

ANALYSIS OF MORPHOLOGICAL AWARENESS IN READING COMPREHENSION

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Abstract

This research is analyzes morphological awareness in reading comprehension. The purpose of this research was to analyze the morphology of students' reading comprehension, to identify the types of morphological processes in reading comprehension and to describe the morphological processes in reading comprehension.

The method is used in this research is qualitative method. During the current Pandemic, researchers decided to conduct research online through the Zoom application, this research was conducted by examining Jayabaya University students. There were 6 correspondents from the first semester students from several study programs to be given learning material and interviews. In this study, there are two types of instruments used, namely morphological tests and interviews.

The way to obtain the results of this research is to analyze morphological awareness in reading comprehension using morphological test instruments and structured interviews. After being given an understanding of morphology, students can take a morphological awareness test in reading comprehension. The results of each student showed a fairly good percentage with the average score they got, namely 92.34.

Keywords: Morphological Awareness, Reading Comprehension

Introduction

In modern times we are required to be able to speak English, especially as millennial who always want to know information from both inside and outside the country and not infrequently the information uses English. This is why language learning is very important for every school, especially English. However, a student can face many difficulties in learning English. Students may face difficulties, like being able to understand the meaning of the reading in reading comprehension. Woolley (2007:15) states that complex reading difficulties and reader difficulties may be related to several factors such as: biological, cognitive, or behavioral problems. These factors are in the reader but other factors can also be found outside the reader. However, the combined effect of the lack of reader skills, problems in the text and difficulty of the task also plays a big role in reading the results of understanding. If a student wants to know the word properly, he must understand the meaning and relationship with other words, including other word morphological forms. For example, if a student knows the word `arrangement`, whose root word is `arrange` and adds the suffix `-ment`, awareness of morphology is needed.

According to Aronoff (2011:1-2) says Morphological awareness is one's awareness of morphology. Which means that the student or person can form, compose a new word and can analyze a new word structure with its meaning. When discussing

morphological awareness, we can first understand what morphology is. Morphology is the study of morphemes and structures in forming new words. According to Woolley (2007:3) says morpheme is the smallest part of language that has meaning - it can even change the meaning of other words, e.g. *re-*, *de-*, *un-*, *-ly*, *-ceive*, *-mand*, *tie*, *boy*, and like in the word: receive, demand, untie, boyish, likely. The contents of the morpheme that are understood in English morphology can be any combination that can form a word or part of a word. According to McBride-Chang et al., (2005:415) morphological awareness is the knowledge a student must know about how to make new words from existing root words. Analysis in morphology is more predictable in the mastery of a vocabulary than in phonological analysis, especially knowledge of vocabulary. Awareness of morphology can increase knowledge of vocabulary because morphological analysis is the ability to change morphemes at the word level.

Schano (2015:65) explains that reading comprehension becomes a product of word translation, knowledge of vocabulary, morphology structure and understanding of text orally. If a student wants to know the word properly, he must understand the meaning and relationship with other words, including other word morphological forms. Words have an important role in every English skill (reading, speaking, listening and writing) because when students want to exchange information with their friends, they use words they know from morphological research. Morphological awareness can be linked to reading comprehension so that researchers consider it important to be thorough about it and aim to analyze student morphology on students' reading comprehension. Therefore, researcher is interested in conducting research with the title "Analysis of Morphological Awareness in Reading Comprehension".

Theoretical Underpinning

The Definition of Morphological Awareness

1. Morphology

According to Lieber (2015:2) says morphology is the study of word formation such as how new words are made and how to form words vary widely depending on the words used in a sentence. A native speaker must have knowledge of how to form new words and that can help in understanding new word formation that has not been heard before. How to know or investigate words morphologically, especially their internal structure and how they are formed, is to identify the smallest unit of a grammar Twain (2013:2). The internal structure of words can consist of grammatical units, such as morphemes, roots and affixes. To arrange the smallest unit in forming a word can go through the process of derivation or inflection.

Based on the above definition, the researcher concludes that morphology is the study of how an internal structure in words can be formed. Morphology is used by native speakers of the language which also contributes to the structure of language and can be used as a knowledge of the internal structure of words. Therefore, a word can be formed through a morphological process.

