THE EFFECTIVENESS OF MORPHOLOGICAL AWARENESS INSTRUCTION TOWARDS STUDENTS' VOCABULARY BUILDING AT MAN 1 BLITAR

THESIS

By:

Ahmad Zulfahmi Muwafiq Billah

NIM. 18180025

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

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THESIS

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This Thesis Arranged to Fulfil the Undergraduate Program English Education Department
Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang

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APPROVAL SHEET

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Ahmad Zulfahmi Muwafiq Billah
NIM. 18180025

Has been approved by the advisor for further approval by the Board of Examiners

Advisor,

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

Acknowledged by
Head of English Education Department,

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

The Honorable,
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University
In

     Malang

Assalamu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing technique, and after reading students' thesis as follow:

Name	: Ahmad Zulfahmi Muwafiq Billah
Student ID Number	: 18180025
Department	: English Education
Thesis	: The Effectiveness of Morphological Awareness Instruction Towards Students' Vocabulary Building at MAN 1 Blitar

Therefore, we believed that the thesis of Ahmad Zulfahmi Muwafiq Billah has been approved for further approval by the board of examiners.

Wassalamualaikum Wr.Wb

Advisor,

Nur Fitria Anggrisia, M.Pd

NIP. 19890901 20180201 2 156

APPROVAL

This is to certify that the thesis of Ahmad Zulfahmi Muwafiq Billah has been approved by the advisor for further approval by the board of examiners.

Malang, December 7, 2022
Advisor,

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

LEGITIMATION SHEET

THE EFFECTIVENESS OF MORPHOLOGICAL AWARENESS INSTRUCTION TOWARDS STUDENTS' VOCABULARY BUILDING AT MAN 1 BLITAR

THESIS

by:

Ahmad Zulfahmi Muwafiq Billah (18180025)

Has been defended in front of the board of examiners on the date of 20th December 2022 and declared PASS

Accepted as the requirement of the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,   Signature

1. Harir Mubarok, M.Pd   Chairman
   NIP. 19870708 20180201 1 152

2. Nur Fitria Anggrisia, M.Pd   Advisor
   NIP. 19890901 20180201 2 156

3. Dr. Alam Aji Putera, M.Pd   Main
   NIP. 19890421 20180201 1 153   Examiner

Approved by

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim Malang State Islamic University

Prof. Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

v

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirahim,

Herewith, I:

Name   : Ahmad Zulfahmi Muwafiq Billah

Student ID Number   : 18180025

Department   : English Education

Address   :DsnTebokan RT 01 RW 05, Ds
                        Boro,Kedungwaru,Tulungagung, Jawa Timur

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1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
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3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, December 06, 2022
The Researcher,

Ahmad Zulfahmi M B
NIM.18180025

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MOTTO

"As a man, you have no other choice but being strong. Your dreams don't care if

you are tired."

THESIS DEDICATION

I dedicate this thesis to the prettiest woman on earth, my mother Titik Anjarwati, my father Faqih Syafaat, my brother and sisters, and also my whole family that always be my home. I also dedicate this thesis to my friend Tono, Rijal P, and Jalendu who had given their time to support me to finish the thesis.

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In the name of Allah, the most gracious, the most merciful.

Glory be to Allah SWT, that because of all his mercies and blessings the author could finish this thesis as the final project in the bachelor's degree. Shalawat and Salaam are always been upon our beloved prophet Muhammad SAW who has taught us the right path, namely Islam.

The process of writing this thesis entitled "The Effectiveness of Morphological Awareness Instruction Towards Students' Vocabulary Building at MAN 1 Blitar" cannot be separated by the support and involvement of some honorable people. Thus, the author early mentioned Miss Nur Fitria Anggrisia, M.Pd., as the advisor that has been giving suggestions, motivations, support, and counsel for the author to finish this thesis. In addition, the author would like to mention:

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2. Prof. H. Nur Ali, M.Pd, as the Dean of the Faculty of Education and Teacher Training.

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4. All my beloved lecturers in English Education Department.

5. To all teachers and officers in Foreign Language Development Institute

6. All members of Majelis Warkop Soekarno

7. All writer friends in English Education Department 2018

Malang, December 4th, 2022

Ahmad Zulfahmi M B

NIM. 18180025

ARABIC-LATIN TRANSLITERATION GUIDE

Below is the transliteration of Arabic-Latin that is brought by the Religion Minister and the Education Minister of the Republic of Indonesia:

Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

TABLE OF CONTENT

ABSTRACT

Billah, Ahmad Zulfahmi Muwafiq (2022) The Effectiveness of Morphological Awareness Instruction Towards Students' Vocabulary Building at MAN 1 Blitar. Thesis of English Education Department at Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor, Nur Fitria Anggrisia, M.Pd.

Keywords: Vocabulary building, Morphology, EFL Students

Vocabulary is one of the three basic parts of language expression, along with speech and grammar. L2 (second language) communication cannot occur in a meaningful way without a wider range of words being used, regardless students' well performance on grammar and pronunciation. For that reason, vocabulary learning is essential for a student in learning a language. However, based on the observation results in the preliminary study, many students at MAN 1 Blitar that still have low vocabulary proficiency.

Morphology is a branch of linguistics that study the formation of words. One of the methods to form a word is affixation. It is the process of adding or removing prefix and suffix in words. Students' ability to recognize and manipulate affixes in words is called morphological awareness. When students have mastered this ability, it is possible for them to guess the meaning of unfamiliar words. In other words, it may help them to enrich their vocabulary. Thus, the researcher decided to conduct this study to find the effectiveness of morphological awareness instruction in the vocabulary-building process of senior high school students.

The true experimental design is used in this study using a quantitative approach. The participants of the study were randomly chosen by Mrs. F, the English teacher of the tenth grader students at MAN 1 Blitar. The descriptive text material was chosen by Mrs. F as the main material to be carried out in this research. 60 students in total as participants were divided into two groups, experimental and control groups. The experimental group received morphology treatment three times meeting in three weeks, while the control group received traditional descriptive text material in the same amount of time. A post-test was conducted in both groups to acquire the data. The researcher used SPSS.25 to analyze the data.

The findings of this research show a considerable difference between the experimental and control group post-test outcomes. The experimental average post-test score is 68.40, greater than the 53.80 control average post-test score. The independent t-test was carried out to find the significant difference between the two average scores. The result of the independent test revealed that there is a significant difference between the two average scores. It may be inferred that the use of the morphological awareness instruction is effective to improve English vocabulary skill on senior high school students at MAN 1 Blitar.

ABSTRAK

Billah, Ahmad Zulfahmi Muwafiq (2022) Efektivitas Pengajaran Kesadaran Morfologi Terhadap Pengayaan Kosakata Siswa di MAN 1 Blitar. Skripsi, Jurusan Pendidikan Bahasa Inggris. Pembimbing, Nur Fitria Anggrisia, M.Pd.

