

**MORPHOLOGICAL AWARENESS AND READING
COMPREHENSION SKILL OF THE STUDENTS OF ENGLISH
DEPARTMENT, HASANUDDIN UNIVERSITY**



THESIS

Submitted to fulfill one of the requirements for the examination

To obtain a Bachelor of Arts degree

At the Faculty of Cultural Sciences,

Hasanuddin University

BY

NYOMAN GALANG MAHENDRA

NIM : F 0411 91 053

MAKASSAR

2024



ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1250/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Nyoman Galang Mahendra (F041191053) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, 4 June, 2024

Approved by

First Supervisor

Second Supervisor


Dr. Karmila Mokeginta, S.S., M.Hum., M.Arts.
NIP. 197702052000032001


Ainun Fatimah, S.S., M.Hum.
NIP. 198612012019044001

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program


Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001



LEGITIMATION

THESIS

**“ MORPHOLOGICAL AWARENESS AND READING COMPREHENSION SKILL
OF THE STUDENTS OF ENGLISH DEPARTMENT, HASANUDDIN UNIVERSITY”**

BY

NYOMAN GALANG MAHENDRA

Student ID Number: F041191053

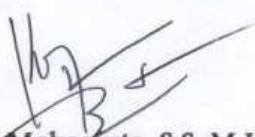
It has been examined before the Board of Thesis Examination on Friday, 26 Juli 2024
and is declare to have fulfilled the requirements.

Approved By

Board of Supervisors

Chairman


Secretary


Dr. Karmila Mokoginta, S.S., M.Hum., M.Arts
NIP. 197702052000032001


Ainun Fatimah, S.S., M.Hum.
NIP. 198612012019044001

Dean of Faculty of Cultural Sciences
of Hasanuddin University

Head of English Literature Study Program


Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010


Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001



ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

AGREEMENT

On Juli 30, 2024, the Board of Thesis Examination has kindly approved a thesis by Nyoman Galang Mahendra (F041191053) entitled *Morphological Awareness and Reading Comprehension Skill of the Students of English Department, Hasanuddin University* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, Juli 30, 2024

BOARD OF THESIS EXAMINATION

- | | | |
|--|-------------------|---------|
| 1. Dr. Karmila Mokoginta, S.S., M.Hum., M.Arts | Chairman | 1. |
| 2. Ainun Fatimah, S.S., M.Hum. | Secretary | 2. |
| 3. Prof. Dr. Abdul Hakim, M.A. | First Examiner | 3. |
| 4. Prof. Dr. Kamsinah, M.Hum. | Second Examiner | 4. |
| 5. Dr. Karmila Mokoginta, S.S., M.Hum., M.Arts | First Supervisor | 5. |
| 6. Ainun Fatimah, S.S., M.Hum. | Second Supervisor | 6. |



ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

DECLARATION

The thesis by Nyoman Galang Mahendra (F041191053) entitled *Morphological Awareness and Reading Comprehension Skill of the Students of English Department, Hasanuddin University* has been revised as advised during the examination on

and is approved by the Board of Undergraduate Thesis Examiners:

1. Prof. Dr. Abdul Hakim, M.A. First Examiner

1.

2. Prof. Dr. Kamsinah, M.Hum. Second Examiner

2.



STATEMENT LETTER

The undersigned,

Name : Nyoman Galang Mahendra

ID : F041191053

Title of Thesis : Morphological Awareness and Reading Comprehension Skill of the Students of English Department, Hasanuddin University

Department/Faculty : English Literature Study Program/ Cultural Sciences

Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, June 4th 2024



Nyoman Galang Mahendra



ACKNOWLEDGMENT

Praise and gratitude be to the presence of the Almighty God, for it is through His grace and guidance that I have been able to complete this thesis. This thesis represents my effort to fulfill one of the requirements for obtaining a Bachelor of Arts degree in English Literature at the Faculty of Cultural Sciences, Hasanuddin University.

There have been various obstacles I have faced in completing this task, but with perseverance, hard work, and prayer, I have managed to finish this thesis. I am aware of the shortcomings present in this thesis, which are due to my limitations in knowledge and experience. Therefore, I am open to receiving constructive criticism and corrections from various parties to improve this work. Such feedback is not only beneficial for refining this thesis but also contributes to the advancement of the knowledge in the field I have been studying.

Throughout the preparation of this thesis, I have received assistance, encouragement, and guidance from various individuals. Therefore, I would like to express my gratitude and appreciation to:

1. Dr. Karmila Mokoginta, S.S., M.Hum., M.Arts., and Ainun Fatimah, S.S., M.Hum., respectively as my first and second advisors, who have provided guidance and direction to complete this thesis.



Chair and Secretary of the Department of English Literature, respectively
Dra. Nasmilah, M.Hum., Ph.D. and Sitti Sahraeny, S.S., M.App.Ling.

3. My esteemed professors and Lecturers who have guided me through various courses from the beginning to the end of my studies at the Faculty of Literature, Hasanuddin University.
4. The staff of the Faculty of Cultural Sciences, Hasanuddin University, who have provided excellent service.
5. My beloved parents and entire family who have nurtured, guided, and prayed for the fulfillment of my aspirations.
6. My fellow students and other individuals whose names I cannot mention individually but who have sincerely assisted me throughout this journey. May all the assistance I have received and the efforts of these individuals be rewarded by the Most Compassionate God. May this work also be accepted as my contribution to the development of our nation, especially in the aspect of linguistic development for students. Amen.