2. Morphological Awareness

According to Aronoff (2011 : 1-2) says Morphological awareness, namely students' analysis of morphology. This means that students have the knowledge to create and shape, analyze and structure new words with new

meanings. In understanding morphological awareness, we first know the study of morphology. Wolter & Green (2013 : 27–28) says the ability to use word morpheme structures that can contribute to facilitating language in the process of successful communication for school children. If the reader has an awareness of affixes and basic words, the reader can see possible words that have the potential to be inferred and pronounced by foreign words. They can examine the morphological application of consciousness in order to support success in phonology, a vocabulary, reading and spelling in a child.

Based on the above definition, the researcher concluded that morphological awareness can be demonstrated as students' skills in manipulating, cheating or imitating the morphological structure of words. In this activity, students learn morphemes by separating complex words into meaningful parts, then learning the function of roots and affixes and rearranging the meaningful parts into a new meaning.

A. The Definition of Reading Comprehension

1. Reading

Reading is a must-have ability to learn a foreign language and most importantly to succeed in education. The ability to read can help improve other language skills, in general this ability can be improved by people who have a penchant for literature because it can lead to understanding and vocabulary development. According to D'Arcy Nell (2017:9) reading is an activity that is carried out physically and mentally in order to understand the meaning of a written text, as long as this activity includes recognition of letters. Reading is also part of physical activity because parts of the body such as the eye do its work to read written text which is known as mental activity because in the process of reading this involves memory, thoughts and perceptions. Based on D'Arcy Nell (2017:113-114) described reading can be used to add and update knowledge therefore this activity is very important in life. The ability to read being successful academically is the most important activity in any language class. Reading is not only a means of expanding and connecting a person to language but also of broadening one's thinking and understanding of other cultures.

Based on the definitions that have been described, the researcher concluded that reading is a process of understanding a written message that has meaning or information so that readers can receive and analyze the information into spoken words and can increase knowledge.

2. Reading Comprehension

Hock et al., (2015:99)describes reading comprehension is a reader constructs a meaning of information in a written text. In the process, the reader builds emotionally from the meaning of the text by using the format of the text and knowledge of what already exists in this world. Reading comprehension is further enhanced as a skill, the process of understanding the information that has been read and improving the text using existing reading knowledge. The reading comprehension process is divided into two types, namely knowledge in text format with pre-existing knowledge. Reading interpretation can mean knowing the text in writing to design information from a reading text. Reading is a process and the result of reading activity is

gaining understanding. The process of reading activities has a profound effect on reading comprehension.

Based on the above definition, the researcher draws the conclusion that reading comprehension is a process in the brain that involves several components that interact with one another to be able to describe the meaning of a text. These are the most important components of the reader, text and activity. These components must interact well with one another.

Clarke et al., (2013:15) says there are five factors that can affect a student's reading comprehension score:

a. Language ability

Language ability are divided into five namely, pragmatics (use of social language), semantics (meaning of word), grammar (structure of word and sentences), phonology (sound of words) and morphology (word formation).

b. Interpreting the words

Students' knowledge about interpreting individual words is related to their skills to understand a related text. Interpreting words can be measured from students' skills in describing words.

c. Thinking capacity

The thinking capacity focuses on the skills to be able to store an information in the mind while doing other activities that also require attention at the same time. The most important thinking capacity to understand the meaning of a text, because reading can remember information about what has just been read and decode the next word and connect this new information with the previous one.

d. In collaboration into text

The skill to reach conclusions as well by linking pieces of information together in a text is essential for a reading comprehension to be successful. Students must not only relate the information in a piece of text but must use the knowledge they have about a word to help their understanding.

e. Effects of the environment

Fun and support are the most important effects in improving reading comprehension skills. Support in reading can be related to environmental effects including exposure to various books, teaching methods, and reading at home.

METHODOLOGY

This research focused on an analysis of students' morphological awareness and students' reading comprehension. The present research, the researcher applies qualitative method. During the current Pandemic, researchers decided to conduct research online through the Zoom application, this research was conducted by examining Jayabaya University students. There were 6 correspondents from the first semester students from several study programs to be given learning material and interviews.

In this research, there are two types of instruments used, namely morphological tests and interviews. The technique of data collection in this research as follows:

1. Morphology Test

In this research, the researchers carried out the following steps:

- a. Met with students through the Zoom application. They were asked what morphology is how it relates to their reading comprehension. Then the researcher explains the morphology in outline and provides a connection with the understanding of a reading.
- b. The delivery of material about morphology to the six students was better for them to understand, so after the material was submitted the researcher invited the correspondent to discuss the sample questions that would be given in this research.