Kata Kunci: Membangun kosa kata, morfologi, Siswa EFL

Kosakata adalah salah satu dari tiga bagian dasar ekspresi bahasa, bersama dengan ucapan dan tata bahasa. Komunikasi L2 (bahasa kedua) tidak dapat terjadi dengan cara yang bermakna tanpa penggunaan kosakata yang lebih luas, terlepas dari kemampuan siswa yang baik dalam tata bahasa dan pengucapan. Oleh karena itu, pembelajaran kosakata sangat penting bagi seorang siswa dalam mempelajari suatu bahasa. Namun, berdasarkan hasil observasi pada studi pendahuluan, banyak siswa di MAN 1 Blitar yang masih memiliki kemampuan kosa kata yang rendah.

Morfologi adalah cabang linguistik yang mempelajari pembentukan kata. Salah satu dari cara pembentukan kata adalah afiksasi. Ini adalah proses menambah atau menghapus awalan dan akhiran dalam kata-kata. Kemampuan siswa untuk mengenali dan memanipulasi imbuhan dalam kata-kata disebut kesadaran morfologi. Ketika siswa telah menguasai kemampuan ini, mereka dapat menebak arti dari kata-kata yang tidak dikenal. Dengan kata lain, itu dapat membantu mereka untuk memperkaya kosa kata mereka. Dengan demikian, peneliti memutuskan untuk melakukan penelitian ini untuk menemukan keefektifan instruksi kesadaran morfologis dalam proses pembentukan kosakata siswa sekolah menengah atas.

Rancangan eksperimen sebenarnya yang digunakan dalam penelitian ini menggunakan pendekatan kuantitatif. Peserta penelitian dipilih secara acak oleh Ibu F, guru Bahasa Inggris siswa kelas X MAN 1 Blitar. Materi teks deskriptif dipilih oleh Ibu F sebagai materi utama yang akan dilaksanakan dalam penelitian ini. Total 60 siswa sebagai peserta dibagi menjadi dua kelompok, kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen mendapatkan perlakuan morfologi sebanyak tiga kali pertemuan dalam tiga minggu, sedangkan kelompok kontrol mendapatkan materi teks deskriptif tradisional dalam jumlah waktu yang sama. Sebuah postes dilakukan pada kedua kelompok untuk memperoleh data. Peneliti menggunakan SPSS.25 untuk menganalisis data.

Temuan penelitian ini menunjukkan perbedaan yang cukup besar antara hasil post-test kelompok eksperimen dan kontrol. Nilai rata-rata postes eksperimen adalah 68,40, lebih besar dari nilai rata-rata postes kontrol 53,80. Uji-t independen dilakukan untuk menemukan perbedaan yang signifikan antara dua skor rata-rata. Hasil uji independen mengungkapkan bahwa ada perbedaan yang signifikan antara dua skor rata-rata. Dapat disimpulkan bahwa penggunaan instruksi morphological awareness efektif untuk digunakan pada pembelajaran kemampuan kosa kata bahasa Inggris pada siswa SMA di MAN 1 Blitar

مختصرة نبذة

المدراسة لطلاب المورفولوجي الوعي تعليم خلال من المفردات بناء (٢٠٢٢) موفق زلفهمي أحمد بالله، وتدريب، التربية كلية الإنجليزية، اللغة تعليم قسم .الجامعي البحث .بليتار الأولى الثانوية أنجريسيا، فطرية نور :المشرف .مالانج الإسلامية الحكومية إبراهيم مالك مولانا جامعة .الماجستير

طلاب اللغة الإنجليزية كلغة أجنبية ، الصرف علم ، المفردات بناء :المفتاحية الكلمات

يحدث أن يمكن لا .والقواعد الكلام إلى جنبًا اللغوي، للتعيير الأساسية الثلاثة من الأجزاء أحد هي المفردات النظر بغض الكلمات، من أوسع نطاق استخدام بدون مغزى ذات بطريقة الثانية اللغة اتصال ضروريًا أمرًا المفردات تعلم يعد السبب، لهذا .والنطق القواعد في الجيد الطلاب أداء عن العديد فإن الأولية، الدراسة في الملاحظة نتائج على بناءً ذلك، ومع .اللغة تعلم في للطالب منخفضة بكفاءة يتمتعون يزالون لا باليتار الأولى الحكومية الثانوية المدراسة في الطلاب من .المفردات في

هي كلمة تكوين طرق إحدى .الكلمات تكوين يدرس الذي اللغة علم فروع من فرع هو المورفولوجي علم على الطلاب قدرة تسمى .الكلمات في واللاحقة البادئة إزالة أو إضافة عملية إنها .اللصق هذه الطلاب يتقن عندما .المورفولوجي الوعي ومعالجتها الكلمات في الألقاب على التعرف إثراء على يساعدهم قد آخر، بمعنى .المألوفة غير الكلمات معنى تخمين يمكنهم القدرة، الوعي تعليم فاعلية مدى لمعرفة الدراسة هذه إجراء الباحثة قررت وهكذا .مفرداتهم .الثانوية المرحلة طلاب لدى المفردات بناء عملية في المورفولوجي

الدراسة في المشاركين اختيار تم .كمي نهج باستخدام الدراسة هذه في الحقيقي التجريبي التصميم استخدام تم في العاشر الصف لطلاب الإنجليزية اللغة معلمة ، "F" السيدة قبل من عشوائي بشكل "F" السيدة قبل من الوصفي النص مادة اختيار تم .باليتار الأولى الحكومية الثانوية المدراسة تقسيم تم المجموع في طالبًا ٦٠ .البحث هذا في إجراؤها سيتم التي الرئيسية المادة باعتبارها التجريبية المجموعة تلقت .ضابطة ومجموعة تجريبية مجموعة مجموعتين، إلى المشاركين المجموعة تلقت بينما أسابيع، ثلاثة في الاجتماع في مرات ثلاث المورفولوجي العلاج في لاحق اختبار إجراء تم .الزمنية الفترة نفس في التقليدي الوصفي النص مادة الضابطة .البيانات لتحليل "SPSS.25" الباحث استخدم .البيانات على للحصول المجموعتين كلا

.الضابطة والمجموعة التجريبية للمجموعة البعدي الاختبار نتائج بين كبيرًا اختلافًا البحث هذا نتائج تظهر الضابطة النتيجة متوسط من أكبر ٦٨،٤٠ هو التجريبي الاختبار بعد ما درجة متوسط أظهرت .متوسطتين درجتين بين الكبير الفرق لإيجاد المستقل اختبار إجراء تم ٥٣،٨٠ .أن على الاستدلال يمكن .متوسطتين درجتين بين كبير فرق وجود المستقل الاختبار نتيجة لدى الإنجليزية اللغة مفردات مهارة لتحسين فعال المورفولوجي الوعي إرشادات استخدام .باليتار الأولى الحكومية الثانوية المدراسة طلاب

CHAPTER 1

INTRODUCTION

The first chapter consists of some necessary points dealing with the research study. It presents the background of the study, research question, the objective of the study, the significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the study

Vocabulary is one of the three basic parts of language expression, along with speech and grammar. To convince the importance of learning vocabulary, McCarthy (1990) stated that "L2 (second language) communication cannot occur in a meaningful way without wider range of words being used, regardless students' well performance on grammar and pronunciation." For that reason, vocabulary learning is essential for a student in learning a language. Acquiring many vocabularies is fundamental to understanding or be understood the words that are being spoken or written in the process of language communication. Vocabulary misuse and lack of vocabulary may affect the improvement of students' language levels.