Makassar,

Nyoman Galang Mahendra



TABLE OF CONTENTS

MORPHOLOGICAL AWARENESS AND READING COMPREHENSION SKILL OF THE STUDENTS OF ENGLISH DEPARTMENT, HASANUDDIN UNIVERSITY	i
APPROVAL	ii
LEGITIMATION	iii
AGREEMENT	iv
DECLARATION	v
STATEMENT LETTER	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABSTRACT	xiv
ABSTRAK	xv
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problem	2
C. Scope of the Problem	3
D. Research Questions	3
E. Objectives of the Study	4
F. Significance of the Study	4
CHAPTER II	6
LITERATURE REVIEW	6
A. Theoretical Background	6
1. Morphological Awareness	6
Morphemes	10
Reading Comprehension	13
Previous Studies	19



C. Theoretical Framework	28
CHAPTER III	33
RESEARCH METHODOLOGY	33
A. Research Design	33
B. Research Instrument	33
C. Research Samples	34
D. Data Analysis Technique	34
1. Descriptive Analysis	34
2. Item Analysis	35
E. Research Procedure	35
F. Ethical Consideration	35
G. Limitations	35
CHAPTER IV	36
FINDINGS AND DISCUSSION	36
A. Research Variable	36
B. Research Description	37
1. Measurement of Morphological Awareness Skill	37
2. Measurement of Reading Comprehension Skill	37
C. Research Results	39
1. Sample Characteristics	39
2. Morphological Awareness Test Frequency	40
3. Reading Comprehension Test Frequency	57
D. Discussion of Results	75
1. Student Morphological Awareness	76
2. Student Reading Comprehension	78
3. Morphological Awareness	80
4. Reading Comprehension	80
Implications for Educations	80
Limitations	81
Future Research	81



CHAPTER V	82
CONCLUSIONS AND SUGGESTIONS	82
A. Conclusions	82
B. Suggestions	84
BIBLIOGRAPHY	85
APPENDIX	93



LIST OF TABLES

Table D-1 Classification of Respondent Level of Morphological Awareness and Reading Comprehension	76
Table 1-1 Students Morphological Awareness	76
Table 2-1 Students Reading Comprehension	78



LIST OF FIGURES

Figure 1 Theoretical Framework	31
Figure IV.1 Age Distribution	39
Figure IV.2 Morphological Awareness Question 1	40
Figure IV.3 Morphological Awareness Question 2	41
Figure IV.4 Morphological Awareness Question 3	42
Figure IV.5 Morphological Awareness Question 4	43
Figure IV.6 Morphological Awareness Question 5	44
Figure IV.7 Morphological Awareness Question 6	45
Figure IV.8 Morphological Awareness Question 7	46
Figure IV.9 Morphological Awareness Question 8	47
Figure IV.10 Morphological Awareness Question 9	49
Figure IV.11 Morphological Awareness Question 10	50
Figure IV.12 Morphological Awareness Question 11	52
Figure IV.13 Morphological Awareness Question 12	54
Figure IV.14 Morphological Awareness Question 13	55
Figure IV.15 Reading Comprehension Question 1	57
Figure IV.16 Reading Comprehension Question 2	58
Figure IV.17 Reading Comprehension Question 3	60
Figure IV.18 Reading Comprehension Question 4	61
Figure IV.19 Reading Comprehension Question 5	62
Figure IV.20 Reading Comprehension Question 6	64
Figure IV.21 Reading Comprehension Question 7	65
Figure IV.22 Reading Comprehension Question 8	67
Figure IV.23 Reading Comprehension Question 9	69
Figure IV.24 Reading Comprehension Question 10	70
Figure IV.25 Reading Comprehension Question 11	72
Figure IV.26 Reading Comprehension Question 12	74



ABSTRACT

NYOMAN GALANG MAHENDRA. 2024. *Morphological Awareness and Reading Comprhension Skill of the Students of English Department, Hasanuddin University*, (Supervised by **Karmila Mokoginta** and **Ainun Fatimah**).

This thesis aims to: (1) explain the extent of English Department students morphological awareness skill in understanding word structures, prefixes, suffixes, and roots; and (2) to classify the level of reading comprehension proficiency among students of English Department, Hasanuddin University college students.

The research used the quantitative descriptive research method, utilizing various tests to comprehensively assess morphological awareness and reading comprehension skills. The data was obtained from evaluating the linguistic competencies of third-semester students at Hasanuddin University by using a multi-answered question to each morphological awareness and reading comprehension.

The results underscore the morphological awareness skills of the participants, particularly in decoding word structures such as prefixes, suffixes, and roots of the word counting from 13 question items from the morphological awareness test which concluded with an 89.40% overall score for the morphological awareness test. This result can be categorized as a good skill level that shows us the respondent's level of understanding toward word structures and morphological awareness, as for reading comprehension result, counting from 12 question items to determine students' reading comprehension skill. There is a total of 86.3% overall score which can be concluded that the students have good reading comprehension skills to understand and interpret complex texts in an academic context.

Keywords: morphological awareness, reading comprehension, language proficiency



ABSTRAK

NYOMAN GALANG MAHENDRA. 2024. *Morphological Awareness and Reading Comprhension Skill of the Students of English Department, Hasanuddin University*, (Dibimbing oleh **Karmila Mokoginta** and **Ainun Fatimah**).

Skripsi ini bertujuan untuk: (1) menganalisis sejauh mana keterampilan kesadaran morfologi mahasiswa Jurusan Bahasa Inggris dalam memahami struktur kata, prefiks, sufiks, dan akar kata; dan (2) menganalisis tingkat kemampuan pemahaman membaca di antara mahasiswa Jurusan Bahasa Inggris Universitas Hasanuddin.

Penelitian ini menggunakan metode penelitian deskriptif kuantitatif, dengan memanfaatkan berbagai tes untuk menilai secara komprehensif kesadaran morfologi dan keterampilan pemahaman membaca. Data diperoleh dari evaluasi kompetensi linguistik mahasiswa semester tiga di Universitas Hasanuddin dengan menggunakan pertanyaan multi-jawaban untuk setiap kesadaran morfologi dan pemahaman membaca.

Hasil penelitian memperlihatkan keterampilan kesadaran morfologi peserta, terutama dalam mendekode struktur kata seperti prefiks, sufiks, dan akar kata dari 13 item pertanyaan dalam tes kesadaran morfologi yang menghasilkan skor keseluruhan 89,40% untuk tes kesadaran morfologi. Hasil ini dapat dikategorikan sebagai tingkat keterampilan yang baik, yang menunjukkan tingkat pemahaman responden terhadap struktur kata dan kesadaran morfologi. Adapun hasil pemahaman membaca, dihitung dari 12 item pertanyaan untuk menentukan keterampilan pemahaman membaca siswa, terdapat skor keseluruhan sebesar 86,3% yang dapat disimpulkan bahwa siswa memiliki keterampilan pemahaman membaca yang baik untuk memahami dan menafsirkan teks-teks kompleks dalam konteks akademik..