2. Structured Interview

The interview is a tool for re-checking or proving information or information previously obtained. Researchers prepare an interview schedule and a list of questions to ask students. Questions related to students' understanding of morphology in a reading in accordance with the material previously presented. The researcher recorded the results of the interview and made a summary. This interview was conducted through the Zoom application for 30-45 minutes with 6 student respondents.

The data analysis techniques used in this research are descriptive statistic and analysis interview data. From the results, the data will be analyzed to obtain results based on a descriptive literature study. After being given understanding and knowledge of morphological awareness in reading comprehension, which students better understand, whether derivational prefix, derivational suffix or inflectional suffix an and how do they respond in applying affixes that match a word to fill a sentence. Researchers used an interactive model from Miles and Huberman to analyze the research data, namely between the data collection process, data reduction (compiling data in certain patterns, categories or subject matter), data presentation (compiling data in the form of matrices, graphs, networks or certain charts) and drawing conclusions, is not seen as an activity that takes place linearly but is an interactive cycle.

Finding and Discussions

This research examines how students are able to analyze morphological awareness in reading comprehension. The correspondents of this research were 6 students of the first semester of Jayabaya University from several study programs who were randomly selected. In this research, researchers examined 1st semester students with the aim of whether the morphological awareness among college children was the same as the school circles, it turned out that the results found were the same as previous research for teaching English. Must start by building morphological awareness itself by introducing free and bound morphemes. Then it is related to reading comprehension, the extent to which their understanding of morphology is presented in the reading of English texts. When given material on morphology in linguistics, not many people know what morphology is, instead connecting it with biology, therefore it is very important to convey this so that they are aware of morphology. After that, explain what is in morphology starting from free morphemes (roots), bound morphemes (affix), derivational morphemes, inflectional morphemes and word formation. The tests given were only related to affixes because in the

morphology itself there were so many types of affixes that the researchers took the material. Students are presented with the reading text and then from the text one word is taken where the word contains an affix, what if the affix is removed or even added, does it change the meaning or the meaning remains the same.

The correspondents of this study were 6 students of the first semester of Jayabaya University from several study programs who were randomly selected, those who were willing to spend their time in scheduled lectures who were still willing to listen to the material presented, complete the tests given and be interviewed. Below are the correspondents' demographics:

Table 4.1 The Demographics` of Correspondents`

No.	Correspondents`	Gender	Study Program
1.	Agus Baskoro	Male	Teknik Arsitek
2.	Dianalif Aishy	Female	Ilmu Adm. Negara
3.	Nicola Ramdani	Male	Teknik Elektro
4.	Riska	Female	Psikologi
5.	Sasmila	Female	Ilmu Komunikasi
6.	Vera Agustin	Female	Akuntansi

The table above shows that there are 6 correspondents, 4 female and 2 male. They come from the same university but with different study programs.

1. Correspondents` Description Result

a. Correspondent Test Results

In this section the results of each question that have been given to the correspondent will be showed in the following table:

Table 4.2 Morphological Awareness in Reading Comprehension

Questions	Students` Name																	
	Agus Baskoro			Dianalif Aishy			Nicola Ramdani			Riska Arsianti			Sasmila			Vera Agustina		
Part 1	Der. Prefix	Der. Suffix	Inflect. Suffix	Der. Prefix	Der. Suffix	Inflect. Suffix	Der. Prefix	Der. Suffix	Inflect. Suffix	Der. Prefix	Der. Suffix	Inflect. Suffix	Der. Prefix	Der. Suffix	Inflect. Suffix	Der. Prefix	Der. Suffix	Inflect. Suffix
1	-	-	ed	-	-	ed	-	-	ed	-	-	ed	-	-	ed	-	-	-
2	in	-	ed	-	-	ed	in	-	ed	in	-	ed	in	-	ed	in	-	ed
3	-	ity	-	-	ity	-	-	ity	-	-	-	-	-	ity	-	-	ity	-
4	re	-	ed	re	-	ed	re	-	ed	re	-	ed	re	-	ed	re	-	ed
5	-	ion	s	-	ion	-	-	ion	s	-	ion	s	-	ion	s	-	ion	s
6	-	ous	-	-	ous	-	-	ous	-	-	ous	-	-	ous	-	-	ous	-
7	-	ment	-	-	ment	-	-	ment	-	-	ment	-	-	ment	-	-	-	-
8	-	-	ed	-	-	ed	-	-	ed	-	-	ed	-	-	ed	-	-	ed
9	-	ate	-	-	-	-	-	ate	-	-	ate	-	-	ate	-	-	ate	-
10	-	-	ed	-	-	ed	-	-	ed	-	-	ed	-	-	ed	-	-	ed