There are many simple vocabulary misuse errors made by Indonesian EFL learners, such as "I'm boring…" (supposed to be I'm bored) and "the different is…" (supposed to be the difference is). These small mistakes still often happen even after

having the twelve-year studying English. When the students are being asked what makes English difficult, most of them give the same answer that they do not understand what they have learned at school. It is blurry and confusing. The more they learn English, the more they get confused. Memorizing vocabulary and translating them into Indonesian are the only things that they remember in English class to read English texts. The teacher's explanation seems like does not ease their problem, whereas most of the time teacher explains grammatical tense such as present tense, future tense, past tense, and so on. Meanwhile, the learning objectives in the latest curriculum of Indonesia for junior high school, the Merdeka Belajar curriculum (Ministry of Education and Culture, 2022), mentioned that English students of junior high schools are aimed to be able to communicate in English both in oral and written form. It means that senior high school students are supposed to go beyond the communication in the English stage. Therefore, teachers need to implement other strategies than just asking the students to translate and memorize the vocabulary or explain grammatical tense.

تَشْكُرُوْنَ لَعَلَّكُمْ ۙ وَالْاَفْـِٕدَةَ وَالْاَبْصَارَ السَّمْعَ لَكُمُ وَّجَعَلَ شَيْـًٔاۙ تَعْلَمُوْنَ لَا اُمَّهٰتِكُمْ بُطُوْنِ مِّنْ اَخْرَجَكُمْ وَاللّٰهُ

And Allah brought you out of the wombs of your mothers while you knew nothing, and give you hearing, sight, and intellect so perhaps you would be thankful (An-Nahl: 78).

The Quran verse in An-Nahl (16):78 stated that there are three learning components: *al-sam'a* (hearing), *al-bashar* (sight), *al-fuad* (intellect). It means that

learning English through listening and reading is essential, and as stated above that both of the skills cannot be mastered without vocabulary learning.

To achieve the goal of fluent English language production, vocabulary has a significant role. As mentioned above, communication in L2 cannot happen in any meaningful way without words to express in a broader range. To enrich L2 students' vocabulary, morphological awareness capable of fulfilling that needs (Barcroft, 2004; Jornlin, 2015). Students' comprehension that affixes (prefix and suffix) could be attached or removed in order to change word's function or meaning is the definition of morphological awareness (Ebbers, 2017). The discussion of prefixes and suffixes (collectively called affixes) can be found in morphology. As a branch of linguistics, morphology is the study and description of the smallest units of meanings–morphemes (Apel and Hennesy, 2017). Soifer (2005) argued that morphology is a matter in terms of developing vocabulary and well decoding action.

Many words contain more than one morpheme. For example, there are two morphemes in the word 'dogs': 'dog' as the root, which gives us the meaning of animal, and 's' as the suffix inflectional morpheme, which provides us with the information there is more than one dog. Oftentimes, individuals convey their message to another, written or spoken, using the morphemes but not consciously considering or thinking of the morpheme being produced. One of the important things in developing vocabulary is to understand that words are connected to their meaning related by spelling (Stowe, 2019).

Students will enrich their vocabulary constantly if they understand the concept of morphological awareness. When students with morphological awareness encounter an unfamiliar word in a text, they will be able to break it down using their understanding of the prefixes, suffixes, and base words (roots) to conclude the meaning of the whole word (Apel & Henbest, 2016). For example, an accomplishment of the prefix "over-" with the meaning "too much" may help the students to perceive that "overreacting" means "reacting too much."

Several previous studies had discussed morphological awareness on vocabulary building. Priskinanda et al. (2021) had conducted research to analyze the effect of morphological awareness instruction on Indonesian ESL students' vocabulary development and reading comprehension. They discovered a positive outcome by teaching students with morphological instruction compared to students who were not. Alsaeedi (2017) found that the intervention of morphological instruction in Saudi EFL classes could improve the first semester students' vocabulary acquisition and their morphological awareness. In accordance with that, Akbulut (2017) stated that morphological direction helps Turkish students to have better vocabulary understanding. The ability to recognize morphemes (prefixes, suffixes, and root) helps them to find the relationship between a root and its meaning, thus that improve vocabulary.

To find the research problems, the researcher went on the observation as a preliminary study in MAN 1 Blitar. The researcher's preliminary study coincided with PKL activities, which are accomplished in two months. Based on the observation in the preliminary study, there are many students of MAN 1 Blitar who

study in EFL class still have difficulties in expressing their opinions, thoughts, and answers in English, either spoken or written. This finding is the impact of the lack of vocabulary comprehension mastered by the students.

Based on the previous and preliminary studies above, the researcher aims to examine the effectiveness of morphological awareness instruction on MAN 1 Blitar students' vocabulary. The previous studies above have emphasized the same aspect of the importance of morphological awareness instruction to improve students' vocabulary acquisition, this research study also aims to develop more positive impacts of morphological attitude among students in developing vocabulary. Hence, the researcher decided to undertake a study of vocabulary building through morphological awareness instruction.

1.2 Research Question

The researcher focuses on one research question that is formulated based on the description of the background of the study above:

1. Is it effective to use the morphological awareness instruction in students' vocabulary building?

1.3 The Objective of the Study

In concordance with the research question above, the aim of this study is:

1. To analyze the effectiveness of morphological awareness instruction on vocabulary building to senior high school students at MAN 1 Blitar

1.4 The Significance of the Study

Regarding to the utility of this research, the researcher concludes there are two areas that could utilize this study:

1. Theoretical Significance

   The results of this study could theoretically provide insightful knowledge and an overview of vocabulary building by applying morphological awareness in senior high school students.

2. Practical Significance

   a. For practical users, especially Indonesian EFL teachers, this research provides an overview of the process of vocabulary enrichment through morphological analysis. This vocabulary teaching approach is rarely applied at the senior high school level, though capable of bringing significant progress. Hence, this research could be a reference or assess the way of teaching vocabulary, develop some better aspects in term of education, and adapt to a future problem that might occur in terms of education.

   b. The next researcher could utilize this research as a reference to conduct similar study regarding vocabulary enrichment through morphology.