Kata Kunci: kesadaran morfologis, pemahaman membaca, kemahiran bahasa



Optimized using
trial version
www.balesio.com

CHAPTER I

INTRODUCTION

A. Background of the Study

Morphology is one of the branches of Linguistics. It studies the form of words (Bauer, 1988,p. 248). It deals with how words are formed.

The term "morphological awareness" is strictly stated to be part of linguistic awareness (Petrovska, 2011, p. 2). Morphological awareness can be defined as an individual's conscious comprehension of a particular word's morphemic structure and the ability to manipulate that structure.

Following this explanation, Morphological awareness has a very important role that can Influence someone's Reading comprehension skill. In order for people to decode and make a connection with what they read, it is crucial for them to have a morphological awareness. It helps individuals to manipulate the smallest units of meaning and understand the word of what they read. Explaining the relationship between morphological awareness and reading fluency is important in discussing reading comprehension. In recent research, it has often implied that basic linguistic reading development highlights the role of phonological skills and vocabulary as significant factors of literacy achievement (Gathercole and

, 1989, 1993; Baddeley et al., 1998). By exploring the study that why phonological skills are prerequisites for the mental lexicon in terms



of improving phonological representations (Baddeley et al., 1998). Another possibilities to determine linguistic reading is morphological awareness. So is to say how does morphological awareness play a role in studying the development of reading and reading comprehension? Why are only phonological skills that are prerequisite for someone to be able to understand the representations of words? Morphological awareness also has the same important role,yet not many people are aware of how it relates to reading comprehension. It is known that reading involves a complex cognitive and linguistic process that requires several abilities, such as phonological awareness, vocabulary, and grammatical skills (cf. Nagy and Townsend, 2012). However, beyond phonological and orthographic awareness, does morphological awareness also have the potential to help people to have a much better reading comprehension?

In particular, researches show that increasing one's morphological awareness can improve their reading comprehension. Therefore, it is of utmost importance to study the correlation and effects they have on each other. It is to encourage studies that demonstrate how morphological awareness helps individuals in learning a second language, especially in reading comprehension.

B. Identification of the Problem

The researcher identified several problems related to the topic. The problems are morphological awareness and reading comprehension.



1. "What unique challenges or factors influence the interplay between morphological awareness and reading comprehension in the college population?"
2. "What gaps exist in current knowledge, and how can researchers address these gaps to contribute to improved instructional strategies for enhancing reading comprehension skills in higher education?"

C. Scope of the Problem

The scope of the research is focused on analyzing the relation and effect of morphological awareness to reading comprehension to the individual that is also learning with second language reading comprehension. The writer decided to limit the scope of the problem only to:

1. To scope an examination of morphological awareness, emphasizing the understanding of word structure, prefixes, suffixes, and roots among college students.
2. To extends to the assessment of reading comprehension skills in college students and to understand and interpret complex texts in academic contexts.

D. Research Questions

The following part are the research question that was arranged based on the background above:



What extent do English Department students exhibit morphological awareness in understanding word structures, prefixes, suffixes, and roots?

2. What is the level of reading comprehension proficiency among students of English Department, Hasanuddin University college students?

E. Objectives of the Study

The objectives aimed to be achieved in the research are as follows:

- 1.to assess the level of morphological awareness in college students, focusing on their understanding of word structures, prefixes, suffixes, and roots.
- 2.To evaluate the reading comprehension proficiency of college students across diverse academic disciplines.

F. Significance of the Study

After completing the study, the writer hopes to make contributions and provide benefits to both academic and practical spheres.

1. Theoretical Benefit : The theoretical benefits of the study lie in advancing our understanding of the relationship between morphological awareness and reading comprehension in college students. By conducting a thorough investigation and reviewing existing literature. This can aid in the development and refinement of theoretical frameworks within the field of linguistics. The findings may also help to validate existing theories, providing deeper insight into the cognitive processes involved in college-level reading comprehension at the college level. Theoretical advancements



can, in turn, guide future research in related areas and contribute to the broader theoretical foundation of literacy and language development.

2. Practical Benefit : The practical benefits of the study are grounded in its potential to inform educational practices and interventions. Practical applications may include the development of targeted interventions to enhance morphological awareness and reading comprehension skills among college students. This, in turn, could lead to improved teaching strategies, more effective literacy programs, and ultimately better academic outcomes for college students. The study's practical benefits extend to the real-world application of research findings in educational settings, contributing to evidence-based practices that positively impact student learning and achievement.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Morphological Awareness

Morphological awareness is an ability that students or individual have to help them read and spelling a words. In many research, the researchers have found that morphological awareness to be the skills that was contributed to individuals performance on reading and spelling tasks (e.g., Bowers, Kirby, & Deacon, 2010; Goodwin & Ahn, 2013). It is a skill to help the students to solve a problem this is especially important when students are reading textbooks with academic language so that they can gain the knowledge they need in the subject areas they study.

What is morphological awareness? Based on research, it is an ability to recognize morphological word families. Nagy and Anderson (1984) discover that 60 % of words encountered above third grade level were complex morphologically derived words for which the meaning could be figured out through a process of breaking down the words into their morphemic parts. Theoretically, a relational awareness of morphologically complex words can lead to both breadth and depth in vocabulary knowledge.



Morphological awareness is explicitly thinking about the smallest units of in language, which are called morphemes. These units include root

words that can stand alone as words, Prefixes, and bound roots, which are roots that must have a prefix or suffix added to become a word.

Nagy and Anderson's study (1984) has researched and indicated a merit of morphological awareness in vocabulary development and reading comprehension towards the native English speaking children and young adolescents of middle school age. The topic after this will show us the relation between morphological awareness, vocabulary and reading comprehension. It will show us the gap to understand the role of morphological awareness towards emergent bilinguals.