From table 4.2 and 4.3 the results of processed data based on test results regarding the awareness of correspondent morphology in reading comprehension can be described as follows:

1. Based on the instructions given in the test part 1, students were asked to "Read the following paragraphs and analyze the words below by separating the words into several morphemes, then categorizing the morphemes based on their types". In question number one there is the

word *Heated*, the root of this word is *Heat* and added *-ed* behind the word so that it can be categorized as morpheme Inflectional because the word *Heat* is added or not with the suffix the meaning of the word remains the same, namely *Panas*. There are 5 students who answered correctly this question.

2. In question number two there is the word *Inhaled*, the root of this word is *Hale* with the affix *in-* in front which means it can be categorized into a Derivational morpheme where the meaning of this word changes which originally means *Sehat* to *Dihirup* because of the addition of the affix, after there is an *-ed* behind, so this word can be categorized into an Inflectional morpheme, that is, the word does not change the meaning. There were 5 students who correctly answered this question, one of the students answered the question by only filling in one type of affix.
3. Question number 3 has the word *Majority*, the root of this word is *Major* which means *Utama* by adding the affix *-ity* behind the word, this word is entered into the Derivational morpheme because the meaning of this word changes to *Mayoritas*. In question number 3, 5 of the 6 students who were given the test answered correctly, one student did not answer.
4. The next question, there is the word *Returned* which has the root word, *Turn*. When this word is added with the prefix *re-* in front of it, it is categorized as a Derivational morpheme because it changes the meaning of the word which originally meant *Belok* to *Kembali*. After that, the word *Return* is added with the affix *-ed* behind, including in the Derivational morpheme because the meaning remains the same. From the questions given, there were 5 students who answered correctly, one of them only answered one type of affix.
5. The fifth question has the word *Objections*, the root of this word is *Object* which means *Obyek* then added with the affix *-ion* the meaning of the word changes to *Keberatan* so that this word belongs to the Derivational morpheme type. Furthermore, there is an *-s* after the word which can be categorized as morpheme inflectional because it does not change the meaning of the word. There were 5 students who answered correctly, one of them only answered one type of affix.
6. Next there is the word *Famous*, the root word is *Fame* which means *Ketenaran*. After the word is added with the affix *-ous* behind it, this word can be categorized into an Inflectional morpheme because the meaning of the word changes to *Terkenal*. In this question all students answered correctly.
7. In question number 7 there is the word *Arrangement*, the root of this word is *Arrange* which means *Mengatur* then added the affix *-ment* behind it. This word can be included in the type of morpheme Inflectional because the meaning of this word has changed, namely to become *Pengaturan*. There are students who answer correctly one student cannot answer the question.
8. In the next question there is the word *Dressed*, the root word is *Dress*. Then added the affix *-ed* behind it. This word can be classified into the type of morpheme inflectional because the meaning of this word

does not change, namely *Pakaian*. Of all the students studied, they answered this question correctly.