1.5 Scope and Limitation

According to the objective and goal of the research above, this research mainly discusses the effect of the implementation of morphological awareness instructions on senior high school students' vocabulary building. The subject is the

10th-grade students at MAN 1 Blitar that have been observed in a preliminary study before

1.6 Definition of Key Terms

There are some important terms that called as the key terms in this study that the reader should understand. Below are the definition of each key terms of this stidy:

- Morphological Awareness: Students' ability to recognize, identify, and manipulate the prefixes and suffixes in a root word, either added or taken away.

- Vocabulary Building: A set of familiar words within a person's language is called vocabulary. A vocabulary, usually developed with age, serves as a valuable and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the most significant challenges in learning a second language. The process in acquiring more vocabularies is called vocabulary building. The researcher only focus on descriptive text vocabulary material in this research.

- EFL Classroom (Students at MAN 1 Blitar): English as a Foreign language, or commonly known as EFL, is a term for English students who live in a country that doesn't use English as a main language. These countries usually put English as the third or fourth language in regular communication. The participants in this study are learning English in MAN 1 Blitar, East Java, Indonesia which represents the EFL Classroom activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some theories from related literature will be described to strengthen the study. This chapter consists of several main variables, they are Vocabulary Learning, Vocabulary Growth, Morphology and Morphemes, Morphological Awareness, The Contribution of Morphological Awareness to Vocabulary Growth, EFL, and Previous Study.

2.1 Vocabulary Building

Vocabulary is essential to understand the words that are being spoken or written. It is also the primary carrier of meaning. According to Khany & Khosravian (2014), students who do not have adequate vocabulary or word-learning knowledge have many struggles in their formal educational process, leading to a sequence of frustration and continued disappointment. ESL or EFL students are the most to understand the substance of vocabulary. Many research has been conducted on the importance of vocabulary learning. Some research has been carried out on the substance of studying vocabulary. For example, Zimmerman (2005) stated that students' vocabulary proficiency and size determine their language knowledge. Additionally, Laufer (1998) found that vocabulary comprehension has an influence on several kinds of reading skills that affect the model of the text, the grammar, and

the construction of schemata. Furthermore, students' vocabulary deficiency may constrain their understanding of a text.

Learning words entails learning their connotations, syntax, synonyms, antonyms, and semantic meanings, which caused learning vocabulary to be a long process (Nagy & Scott, 1990). Zimmerman (1997) stated that many teachers and researchers giving more focus on syntax and phonology instead of focusing on vocabulary that is more important to get the English learning progress. However, in the second language acquisition area, the importance of vocabulary has been discussed in previous research. For example, Perez (1981) revealed that daily oral vocabulary instruction could increase the understanding of words and their meanings to 75 language-minority Mexican American third-graders. Moreover, August et al. (2005) found that various assessments of vocabulary after the instructional period (15 weeks directions on learning words and learning morphology) could increase the level of bilingual and monolingual fifth-grader students' ELL.

There are many vocabulary learning strategies that could be implemented in EFL class, and teachers should determine which one is suitable for the students. Ghalebi et al. (2020) revealed that there are some different methods used by undergraduate and postgraduate students in vocabulary learning. The study found that postgraduate students use social learning, metacognitive, and cognitive strategies. Meanwhile, undergraduate students use memory learning, affective, and determination strategies. These different strategies fulfill the needs both of undergraduate and postgraduate students. Students could grow their vocabulary

better when they learn vocabulary using the proper description of morphological instruction (Long and Rule, 2004). Morin (2003) encourages to apply the morphological instruction to help L2 learners build on vocabulary size. Thus, the focus of this research is to compare the effect of morphological awareness instruction on students' vocabulary in contrast to traditional vocabulary instruction.

2.2 Vocabulary Growth

Students' ability to use morphological analysis is indicated by their vocabulary growth (Al-Farsi, 2008). There are many studies that discuss the correlation between morphological awareness and vocabulary growth (White et al., 1989; Wysocki & Jenkins, 1987; Nagy & Anderson, 1984; Singson et al., 2000; Stemberg, 1987).

Several schools unclearly introduced morphemes as "word chunks". The morpheme itself has the essential role to deliver meaning. Some words may contain more than one morpheme that is considered as *morphologically complex.* The complex morphology is mainly arranged on meaning-bearing morphemes, so that studying morphology is almost inseparable from studying vocabulary.

According to Baayen & Schreuder (2003), when someone trying to produce words using morphological process, it often occurs subconciously, at an apparently inborn, having an excellent bearing on the natural human ability to develop language step by step, including an expansive vocabulary, and the ability to arrange coherent sentences. The growth of morphological processing, along with the growth of vocabulary, is a moderate process that begins early.

Through implicit natural morphological processing, children may slowly produce and acknowledge words of increasing complexity. However, the implicit knowledge becomes more explicit, metacognitive, declarative, and more useful with instruction in morphology (Ebbers, 2017). With declarative knowledge, students can state that the prefix *anti-* denotes 'against, opposite of' while auto-denotes 'self, same' and then utilize this knowledge to good use when reading, writing, speaking, and listening.

2.3 Morphology and Morphemes

Morphology comes from the Greek, that is 'morph' and '-ology' which means 'form' and 'the study of something'. Morphology has essential impacts on the perception and development of English words. Students could breakdown and examine the words themselves to make new meanings, as morphology works in various ways. Morphology is a branch of linguistics that describes the process of how words are formed. According to Aronoff & Fudeman (2005), the study of how words are formed, their structure, and the process in word-formation are covered in linguistic morphology.

Wilson (2005) stated that an effective and suitable method for studying and applying word structure and word formation to learn vocabulary is direct morphology. Students can learn to examine and breakdown words' roots and affixes. As a result, the root word and affixes can be recognized easily by the students and they may acknowledge other unknown words (Carreker, 2005).

A minimal unit that has constant meaning and form is called a morpheme. Coates (1999) states that a morpheme has a role to deliver the same or related meaning when paired with different root words (e.g. mis- in *mislead* and *misinterpret*). For example, the word *irreplaceable* consists of three morphemes: *'ir-', 'replace', 'able'*. The root of this word is '*replace*'. The basic form of a word that cannot be divided into other morphemes refers to a root. A root itself can stand alone without being attached with any affixes (e.g. *place* in *irreplaceable*). Meanwhile, the morpheme irreplaceable is called a stem. According to Aronoff and Fudeman (2005), a substructure unit that is attached with one or more than one affixes is called a stem. The morpheme ir- and -able in irreplaceable are called affixes. Al Farsi (2008) stated that affixes are divided into prefixes (bound morphemes that are paired in front of a stem), suffixes (bound morphemes that are paired at the end of a stem), circumfixes, and infixes (not relevant in English).