The correlation between the studies in first language (L1) and a growing number in second language (L2) have shown the correlation of morphological awareness to different components of reading such as phonological awareness, decoding or word reading, vocabulary, and reading comprehension. Reading vocabulary has been more correlated with reading comprehension in L1, and L2 reading vocabulary also related to L2 reading comprehension. Through further research, morphological awareness continues to be developed throughout the high school years so that readers become more skilled it also shows that the more reading comprehension grows the more stronger the morphological abilities are increased.

The researchers also presented to us that there are absent on research in morphological abilities of second school students. He only shows there are only



rch that shows the role of Spanish morphological awareness in English comprehension and explained about the cross-linguistics of morphological awareness to reading comprehension in English. As far as I know,

I also haven't found a reasearch about the Indonesian Morphological awareness in English reading comprehension.

According to Zhang and Koda (2012), The contribution of Morphological Awareness also impact the vocabulary knowledge of L2 speaker whatever it is directly or indirectly throught the mediation of Lexical inferencing ability. That is also can be seen as a Indirect effect of morphological awareness to reading comprehension. It is also explained by Haastrup (1991) that Lexical Inferencing is a "processes involved in making informed guesses as to the meaning of a word in light of all available linguistic cues in combination with the learner's general knowledge of the world, her awareness of the co-text and her relevant linguistic knowledge.

The Limited of knowledge for vocabulary is a major difficulties for reading comprehension (August & Shanahan, 2009). According to Read, J. (2004) the current L2 vocabulary studies has created a need for a various measures of lexical knowledge and ability.

a. Measuring Morphological Awareness

Regarding the topic that we discussed. There also have to be a way to measure morphological awareness to observe the vocabulary growth and reading comprehension. By making the students to understand and usingg complex words staged process designed to elicit explicit morphological knowledge. By Nelson-Denny Reading Test (ND) To measure reading comprehension ability in adolescents and young adults. There are also a test to measure



the morphological awareness of the students. By targeting the inflectional and derivational morphemes, it can show us just how far the milestones that students or a person already achieved in their morphological awareness abilities. But first the method of also has to be clear which the test for measure Inflectional morphemes that always occurs as suffixes, provide an information about time or quality without changing the meaning of word (e.g., talked, talking, or talks). Derivational morphemes, which can be a prefixes and suffixes that change the meaning the word class of the base word which they are attached (e.g., teacher; unfair).

There were also *Morphological Awareness Test for Reading and Spelling (MATRS)* to measure word-level reading, reading comprehension skills, Spelling, phonological awareness, and receptive vocabulary skills. There a lot of method to measure morphological awareness. The more common methods is to measure both morphology and syntax by giving the participants to fit the words and pseudowords into sentences by adding or removing affixes. Pseudowords itself a string of letters that is pronounceable and conforms to the English orthography pattern and is pronounceable, but the word has no meaning. By experimenting with pseudowords in a sentence, it can also develop more vocabulary growth that also develop MA and Reading comprehension.

Some experts suggested that students first demonstrate awareness of morphemes during mid-elementary school years (Anglin. 1993). Other shown that develop their morphological awareness in their early kindergarten years. or assume that people developed their morphological awareness in their



childhood progress until the elementary school years (Apel, Diehm, & Apel, 2013; Berko, 1958).

First by learning Inflectional morphology, the test would require affix identification with real- and nonwords. Derivational morphology was tested with derivation and segmentation subtests. And compound morphology can be tested with compound-words subtest.

First is the Affix identification for nonwords subtest aimed to demonstrate the efficiency of the children that can identify different morphemes when they could not rely on the meaning of the word. The first figure test is that children had to choose the correct word or sentence out of four alternatives option. The sentence will consisted on one or two nonwords. This task included a number of language elements: and children had to identify the correct noun and verb inflections. This include the inflections of the present, past tenses of verb, singular, plural nouns.

2. Morphemes

A morpheme is the smallest lexical item in a language and the field of linguistic study to understand and dedicated to morphemes is called morphology. Morphemes are not words but to be understand as the roots. Other morphemes that are called an affixes are found in a word by combining with other morphemes



For example the *-s* in *dogs* and it is indicate as as the concept of 'plurality' There are many examples of English words that have a following of the morphological

- "Unbreakable" is composed of three morphemes: *un-* (a bound morpheme signifying "not"), *break* (the root, a free morpheme), and *-able* (a bound morpheme signifying "an ability to be done").^{[2][3][4][5]}
- The plural morpheme for regular nouns (-s) has three allomorphs: it is pronounced /s/ (e.g., in *cats* /kæts/), /ɪz, əz/ (e.g., in *dishes* /dɪʃɪz/), and /z/ (e.g., in *dogs* /dɒgz/), depending on the pronunciation of the root.

a. Classifications of Morphemes

1) Free and Bound Morpheme

Free morphemes can function independently as words (*town*, *dog*) and can appear within lexemes (*town hall*, *doghouse*). Bound morphemes appear only as parts of words, always in conjunction with a root and sometimes with other bound morphemes. For example, *un-* appears only accompanied by other morphemes to form a word. Most bound morphemes in English are affixes, specifically prefixes and suffixes. Examples of suffixes are *-tion*, *-sion*, *-tive*, *-ation*, *-ible*, and *-ing*. Bound morphemes that are not affixed are called cranberry morphemes.

b. Classification of Bound Morpheme

Bound morphemes can be further explained and classified as a derivational or inflectional morphemes. The main distinguished between the two is their

in relation to words.



1) Derivational Bound morpheme

Derivational morphemes, when combined with a root, change the semantic meaning or the part of speech of the affected word. For example, in the word *happiness*, the addition of the bound morpheme *-ness* to the root *happy* changes the word from an adjective (*happy*) to a noun (*happiness*). In the word *unkind*, *un-* functions as a derivational morpheme since it inverts the meaning of the root morpheme (word) *kind*. Generally, morphemes that affix (i.e., affixes) to a root morpheme (word) are bound morphemes.

