading comprehension test and interview.

3.3. Research Strategy

This research applies interview strategy. Interview means that the researcher

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interviewed the participants after they completed the reading comprehension test (Jiang et al., 2015). It purposes to know the participants' perception and application of morphological knowledge of derivational morphemes.

3.4. The Participants of the Study

The participants of this study are 22 college freshmen learners of English who are majoring English literature in Jember University. The participants are high and less proficient readers who are taking academic reading class. In the class, there are mix students who came from the different class because in the first semester they were divided into four classes; class A, class B, class C, and class D. They were divided into four class based on the score of their placement test which was administered by the department. The highest score in the placement test is 140 and the lower score is 0. In this case, the participants of this study came from A, B, and C class. The participants who were come from class A have score 107 – 124, from class B 87 – 104, and from class C 66 – 85. In this study, the participants divided into two groups; high and less proficient readers. The groups are made based on their previous class. Therefore, the researcher concluded that the participants who were from class A and B are labelled as the high proficient readers. In other words, the participants who were from class C are labelled as the less proficient readers.readers.

3.5. Data Collection

The following are the steps to collect data:

1. The 22 participants were given a written reading passage. They read the text silently and circle the bold words they are unfamiliar with. The written reading passage was adapted from Tighe and Binder (2013). It tells of a prince who was looking for a lover. The narrative passage containing 327 words was constructed with particular attention to different types of derived words. Tighe and Binder (2013) took 34 derived words from the Carlisle and Stone (2005) study. 34 the

bold words have derivational morphemes. The derived words from Carlisle and Stone (2005) were matched based on spelling, word length, base frequency, and derived-word frequency (Appendix A).

2. The participants were asked some open-ended questions in the interview, which included 1) their perception of morphological awareness of derivational morpheme and 2) the strategies they used to comprehend the text and to infer the meaning of the unknown words. Each group was interviewed for about 20 minutes. The interview took two days because each group was interviewed in different days and the researcher had to adjust the participants' schedule.

3.6. Data Processing

The following are steps to process the data:

1. The researcher named 13 high proficient readers as X1, X2, X3, and so on. Then, the 9 less proficient readers were named Y1, Y2, Y3, and so on.
2. The researcher made tables describing the amount of circled unfamiliar words of the participants. The table also identified the unfamiliar words of the participants.
3. The researcher made table describing and identifying the similar and different circled unfamiliar words of the participants.
4. The researcher transcribed the data of the interview.
5. The researcher read the transcript of the interview over and over again to categorize the perception and application of morphological awareness of derivational morphemes of each participant.
6. The researcher described, explained, and evaluated the participants' perceptions and application.

3.7. Data Analysis

1. The data derived from the reading comprehension test adapted from Tighe & Binder (2013) to identify the amount of circled unfamiliar words of the high and

less proficient readers. Also, it identified the similar and the different circled unfamiliar words of the high and less proficient readers.

2. The transcript of the interview was used to analyze the high and less proficient readers differ in perception and application of morphological awareness of derivational morphemes.

CHAPTER 5: CONCLUSION

The focus of this study is the high and less proficient readers' differences in their perception and application of morphological awareness of derivational morphemes which were experienced by college freshmen in Universitas Jember. The primary data of this research are a reading comprehension test adapted from Tighe & Binder (2013) and the interview on their perception and application of their morphological awareness conducted based on the results of the participant' answers in the reading comprehension test. The participants of this study were 22 college freshmen in Universitas Jember who were majoring English literature. They took academic reading class. Two research questions are discussed.

The first question is whether the high and less proficient readers differ in their perception of morphological awareness of derivational morphemes. By using the result of the reading comprehension test and transcript interview, it was found that there were no differences between the high and the less proficient readers' perception of morphological awareness of derivational morphemes. They the high and less proficient readers believed that morphological awareness of derivational morphemes is important for them, as it is beneficial to help them to infer the meaning of the new or unfamiliar words and to develop their vocabulary.

The second question is whether the high and less proficient readers differ in their application of morphological awareness of derivational morphemes. From the interview conducted to the adult learners, this study found four strategies to infer the meaning of the new or unfamiliar words. The first, based on the text or sentence, the participants can infer the meaning of the new or unfamiliar words. Second, the participants consulting a dictionary to infer the meaning of the new or unfamiliar

words during reading. They consulting a dictionary because they had tried to infer the meaning of the new or unfamiliar words based on the text, but they do not get the meaning or answer. The third, the participants would see the structure of the words or derivational rules. For example, they see the meaning of the stem word first then the suffixes or prefixes. The last, they will ignore the unfamiliar words and keep reading. Importantly, the strategy can be used if the participants know or understand the text.