Morphemes are classified into four categories: derivational, inflectional, bound, and free morphemes. Derivational morphemes are the ones that set up a new word by changing its meaning or its part of speech (e.g. *sad/sadly* or *happy/unhappy*). There are two kinds of derivational morphemes (O'Grady and Cuzman, 1997). First, the base word is modified by derivational morphemes and changed the way to stress the base refers to class 1 (e.g. *–ion* in *creation*, *-al* in *burial*). Second, derivational morphemes do not modify the base refers to class 2 (e.g. *-ful* in *useful*, *-ment* in *treatment*). Meanwhile, morphemes that are attached to a root word without modifying its meaning and part of speech are called inflectional morphemes (e.g. egg/eggs). Morphemes that could be recognized alone without

being attached with other morphemes as the roots refer to free morphemes. Free morphemes can be in the form of lexical (e.g. *reach* in *unreachable*) or grammatical (e.g. *or*). On the other hand, bound morphemes cannot stand alone, they need to be attached to other morphemes though they are included as parts of words. Bound morphemes can be lexical (e.g. *'-sent'* in *dissent*) or grammatical (e.g. *-s* in *books*).

Inflectional morphology awareness can help students with grammatical accuracy. However, derivational morphology awareness is important to them for the growth of their vocabulary comprehension. The role of morphological awareness in the development of EFL students' vocabulary is the focus of this study. Furthermore, this research is arranged to investigate the effect of morphological awareness on students' L2 vocabulary among EFL students in a senior high school.

2.4 Morphological Awareness

The ability to examine, analyze, and reflect on the morphemic components in words refers to morphological awareness (Carlisle, 2010). Additionally, Yücel-Koç (2015) stated that "morphological awareness is the same as declarative knowledge that can be explained, that being so it is an explicit knowledge". In short, morphological awareness is students' skill to recognize and manipulate morphemes in roots. According to Al Farisi (2008), "people oftentimes confuse about morphological awareness and morphology acquisition. Morphological awareness implicit learners' use of metacognitive methods of manipulating and reflecting word formation rules to derive the meaning of new words in the nonappearance of communicative context. Meanwhile, morphology acquisition is described as the

cognitive ability to utilize and comprehend morphological structure in natural speech. Hence, morphological awareness falls into the umbrella of morphology acquisition".

Carlisle (2010) said, "there are three common tasks or models to measure morphological awareness: (a) a decision about the relation or judgment (e.g. Does the word happiness comes from the word happy?); (b) decomposition abilities (e.g. bringing. Could you ___ a glass of water? Correct answer: bring); (c) production (e.g. sing. She was a well-known ___. Correct answer: singer)".

2.5 The Contribution of Morphological Awareness to Vocabulary Growth

As mentioned before, the ability to change and manipulate morphemes' structure and meaning in words is called morphological awareness. It contains the knowledge of inflectional and derivational morphology. According to Schreuder and Baayan (1995), students' automatic word recognition is improved by morphological awareness. Students' morphological knowledge helps them to analyze and evaluate morphemes as a whole word via decoding. Yücel-Koç (2015) said, "Morphological awareness again can help students with deciphering meaning, phonology, and orthography of a word. In the long term, this skill can help students with automatic word recognition". Al Farsi (2008) states that "the intervention of morphological awareness can equip L1 children and L2 students with some strategies for addressing the meaning of new words". Kuo and Anderson (2006) indicate that "morphological awareness comprises primarily knowledge about the matching of meaning and sound in a language and the word-formation rules that lead the possible combination of morphemes. For example, in the word *beautiful*.

Students who are morphologically aware and understand the relationship between the root (*beauty*) and the suffix (*-ful*), their meanings, and how they can be combined to form the word *beautiful*. They would get a better understanding of the parallels to other words ending in *-ful*, such as *healthful*, *purposeful*, and *graceful*". It means they understand when a noun comes up with the suffix -ful being changed to an adjective.

Students' morphological awareness is improved with language experience and their age, they could form precise derivational structures once they have developed their awareness (McCutchen and Logan, 2011). Furthermore, according to them, "strategic use of morphological analysis may help children obtain support comprehension and new vocabulary". Bellomo (2009) found that in spite of their native language, students would get better vocabulary scores if they received morphology lessons.

2.6 EFL Classroom

EFL classroom refers to the English educational activities where English is not students' dominant language and they are in a country where English is not the national language. For example, Indonesian students study English in a class in the region of Indonesia.

To master English toward EFL, practice is the most important thing, especially orally. Interaction takes a central role in EFL classes in Indonesia, since developing interactive learning is required. Yanita, et.al, (2016) stated that how well teachers take a role in developing an interactive class with students is the essential

thing to a successful learning activity. To conduct an interactive class, Afifah, et.al, (2017) said that a well-organized teacher's communication is needed. It means that teachers should engage students more often in the interaction process in the class, not only give the material in a teacher-centered way. It can be assumed that communication has the capacity to give meaningful learning to students in EFL classroom.

2.7 Previous Study

Several studies regarding the correlation between morphological awareness and vocabulary growth have been conducted. Priskinanda et al. (2021) conducted research to investigate the effect of morphological awareness instruction on Indonesian ESL students' vocabulary and reading. There were 60 students of a Senior High School in Pleret, Bantul, Yogyakarta in total being involved as participants. A set of questionnaires and tests (vocabulary, morphology, and reading) were used to collect the data. This experimental study results revealed that students' vocabulary was appreciably increased as well as their reading skill after they received the morphological treatment. Moreover, according to the questionnaires, about 65 percent of students agree that the treatment helps them to understand related new words with the same affixes.

Another study was conducted by Akbulut (2017) that analyzed the effect of morphological class study on students' morphological awareness and vocabulary knowledge. About fifty-two undergraduate preparatory students in Turkey state university were involved as participants. "Proficiency and Placement Test" was conducted by the university's Foreign Languages Development to determine their

English level. The placement test revealed that the participants of this study are at an intermediate English level. The participants have been divided into two groups, the experimental and control groups. The experimental group was received thirty-six hours of morphological awareness instruction in twelve weeks, while the control group was given vocabulary lessons in a traditional way by the researcher for the same amount of time. To collect the data, the researcher used Nation's Vocabulary Level Test (2001) and Morphological Awareness Test. The result data of pre-tests and post-test showed that the experimental group acquired a higher score on vocabulary level than the control group. The findings indicate that morphological treatment could improve students' vocabulary proficiency than traditional vocabulary teaching procedures.