2) Inflectional Bound Morpheme

Inflectional morphemes modify the tense, aspect, mood, person, or number of a verb, or the number, gender, or case of a noun, adjective, or pronoun, without affecting the word's meaning or class (part of speech). Examples of applying inflectional morphemes to words are adding *-s* to the root *dog* to form *dogs*, or adding *-ed* to *wait* to form *waited*. An inflectional morpheme changes the form of a word. English has eight inflections.

3) Inflectional and Derivational morphology

Inflectional Morphology is the process of study that includes affixation and vowel changes. It distinguish word forms in certain grammatical categories. The inflectional morphology different from derivational morphology only deals with made to existing words and it change a word's form, maintaining the rd. In general, inflectional categories are not altering the basic meaning



expressed by the word; it merely add specifications to a word or emphasize certain aspects of the words meaning. The example we can see from this comes in the word “Leaves” in which has the same meaning as “*leaf*”. It only adds a specification on the word. Different from Inflectional Morphology. Derivational morphology deals with the creation of new words. It changes the word’s category and therefor creating a new word.

3. Reading Comprehension

Is an ability to process text and to understand the meaning of the text. fundamental skills are required for an efficient reading comprehension that is knowing the meaning of words, ability to understand meaning of a word from discourse context. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis and practicing deep reading.

a. Interactive Model of Reading

The Interactive Model of Reading, as proposed by Rumelhart (1977), serves as a foundational framework for understanding reading comprehension. According to this model, reading is not a linear process but an interactive one, involving a dynamic interplay between the reader's prior knowledge, the text, and the strategies employed during reading.



In the context of reading comprehension, the Interactive Model highlights the importance of activating prior knowledge and making connections between

existing knowledge and new information in the text. The model posits that proficient readers engage in an ongoing dialogue with the text, continuously adjusting their understanding as they encounter new information. Our exploration of reading comprehension is grounded in the recognition that the cognitive processes involved are not static but rather evolve dynamically as the reader interacts with the textual material.

b. Schema Theory

Building upon the Interactive Model, Schema Theory, introduced by Bartlett (1932) and expanded by Anderson and Pearson (1984), provides insights into how readers organize and interpret information. According to Schema Theory, readers bring existing mental frameworks or schemas to their reading experiences, which influence how they interpret and comprehend the text.

In the realm of reading comprehension, this theory suggests that individuals draw upon their prior experiences and background knowledge to create mental frameworks that guide their understanding of the text. Our theoretical background acknowledges the role of schema activation in the comprehension process, exploring how readers use these mental structures to make sense of textual information and construct meaning.

c. Transaction Model of Reading



Osborne's (1988) Transaction Model of Reading introduces the concept of reader-text transaction, emphasizing that meaning is not inherent solely in

the text or the reader but emerges from the interaction between the two. Within the context of reading comprehension, this model underscores the subjective nature of meaning-making and the importance of reader engagement.

Our theoretical framework embraces the Transaction Model, recognizing that reading comprehension is not a passive absorption of information but an active and transactional process. Readers bring their unique perspectives, experiences, and motivations to the act of reading, influencing how they construct meaning from the text. Through this theoretical lens, we seek to explore the dynamic and subjective nature of reading comprehension among third-semester English literature college students.

d. Metacognition and Reading Comprehension

Metacognition, the awareness and control of one's cognitive processes, plays a crucial role in reading comprehension. The work of Paris and Winograd (1990) highlights the significance of metacognitive strategies, such as self-monitoring and self-regulation, in effective comprehension. Readers who are metacognitively aware can monitor their understanding, identify comprehension breakdowns, and employ strategies to overcome challenges.

In the context of our exploration, metacognition is considered an integral component of reading comprehension. We recognize that the ability to reflect on thinking processes, set goals, and adjust strategies is essential for developing a deep understanding of textual material.



e. Assessing Reading Comprehension

Before we can measure the reading comprehension of an individual, we must first assess the reading comprehension. It is important to understand the individual experiences, interest, and level of accomplishment in order to better understand the individual area of strength and improvement for reading comprehension. Before dwelling into reading comprehension itself, it is important to understand the definition of the Reading comprehension itself. said that by their formal sense, Reading comprehension is the conceptualizations of the reading process as reflected in the literature. It is a prominent theory of reading development on how the readers can marshal their skills to decode words and drawing the knowledge of language.

To assess the reading comprehension for individual, there are 3 types of assessment that were explained from the previous studies. Diagnostic, formative, and summative assessment in which assess the reading comprehension before, during, and after learning.

1) Diagnostic Assessment

Diagnostic assessment used to identify the gaps in prerequisite knowledge that can impede student progress toward grade-learning objectives. Diagnostic assessment is used to develop an instruction that address individuals need and them as quickly as possible.



A skilled reading comprehension is dependant on the student ability to decode the word as well as fluently read the connected text.

2) Formative Assesment

Formative asesments are often being refer to as reading instruction due to its assessment that can take on many forms. The example of this can be seen on encouraging a students to retell what they read, completing a short multiple-choice quizzes relating the assigned reading, and writing a text-specific prompts.

3) Summative Assesment

Summative assessments can be used to measure students progress towards proficiency and typical more longer and formally scored assessment. Therefor it is more quantitative and reliable than any other assessments.

f. How to Measure Reading Comprehension

The most common reading comprehension assessment involves asking a child to read a passage of text that is leveled appropriately for the child, and then asking some explicit, detailed questions about the content of the text (often these are called IRIs). There are some variations on reading comprehension assessments,



For example, instead of explicit questions about facts directly presented ext, the child could be asked to answer inferential questions about on which was implied by the text, or the child's comprehension might be

tested by his or her ability to retell the story in the child's own words or to summarize the main idea or the moral of the story.

To put it simply, the most standardized test reading comprehension placed their value upon memory. Measuring how well the individual can remember what he has to read is more used in the term of testing reading comprehension instead of measuring how well the individual understand what they read.