9. Question number 9 has the word *Graduate* which means *Lulusan*. The root of this word is *Grade*. This word is categorized into Derivational morpheme because it changes the meaning of the word which originally was *Kelas*. There were 5 students who answered this question correctly, one of them answered with an incorrect answer.
10. The last question in part 1 has the word *Fixed*, the root of this word is *Fix*. After adding the affix *-ed* behind it, the meaning of this word does not change, which is *Tetap* so that this word can be classified as Morpheme Inflectional. All students answered this question correctly.
11. In order to do the question in Part 2, students were asked to "Change the words in bold into the correct form to fill in the blanks in the sentence". The first question is the word *Heated*, with the sentence *She puts her wet shoes on ...*, the right answer to complete the sentence the root word *Heated* is *Heat* is added with the suffix *-ed* so that the sentence can be interpreted, *She puts his wet shoes on the heater (Dia meletakkan sepatunya yang basah di pemanas)*. All students correctly answered this question.
12. The twelfth question has the word *Inhaled*, with the sentence *I could not ... a single breath* the answer to that sentence is *Inhale*. Removing the affix *-d* behind the word so that the meaning of the sentence is *I could not inhale a single breath (Saya tidak bisa menarik nafas)*. 5 people answered correctly, only one person answered incorrectly.
13. The next question is the word *Majority* with the sentence, *Russia is a ... exporter of wheat*. The correct answer is *Major*, which is the root word for *Majority*, the affix *-ity* behind the word is removed so that it becomes *Russia is a major exporter of wheat (Rusia adalah pengekspor utama gandum)*. 2 students answered incorrectly, the rest answered correctly.
14. In question number 14 there is the word *Returned* with the sentence, *I will ... your book tomorrow*. *Returned* has the meaning *Dikembalikan* so that the correct answer to complete the sentence is *Return*, which means *Mengembalikan* the complete sentence, namely *I will return your book tomorrow (Saya akan mengembalikan buku kamu besok)*. Of the 6 students, only one cannot answer this question.
15. The fifteenth question has the word *Objections* which means *Keberatan*, the sentence is *Important for a reporter to be ... when relating news*. The correct answer is *Objective* by replacing the affix *-s* behind the word with the affix *-ive* so that the sentence has the meaning, *It is Important for a reporter to be objective when relating news (Seorang reporter harus bersikap objektif saat menyampaikan berita)*. From these questions all students answered correctly.
16. Number 16 has the word *Famous* with the sentence, *The artist is on the top his ... Famous* means *Terkenal* not quite right to complement the question so the correct word is *Fame* which is the root word for *Famous*. So this sentence has the meaning that *The artist is on the top his fame (Artis berada dipuncak ketenarannya)*. 5 students can answer this question correctly, only one cannot answer it.

17. In question number 17 there is the word *Arrangement* which means *Pengaturan*, the sentence is Tom and Marry ... decorating their room to make it more comfortable. The correct answer is to remove the affix *ment* behind the word with the affix *re-* in front of it to become *Rearrange* which means *Mengatur kembali*, so that the sentence becomes *Tom and Marry rearrange decorating their room to make it more comfortable (Tom dan Marry mengatur kembali dekorasi kamar mereka agar lebih nyaman)*. Out of 6 students, 1 of them could not answer this question correctly.
18. The eighteenth question contains the word *Dressed* with the sentence, I do not know anything about ... and acting like a lady. The right word to complete the sentence is to replace the *-ed* affix behind the word *Dressed* to *Dressing* so that the sentence has the meaning *I do not know anything about dressing and acting like a lady (Saya tidak tahu apa-apa tentang berpakaian dan bertingkah seperti seorang wanita)*. 5 students answered the sentence correctly.
19. Question number 19 has the word *Graduate* which means *Lulus*, the sentence is *She had to wear a borrowed dress for the ...*. The exact word of the sentence should be *Graduation* which means *Wisuda* so the sentence becomes *She had to wear a borrowed dress for the graduation (Dia harus mengenakan gaun pinjaman untuk wisuda)*. All students answered this question correctly.
20. The last question in part 2 contains the word *Fixed* with the sentence *His father is a ... of electronic things*. The word *Fixed* should be changed to *Fixer* so that the sentence becomes *His father is a fixer of electronic things (Ayahnya adalah tukang pasang benda elektronik)*. Only one student who answered incorrectly, the rest answered this question correctly.

From the results of research on 6 students, the results of their understanding of each question related to affixes can be described as follows: the highest percentage for derivational prefix questions given was 19% with the score obtained was 15 points while the lowest percentage was 9% with score obtained 8 points. For derivational suffix questions, the highest percentage was 19% of the score obtained, namely 38 points for the lowest percentage, namely 15% with a score of 31 points, this percentage was obtained by several students. For the last question, namely the inflectional suffix, the highest percentage was 18% with the score achieved was 46 points, while the lowest percentage was 15% with 38 points. In the second part of the question, the result is obtained with the highest percentage of 100% for the lowest is 60%. So to increase awareness of morphology, it is necessary to have an understanding of morphology itself so that from any circle of junior high school students, high school students and students at universities from several study programs know and are interested in morphology. So from there students can have morphological awareness in reading comprehension.

Conclusion

Based on the results of the analysis and elaboration of the research that has been done, the conclusions from the findings of this research can be explained as follows, after being given an understanding of morphology, students can take a morphological awareness test in reading comprehension. The results of each student showed a fairly good percentage with the average score they got, namely 92.34. Based on the research that has been done, anyone can understand morphology in linguistics from junior high school, high school or university by providing an understanding in advance of what morphology is and how it relates to reading comprehension, what will be produced if someone understands morphology itself so that raise awareness of morphology.

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