Alsaeedi (2017) revealed there is a noteworthy effect of morphological awareness treatment on EFL students' vocabulary growth. Sixty undergraduate students from one of the universities in Saudi Arabia have been involved. All the participants are in the process of studying in an English preparative class in the second semester and their first language is Arabic. The participants were divided into two groups, experimental and control. The researcher gave morphological treatment in the focus of basic word-formation for six weeks, while the control group received regular instruction in their English class. With a few adjustments, McLean and Kramer's New Vocabulary Level Test was adapted by the researcher to obtain the data. After received the treatment, the participants' post-test scores indicate that their vocabulary and morphological awareness were improved. Alsaeedi (2017) said, "for EFL students, morphological awareness is more helpful

than memorizing the meaning of the words because once students understand how to derive and decompose words, they can make up new words and guess the meaning of unknown vocabulary". In short, morphological awareness instruction could help students to improve their vocabulary.

Based on the previous studies above, none of them have used a particular vocabulary for the treatment in both groups. Therefore, the researcher will focus on descriptive text vocabulary material. The descriptive text material is chosen to fulfill Mrs. F's demand as the teacher of the participants. The participants as the object of this study are also different from the previous studies above. Priskinanda et al. (2021) involved 60 senior high school students in Pleret, Bantul, Yogyakarta. Akbulut (2017) involved 52 undergraduate preparatory students (intermediate English level) in Turkey state university. Al Saeedi (2017) involved 60 undergraduate students in Saudi Arabia (all students in the process of studying English in a preparative class). While this research involved 60 senior high school students in Blitar, East Java. The participants in this study is considered in low proficiency English level based on the preliminary study conducted by the researcher.

CHAPTER III

RESEARCH METHOD

This chapter embodies the descriptions of the method enrolled in the study. The descriptions consist of research design, population and sample, research instrument, instrument validity and reliability, data collection procedure, and data analysis.

3.1 Research Design

The researcher used a quantitative method to analyze the data. According to Aliaga and Gunderson in Mujis (2004), quantitative research is describing phenomena by collecting numerical data that are analyzed mathematically based on methods in the particular statistic.

Before the research was carried out, the researcher distinguished the type of research that suit the need to obtain the research objective and develop a plan. This research used a true experimental method, which was designed in the post-test only. True experimental research is a study where the researcher can control all external variables that affect the development of the study, so the internal validity is reliable. Borg & Gall (1983) stated that experimental research is the most reliable scientific research because of the strict control on the confounding variables beyond the research.

The design of this research involved two groups chosen randomly (R) that are experimental and control groups, which used post-test only. The experimental

group received extensive attention through a morphological lesson treatment (X), while the control group only received a regular lesson in their English. The post-test was given to take the score of both groups as the main data of this study. The effect of the treatment is symbolized by (O_1; O_2). The true experimental post-test only is designed as follows:

Group	Treatment	Post-test
Experiment (R)	X	O_1
Control (R)		O_2

Table 3.1: The illustration of research design true experimental post-test only

This research intended to investigate the improvement of students' vocabulary by using morphological awareness instruction at first-grade students of MAN 1 Blitar. The use of the treatment was aimed at proving whether the treatment of morphology lesson is effective to increase vocabulary or not. Thus, the effect of the treatment is known from the score comparison between the experiment and the control groups.

The researcher conducted four meetings to use the morphology treatment for the experimental group. Mrs. F who was teaching the participants of this study was directly contacted and asked to be the co-investigator in this study. She gave her permission to do the study and explained the descriptive text material that could be taken by the researcher. Hence, the researcher will focus on descriptive text vocabulary in both experimental and control groups. The schedule of the research is being planned as follows:

No	Date	Activities
1	20th August 2022	Giving the first treatment
2	27th August 2022	Giving the second treatment
3	3rd September 2022	Giving the third treatment
4	10th September 2022	Giving Post-Test

Table 3.2: Schedule of researcher's activities

3.2 Population and Sample

Ary (2009) stated that "a population is all elements of any group of people, objects, or events." In other words, a group of objects whether they are people or things that being applied to a research findings is called population. Therefore, the population of this study is the whole students of the first grade in MAN 1 Blitar.

Meanwhile, Ary (2009) stated that a sample is a smaller group from the population that is observed. It means that a sample is a part of the population that represents the entire population. The researcher had no complete control over the allocation to the experimental and control group. Hence, Mrs. F recruited the participants because she was teaching them. The sample of the study is given as follows:

Sample		Total Participants
Experimental (X.12)	Control (X.1)	
30	30	60

Table 3.3: Sample of research

3.3 Research Instrument

Research instrument refers to a tool or material to collect the data. According to Sugiyono (2013), the measuring tool in research is called an instrument. A post-test was given to the participants to collect the data. The test was in form of multiple choices, based on descriptive text material. The researcher has developed the test that focus on vocabulary mastery in the cope of descriptive text material.

3.4 Instrument Validity and Reliability

3.4.1 Validity

According to Ary et al (2010) validity related to the accuracy of the instrument, whether it can truly measure what will going to be measured. In other words, the validity concept ensures that the instrument being used is measuring what it meant to be measured. In term of language testing, Brown (2004) said that "Validity is a measurement tool which verify the assessment results are appropriate, meaningful, and useful."

To measure the validity aspect from the instrument, the researcher analyses three kinds of validity, content validity, construct validity, and item validity

    1. Content Validity

To measure to what extent does a content will be explored in research is the description of content validity. To ensure the instrument has indicative parameters of things that are expected to be measured is

the function of validity. To establish the content validity is fulfilled, the researcher used the basic competences of descriptive text material in the tenth grader students of MAN 1 Blitar. The basic competences are attached below:

Basic Competence
M5. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif
M6. Siswa mampu menganalisis struktur teks dan unsur kebahasaan dalam teks deskriptif dengan akurat
M7. Siswa mampu menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif dengan benar
M8. Siswa mampu menyebutkan minimal 10 kosakata yang terkait dengan teks deskriptif sederhana dengan benar

Table 3.4 validity content

2. Construct Validity

Construct validity is a validity that gives a perspective about the suitability between the test with the fundamental theory or the required capabilities. Ayodele (2012) said that "a device that being used in educational research based on a logical relationship between variables is called construct validity". In this study, construct validity being used to analyzed the relationship between the test and vocabulary skill. The word

"construct" referred to the dependent variable, that is vocabulary skill. The researcher developed 30 morphological questions in multiple choices form based on descriptive text vocabulary material. The material of the test spread out in the following table:

No	Test material	Total question
1.	Synonym of words	10
2.	Derivational morphemes	10
3.	Word class families	10

Table 3.5 test material

The researcher had a consultation with Mrs. F as the co-investigator and the English teacher of 10th grader at MAN 1 blitar, and a lecturer in the English Education Department that teach morphology in order to analyze the construct validity of the test. According to Mrs. F, amount 30 questions of the instrument is suitable for the participants, considering their low English level proficiency. Therefore, the researcher used 30 out of 36 questions that are declared valid. The researcher has revised the material of the test based on the suggestion the teacher and the lecturer.