1) Make Connections

Let the students connect the text they have been reading, to their previous reading and connect the similarity towards the different text. This would allow the students to choose the comprehension between the two text and improve it.

2) Question Regarding Previous Text

In this test, the student will be given a number of question regarding the text that they are previously read and give the student time to think independently and to test their understanding of the text. This will predict the student reading comprehension towards the text.



3) Summarize the Story

Summarizing the main point of the text that the student read, in order to predict how far the comprehension of each students and their own perspective towards the text.

g. The Correlation between Morphological Awareness and Reading Comprehension

Understanding about morphological awareness and reading comprehension, the correlation between the two. The significant role that the two associated with vocabulary knowledge is common mediation. Morphological awareness is also become an increasingly important predictor for reading comprehension, this statement usually can be seen from the reading comprehension of an individuals between 6 and 11 years old. Another correlation can be seen by the poor quality of reading comprehension that children have due to the weakness for the morphological awareness.

B. Previous Studies

In this section, we embark on an exploration of the existing literature relevant to the morphological awareness and reading comprehension abilities.

The followings are some of the related studies, As students progress through third semester of English literature studies, the demand for advanced ge skills, particularly in the realms of morphological analysis and



comprehension of complex texts, becomes increasingly pronounced. Despite the acknowledged importance of these skills, there is a noticeable gap in the literature discussing the two skills, especially within the unique academic setting of English literature programs.

This study seeks to fill this gap by systematically measuring the morphological awareness and reading comprehension abilities of English Literature students of Hasanuddin University.

“THE EFFECT OF MORPHOLOGICAL AWARENESS ON EFL SECONDARY SCHOOL STUDENTS' READING COMPREHENSION SKILLS” conducted by Dalal Yahya Ali Al-Haydan (2020). This research was conducted using the quantitative method. It was intended to understand the use and effect of morphological awareness on the reading comprehension of Saudi female secondary school students. The research was conducted using the morphemic analysis strategy during their reading classes. The results indicated a strong positive correlation between the students' morphological awareness and the improvement of their reading comprehension skills in the post-test. The study, therefore, confirms that the direct instruction of prefixes, suffixes and base words is useful and should be emphasized when teaching because it significantly increases students' morphological awareness.

“THE ROLE OF MORPHOLOGICAL AWARENESS IN READING COMPREHENSION IN CHINESE EFL ADULT LEARNERS” written by Cheng (2021). In this research, the writer explains that the balance between phonological awareness and morphological awareness tends to be



overlooked, emphasizing the importance of phonological awareness in affecting an individual's reading comprehension of an individual. Due to this research, it explains the effect of morphological awareness on Chinese EFL adult learners' reading comprehension, i explains about the uniqueness of reading comprehension do towards the cultivation of English reading ability, and Yaxi Cheng (2021, 996) also states that “it is also the key and foundation of Chinese reading development” The writer also write in his research that morphological awareness on reading development include an direct and indirect influences.

“THE EFFECT OF MORPHOLOGY ON SPELLING AND READING ACCURACY: A STUDY ON ITALIAN CHILDREN” written and researched by Paola Angelelli, Chiara Valeria Marinelli, and Cristina Burani in 2014. In their research, the writers explain how achieving reading and spelling accuracy can be obtained by understanding the provided morphological information that was provided. The writers also aimed to investigate the role of morphology in the reading and spelling accuracy of Italian children, as a function of school experience, to determine whether morphological facilitation was present in children learning a transparent orthography.

“MORPHOLOGICAL AWARENESS INSTRUCTION FOR ESL STUDENTS’ VOCABULARY DEVELOPMENT AND READING COMPREHENSION” written by Alethia Ajeng Priskinanda, Yulius Nahak, Terefa Nurinik Wea, and Barli Bram (2021). The purpose of this research to investigate the ESL Senior High School student’s perception of Morphological Awareness Instruction and the students and the significant



differences between students who were trained using Morphological Awareness Instruction and those who did not receive the training. The result showed that the students that was trained with Morphological Awareness intruction are having a significant improvement in their vocabulary skills and their reading comprehension.

Another research was conducted by Henny and Mutiara (2021) with the title "An Analysis of English Education Students' Morphological Awareness: Identification and Structure Awareness" to describe the students' morpheme identification. A quantitative and descriptive research was conducted to determining the average percentage score of the Morphological Awareness Test (MAT) and the Morpheme Structure Awareness Test (MSAT). By compiling and classified individual test scores of the MAT and MSAT, the research could be conducted and determine which students can be interpreted as having poor, less, enough, good, and very good interpretation skills. By using the Morpheme Identification Awareness test and the Morpheme Structure Awareness test, the researchers can determine the morphological awareness ability of each participant.

In their insightful article, Elleman and Oslund (2019) delve into the critical realm of reading comprehension research, offering valuable insights into the various theoretical models that have been explored. The primary focus of their investigation lies in unraveling the reasons behind the stagnant growth of reading comprehension skills among U.S. adolescents. The authors critically evaluate diverse theoretical models designed to enhance



comprehension, shedding light on the complexities surrounding this crucial aspect of literacy. By synthesizing existing research, they provide a comprehensive understanding of the multifaceted nature of reading comprehension, touching upon cognitive, linguistic, and sociocultural dimensions.

In their 2006 study, Nagy, Berninger, and Abbott explored the significant role of morphological awareness in literacy development among upper elementary and middle-school students. Titled "Contributions of Morphology Beyond Phonology to Literacy Outcomes of Upper Elementary and Middle-School Students," this research sought to illuminate how understanding word structure impacts various aspects of literacy, extending beyond the effects of phonological awareness.

Morphological awareness refers to the ability to recognize and manipulate the structure of words, including their prefixes, suffixes, and root components. This skill involves understanding how these morphemes combine to form meaningful words. In contrast, phonological awareness deals with the recognition and manipulation of sounds at different levels, such as phonemes and syllables. While phonological awareness is crucial for early reading development and decoding skills, this study aimed to demonstrate that morphological awareness plays a critical role in more advanced literacy skills.