Finally, regarding this study, it is expected that it can provide information on an understanding of morphological awareness of derivational morphemes, especially for Indonesian college readers. The researcher hopes that this research can be a useful reference for others who are doing research in morphological awareness and also can help further analysis in the similar study.
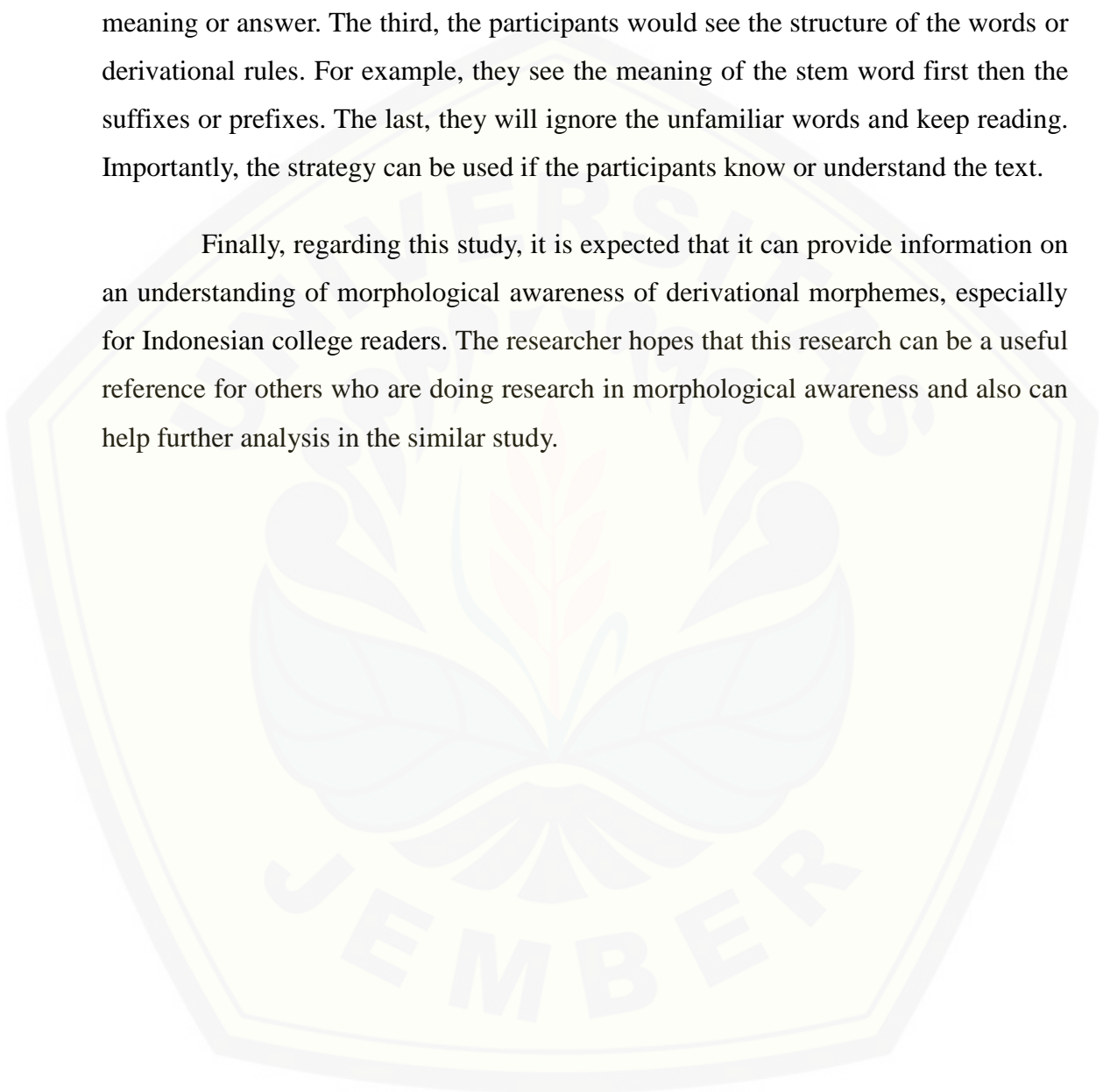
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APPENDICES

APPENDIX A

READING COMPREHENSION TEST

MORPHOLOGICAL AWARENESS: A QUALITATIVE STUDY OF INDONESIAN COLLEGE READERS OF ENGLISH

Reseacrher: Tridiyah Wulan F.   **Name**   : _____

                                       Phone No   : _____

THIS TEST IS TO MEASURE YOUR READING COMPREHENSION ABILITY

Read the text below silently and circle the bold words you are unfamiliar with!

Long before **colonial** times, in the **hilly** region of France, there was a **silly** young prince in search of a **lover**. All his wealth did not make a **difference** because he was very lonely in his large, **empty** palace. He wanted a lady to cook him dinner and clean his **dirty** home. He needed to add flavor to his **cookery** and style to his dull house. But first he had to make a **confession**—before he was a prince, he was a **beggar** and a thief. He entered the lottery and became a **winner**. Despite his financial **security**, he was afraid and **secretive**. It was a **fearsome** worry that someone would discover his past.

One day a **pretty** woman wearing a **stylish** dress with a **flowery** design walked by the castle. She was singing a beautiful melody. He looked at her with **intensity** and liked her **sparkly** earrings and blonde hair. He was drawn to her

natural beauty. He went up to her with **confidence** and invited her to the annual music **convention**. Realizing his **sincerity** and charming good looks, she said yes. They sat on the grass beneath a **shady** tree to enjoy the **serenity** of the afternoon and discuss their mutual **preference** for **classical** music. He took her to the opera and the ballet.

The prince could not stop smiling because he felt so **lucky**. The couple began spending every moment together. The prince's friends took his **dependence** on her for **stupidity** and lack of **maturity**. He was hurt by the **severity** of their opinions. But he did **hover** and cling to her the **majority** of the time. He gave her a hundred presents and asked her to marry him. She explained her cultural beliefs—since she was the youngest daughter, she had to stay home and take care of her mother. He looked at her in **puzzlement** and his heart broke to pieces. He was alone again, still in search of his princess.

APPENDIX B

INTERVIEW QUESTIONS

1. What do you think about morphological awareness? It is important for you?
2. What did strategies you use to comprehend the text and to infer the meaning of words you had never seen before?