3. Item Validity

Item validity is a measurement to find out the validity of an instrument. Considering the instrument developed by the researcher, that is multiple-choice questions test, the Point-Biserial correlation type is suitable to be implemented. This validity analysis technique reveals the

value of the correlation coefficient between two variables. In this research, the Point-Biserial used to analyse the correlation between each number of the instrument test and the total score item. The formula of this technque analysis is as follow:

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$SD = \sqrt{\frac{\sum X}{N} - \left(\frac{\sum X}{N}\right)^2}$$

r_{pbis} : Biserial correlation coefficient

M_p : Mean score of subjects that answered correctly the item being sought

M_t : Mean total

SD_t : Total score standard deviation

p : Proportion of respondents who answered correctly the item sought

q : Proportion of respondents who answered one of the items sought (q = 1 – p)

After implementing the formula on each number of the question, the researcher analyses the interpretation of correlation coefficient in following table:

Value r	Interpretation
0,900 s.d. 1.000 (-0,900 s.d. -1000)	Correlation (+/-) very strong
0,700 s.d. 0,900 (-0,700 s.d. -0,900)	Correlation (+/-) strong

0,500 s.d. 0,700 (-0,500 s.d. -0,700)	Correlation (+/-) medium
0,300 s.d. 0,500 (-0,300 s.d. -0,500)	Correlation (+/-) low
0,000 s.d. 0,300 (-0,000 s.d. -0,300)	Correlation (+/-) very low

Table 3.6 Interpretation of correlation value (Hanief & Himawanto, 2017)

To find out the significance, the researcher compared the correlation value with *the r table* (5% significance level). The question item is considered as valid item if the correlation coefficient is more significant than r table. In contrast, the question should be revised if it was revealed as invalid. To use this analysis technique, nominal data is required as variable. The researcher used SPSS.25 to analyze the data.

The researcher conducted a try out to test the item validity. Mrs F as co-investigator has helped the researcher to conduct the test in different class. Amount 50 questions in form of multiple choices has been tested. The result of the try out revealed that 36 questions were valid, after being tested on SPSS.25. The following table shows the correlation coefficient data from the try out results.

Question Number	Point Biserial Correlation Coefficient
1	0.406*
3	0.401*
4	0.543**
5	0.418*
6	0.365*

8	0.501**
9	0.665**
10	0.706**
11	0.472**
12	0.454*
13	0.502**
15	0.584**
17	0.461*
20	0.472**
23	0.494**
26	0.476**
27	0.400*
28	0.396*
29	0.382*
31	0.434*
32	0.434*
34	0.393*
35	0.415*
36	0.391*
37	0.481**
38	0.389*
39	0.477**

41	0.409*
42	0.443*
43	0.516**
44	0.452*
46	0.372*
47	0.426*
48	0.557**
49	0.634**
50	0.528**

The * (star) symbol in the correlation coefficient column means that the question item is valid. One star symbolizes the correlation coefficient of the significance level is 1%, while two stars refers to 5% significance level. Therefore, it can be concluded that the 36 questions are valid.

3.4.2 Instrument Reliability

Instrument reliability make reference to the consistency of the instrument. Gay (2012) said that "reliability is a measurement tool which the measure will consistently give the same response under similar circumstances". In other words, the reliable instrument shows a trustworthiness in term of consistency when it is used by other researcher in different time and place.

To analyze the instrument reliability, the researcher used Cronbach's Alpha reliability formula in SPSS.25. Cronbach's Alpha formula is capable to analyze nominal data, dichotomous, and polychotomous answer scales which is required in

this research. The instrument is considered reliable if the correlation coefficient value is getting closer to 1. According to Malik & Chusni (2018), an instrument is declared reliable if the result of $r \geq 0.6$. The guideline to understand the interpretation of the correlation coefficient value can be seen in the following table.

Coefficient interval	Correlation level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

Table 3.8 Interpretation of correlation coefficient values (Malik & Chusni, 2018)

Amount 50 questions were reduced into 34 questions that has been declared as valid question after conducting the validity test. The reduced data then being inputted on SPSS 25 to find the Cronbach' Alpha reliability. Below is the result of the reliability:

Reliability Statistics

Cronbach's Alpha	N of Items
.899	36

Table 3.9 Table of reliability result

Based on the result, the 36 questions items are confirmed as reliable instrument. Following the interpretation of correlation coefficient values, 0.899 has

a very strong correlation level. Therefore, it can be concluded that the 36 questions items are reliable as research instrument.

3.4 Data Collection Procedure

The data collection technique used in this quantitative study is as follows:

1) The researcher makes observations at MAN 1 Blitar to ask Mrs. F about the secondary data, such as syllabus, material, and number of students

2) The researcher got the sample randomly chosen by Mrs. F as the teacher of the students

3) The researcher got the material from Mrs. F according to the academic schedule calendar, specifically narrative text

4) The researcher conducts the morphology instruction treatment in the experimental group in three meetings, while the control group receive the regular lesson

5) After finishing the treatment, the researcher conducts a post-test

6) The researcher conducts normality test

7) The researcher tested the result of the post-test in both experimental and control groups using an independent t-tailed test using SPSS.25.

3.5 Data Analysis

An action of analyzing, examining, and classifying the results from the research instrument (field notes transcripts, questionnaire, interviews, etc) that are collected to increase our own understanding and let us present what is our discovery to others is data analysis (Bogdan and Sugiyono, 1987:90).

To find out any possibilities that show a significant difference in terms of the post-test mean value score between the experimental and control groups, the researcher conducted the independent t-test manually and using SPSS.25. Below are the steps of conducting manual independent t-test:

1. Calculate both the experimental and control groups' post-test scores

2. Manage the scores in form of a table to ease the data analysis process

Students' Number	Experimental Group Scores	Control Group Scores
1		
2		
3		

3. Determine research hypothesis
   - H0: The null hypothesis means there is no significant difference between the post-test mean scores of the experimental and the control group
   - Ha: The alternative hypothesis means there is a significant difference between the post-test mean scores of the experimental and the control group
   - Using a two-tailed hypothesis to determine if there is any difference between experimental and control post-test scores. The two-tailed test covers the possibility of both positive and negative differences.