The researchers assessed a group of upper elementary and middle-school students using a variety of tools designed to measure both morphological and phonological awareness. They also evaluated the students' reading comprehension, spelling ability, and vocabulary knowledge to determine how these skills were

d by their morphological and phonological awareness.

he findings revealed that morphological awareness contributed
ntly to literacy outcomes beyond what could be explained by



phonological awareness alone. Students who demonstrated stronger morphological skills showed improved reading comprehension, better spelling, and enhanced vocabulary knowledge. This suggests that an understanding of word structure and meaning is essential for decoding complex words and integrating information from text.

Interestingly, while phonological awareness is foundational and critical for early reading, the study highlighted that morphological awareness becomes increasingly important as students advance in their literacy development. The ability to break down and understand the components of words helps students tackle more complex reading materials and supports their overall writing proficiency.

The implications of this research underscore the importance of incorporating morphological instruction into literacy education. Effective teaching strategies should not only focus on phonological skills but also include training on word structures and meanings to foster a more comprehensive literacy development.

Overall, Nagy, Berninger, and Abbott's study provides compelling evidence of the value of morphological awareness in enhancing literacy skills and supports the integration of morphological instruction into educational practices to improve students' reading and writing abilities.

Another study conducted by Wilson-Fowler, E. B., and Apel, K. (2015) addresses two main objectives aimed at understanding the relationship between morphological awareness and literacy skills in college students. The first

ve involves the development of a specialized measure for assessing morphological awareness in the context of college-level literacy. This



innovative measure is tailored to the unique linguistic and cognitive demands that college students encounter in their academic pursuits.

The second objective centers on the comprehensive examination of the effects of morphological awareness on various aspects of literacy abilities. The researchers employed three distinct morphological awareness measures—spelling, word reading, and sentence comprehension tasks—to capture the multifaceted nature of literacy skills. By utilizing a path analytic approach, the study explores the intricate pathways through which morphological awareness influences these specific literacy domains.

One key finding highlighted in the research is the identification of morphological awareness as a potent predictor of spelling abilities among college students. The study reveals that, of the three literacy measures considered, morphological awareness exhibits a particularly strong correlation with spelling performance. This suggests that an enhanced understanding of the morphological structure of words significantly contributes to proficiency in spelling tasks, showcasing the importance of morphological awareness in this specific aspect of literacy.

The path analytic approach employed in the research allows for a nuanced exploration of the relationships between morphological awareness and literacy skills. By untangling these connections, the authors contribute valuable

s to the fields of linguistics and education, offering a more refined understanding of how morphological awareness influences literacy outcomes in the unique context of college-level education.



The effect can be seen in the previous study by examining bilingual students. Morphological awareness contributes to academic reading vocabulary and higher-level text comprehension. From the research of examining the high school students who have the ability of understanding of the first language and second language literacy skills. There are two research questions to be found. The first one is the role of linguistics variable and the second question focuses on the effect of morphological awareness on reading comprehension in both L1 spanish (In this case), in the L2 English.

The contribution that I receive from this study reveals that linguistic variables have a significant impact on morphological awareness, particularly in cognates and frequency in English. Secondly, morphological awareness makes a strong contribution to reading comprehension in both L1 and L2 language.

The reason why the researchers bring this topic is so that he understand how a person can establish a proper life in a foreign country and negotiate in an unfamiliar place. He understand the back draws or a problem for the person that emergent bilinguals have to face such as taking on academic language and content knowledge while acquiring a new linguistic system. All of that added by the unfamiliarity and limited literacy skills in their home language

By using emergent bilingual students as a model, He found a few certain viewpoint of the students that lack English skills and academic preparedness.

and that rather than focusing on their strength which Devalued other ges other than English in the eyes of the educational system. He attempt onstrate that even the lowest level readers have valuable skills in their



first language, Spanish (in this case), that if developed have the potential to significantly boost their growth in English language and literacy skills.

The goal of the study is to investigate one aspect of how to enable these students to succeed in school, bearing in mind that there is a strong relationship between academic success and literacy. The researcher choose reading comprehension as the focal point or end goal of the study because it is a higher-level cognitive skill that is critical to success in secondary school.

1. In order to close this gap between English speakers and emergent bilinguals much of the focus of current research is on how to develop vocabulary knowledge in English (Kieffer, Biancarosa & Mancilla-Martinez, 2013). He attempt to locate answers to the question on how vocabulary knowledge is strengthened through word study skills in both the first language, Spanish, and the second language, English. That is where the development of morphological awareness are required to speeding up vocabulary acquisition in the second language.
2. According to Solehuddin, Gunawan, and Kurniawan (2019) that language development is the components that allows the children for learning in Kindergarten and elementary school. In developing the language for the children to use, the reading comprehension and morphological awareness plays the critical role in nurturing and keep the success in children reading skills in school.



3. According Noviyenty, Astuti, and Morganna (2020) Morphological awareness were regarded as a significant predictor for reading comprehension and the improvement of various literary competences. For constructing the morphological awareness of EFL students There were a test that measure their English Morphological awareness. In case for morphological awareness improvement, it was measured and determined by the degree of understanding towards L1 and L2 similarity. If the morphological features of L1 and L2 and the bilingual speakers' proficiency between their L1 and L2 have adequate similarities, their morphological awareness can be a unique predictor of their reading skill for both language. This also include Reading comprehension.

C. Theoretical Framework

This study investigates the measurements of morphological awareness and reading comprehension skills among college students, grounded in the Cognitive-Linguistic Theory. This theory posits that morphological and phonological awareness are crucial for literacy development, impacting reading comprehension, vocabulary knowledge, spelling ability, and writing proficiency. By exploring these concepts, the study aims to provide a comprehensive understanding of how these types of awareness contribute to various aspects of language proficiency.



Cognitive-Linguistic Theory integrates cognitive psychology and theory to explain how mental processes and language skills interact in

literacy development. This theory emphasizes that Cognitive abilities such as memory, attention, and problem-solving are crucial for understanding and processing linguistic information. These processes support the comprehension of complex texts and the ability to manipulate and understand word structures. Linguistic abilities, including morphological awareness, are essential for reading and writing. Morphological awareness involves understanding word structure and meaning.

According to Cognitive-Linguistic Theory, strong morphological awareness enhances the ability to decode and understand complex words, a critical component of reading comprehension. By measuring this awareness, we gain insights into students' capabilities to handle and integrate word structures, which supports their overall reading and literacy skills.

Higher scores in morphological awareness will positively impact reading comprehension among college students. Students with stronger morphological skills are expected to demonstrate better comprehension due to their enhanced ability to decode and understand complex words. Higher reading comprehension scores will positively impact other literacy skills such as vocabulary knowledge, spelling ability, and writing proficiency. Effective reading comprehension facilitates the application and integration of vocabulary and writing skills.

Vocabulary knowledge, spelling ability, and writing proficiency are influenced by both morphological awareness and reading comprehension, reflecting the interconnected nature of these literacy skills.



The Cognitive-Linguistic Theory provides a robust framework for understanding the interplay between morphological awareness and reading comprehension. This theory supports the notion that morphological awareness helps break down and understand complex words, which enhances reading comprehension by improving word recognition and meaning interpretation. Reading Comprehension Relies on both cognitive and linguistic skills, including the ability to understand and integrate morphological information. Effective comprehension facilitates the development of other literacy skills such as vocabulary, spelling, and writing.

In examining the role of morphological awareness in literacy development, the theoretical framework is enriched by integrating findings from one key studies. The studies by Berninger, Abbott, Nagy, and Carlisle (2010) further substantiate the impact of morphological awareness on literacy skills. Their study, "Growth in Morphological Awareness in Grades 1 to 6," provides empirical evidence that morphological awareness develops significantly from early to upper elementary grades and is a predictor of various literacy skills. This research emphasizes that as students progress through school, their growing morphological awareness contributes to improvements in reading comprehension and writing proficiency.

By incorporating these studies into the theoretical framework, it becomes evident that both morphological and phonological awareness are integral to literacy development. Morphological awareness supports advanced literacy skills and enhances comprehension by aiding in the understanding of complex word structures, while phonological awareness forms the foundation for early reading



This comprehensive approach, grounded in Cognitive-Linguistic Theory, explores the interconnections of cognitive and linguistic processes in fostering literacy skills.

By applying this theory, the study aims to measure and analyze how morphological awareness influences reading comprehension and other related literacy skills among college students. This approach helps in understanding how different aspects of linguistic awareness contribute to overall literacy development.

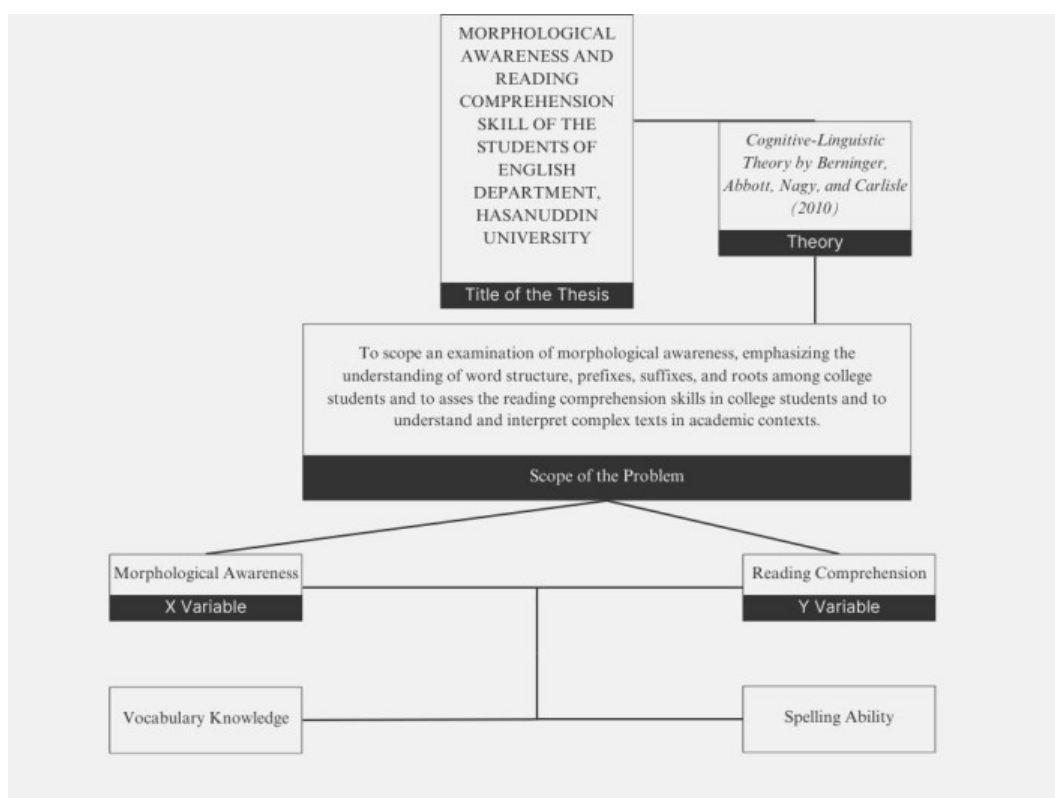


Figure 1 Theoretical Framework

In this figure:

- Higher levels of morphological awareness will positively impact reading comprehension. Enhanced ability to decode and understand complex words through morphological awareness will improve overall reading comprehension.



- Higher reading comprehension scores will positively impact vocabulary knowledge, spelling ability, and writing proficiency. Effective reading comprehension supports the development and application of these literacy skills.
- Morphological awareness positively affects vocabulary knowledge, and spelling ability. Understanding morphemes aids in vocabulary development, and correct spelling.
- Vocabulary knowledge, and spelling ability are influenced by both morphological awareness and reading comprehension. These skills are interrelated and contribute to overall literacy development.

This conceptual framework provides a structured approach to investigating the interplay between morphological awareness, reading comprehension, and related literacy skills, offering a comprehensive perspective on literacy development.