4. Determine significance level

- Significance level $\alpha = 5\%$

5. Determine the formula being used

    - Independent t-test formula

6. Determine hypothesis rule

    - If $t_{count} > t_{table}$, H_0 rejected

    - If $-t_{table} \leq t_{count} \leq t_{table}$, H_0 accepted

7. Determine the t_{count} and t_{table}

    a. Tabulating the data

Students	Experimental Scores (X_1)	Control Scores (X_2)	$(X_1 - \bar{X}_1)$	$(X_2 - \bar{X}_2)$
1				
2				
3				
Σ				

    b. Calculate the $\bar{X}$

    $$\bar{X}_1 = \frac{\Sigma X_1}{n_1}$$

    $$\bar{X}_2 = \frac{\Sigma X_2}{n_2}$$

    $n_1 = $ *total students in experimental group*

    $n_2 = $ *total students in control group*

    c. Calculate the variance (S^2)

    $$S_1^2 = \frac{\Sigma(X_1 - \bar{X}_1)^2}{n_1 - 1}$$

$$S_2{}^2 = \frac{\sum(X_2 - \bar{X}_2)^2}{n_2 - 1}$$

d. Calculate the t_{count}

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1{}^2+(n_2-1)S_2{}^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

e. Determine the t_{table}

- $t_{table} \rightarrow$ significance level α = 5% = 0,05, because the use of two tailed

  test therefore α/2 = 0,05/2 = 0,025

- *df (degree of freedom)* = n -2

- t_{table} $t_{(α,df)}$

8. Conclude the result according to the hypothesis rule

9. The researcher used SPSS.25 to compare the result

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the results and discussion of the research will be explained, including data description, normality testing, data analysis, and hypothesis testing.

4.1 Finding

4.1.1 Descriptive Data Analysis of Experimental Group's Post-test

Conducted on September 10th, this post-test activity asked the students to finish 30 vocabulary questions based on descriptive text material independently. The goal of this test was to reveal students' vocabulary knowledge in the experimental group after receiving morphological awareness treatment. The results of students' post-test can be seen in table 4.1 below:

Num.	Initials Name	Score
1	FFA	88
2	AJAN	64
3	APWA	76
4	KN	76
5	RNF	76
6	STC	58
7	MTN	67
8	AUS	82
9	NFB	73
10	FNA	46

11	NS	70
12	MZS	40
13	DAP	58
14	FM	43
15	NS	76
16	IIM	76
17	ASNH	85
18	MHA	82
19	FH	64
20	NPS	52
21	MFI	73
22	MZA	73
23	ANH	82
24	BIL	61
25	JKM	49
26	TNH	73
27	ZDH	64
28	IMF	73
29	NAZ	70
30	MLH	82

Table 4.1 The post-test results of the experimental group

According to the table, the lowest score that achieved by the experimental class on the test is 40, while the highest score is 88. To obtain a histogram

chart and more detailed data analysis description, the researcher used SPSS.25.

Below is the histogram chart of the data above.
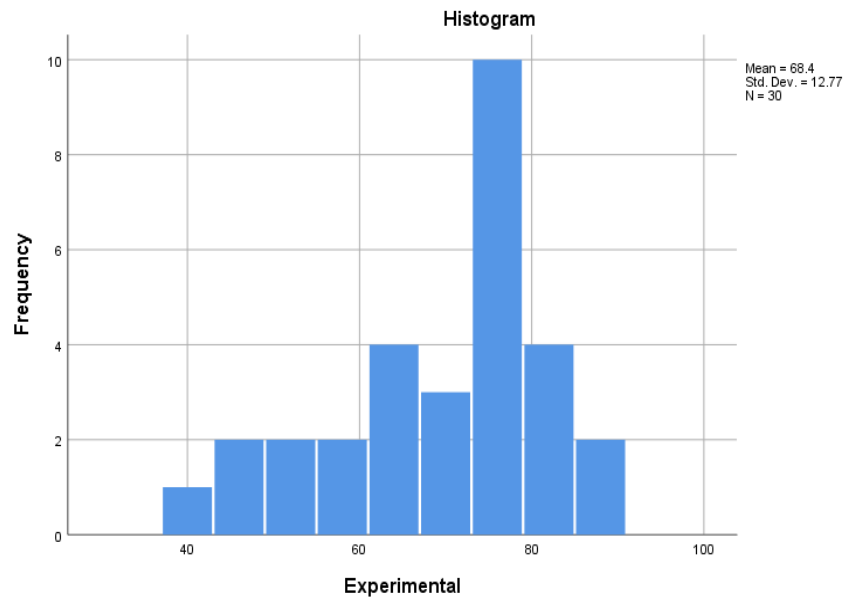
4.1 The figure of histogram chart of the experimental group's post-test

The histogram chart above revealed a range of values of the experimental group's post-test. It is conspicuous there are 7 students who lie on the scale of numerals between 40 and 60, 17 students who acquired scores on the scale of numerals between 60 and 80, and 6 students that achieved scores more than 80. In addition, the researcher added up the table below to provide a more detailed descriptive analysis.

Statistics

Experimental

N	Valid	30
	Missing	0
Mean		68.40
Std. Error of Mean		2.331
Median		73.00
Mode		73
Std. Deviation		12.770
Variance		163.076
Range		48
Minimum		40
Maximum		88
Sum		2052

Table 4.2 Descriptive statistic experimental group's post-test

The table above showed the detailed descriptive data that have been divided into several data points. It revealed the mean was 68.40, and 73.00 was shown as the median or the middle value of this post-test experimental data. The table has shown 73 as the mode, the most frequently appearing value in the data. The range of possible scores was 48, as the maximum score value was 88 and the minimum score value was 40. The total score of this data was 2052. Variance refers to a measurement of how far each value spread from the mean in a data set. The table above revealed that the variance was 163.076. Standard deviation is a measure of how the data is distributed in relation to the mean. It

is commonly used to find out if the sample data represent the whole population. It could indicate that the sample of the data is appropriate if the standard deviation value is lower than the mean of the data. The table above revealed that the standard deviation was 12.770 that lower than the mean. The standard error indicates how much the sample's mean would differ if a study is repeated using new samples from within a single population. The standard error of this study is considered low as the table revealed its' value was 2.331.

**4.1.2 Descriptive Data Analysis of Control Group's Post-test**

Conducted on the same day as the experimental group, this post-test was carried out to reveal the students' vocabulary skill after being taught the normal descriptive material. With the same question items given, below are the results of the control group's post-test.

Num.	Initials Name	Score
1	PL	37
2	BKN	61
3	FBK	49
4	RM	76
5	MAZM	43
6	LWM	49
7	WIL	31
8	ASA	43
9	MAM	79

10	MFI	82
11	MIA	67
12	MFR	28
13	HT	31
14	NM	40
15	AFD	40
16	AZ	58
17	DFN	58
18	NH	55
19	UAAH	52
20	AK	52
21	MIS	82
22	SAM	73
23	NH	34
24	NS	58
25	AKA	85
26	NSL	79
27	CAA	37
28	ZTJ	49
29	MPDP	34
30	HA	52

Table 4.2 The post-test results of the control group

According to the table, the lowest score that achieved by the control class on the test is 28, while the highest score is 85. To obtain a histogram chart and more detailed data analysis description, the researcher used SPSS.25. Below is the histogram chart of the data above.
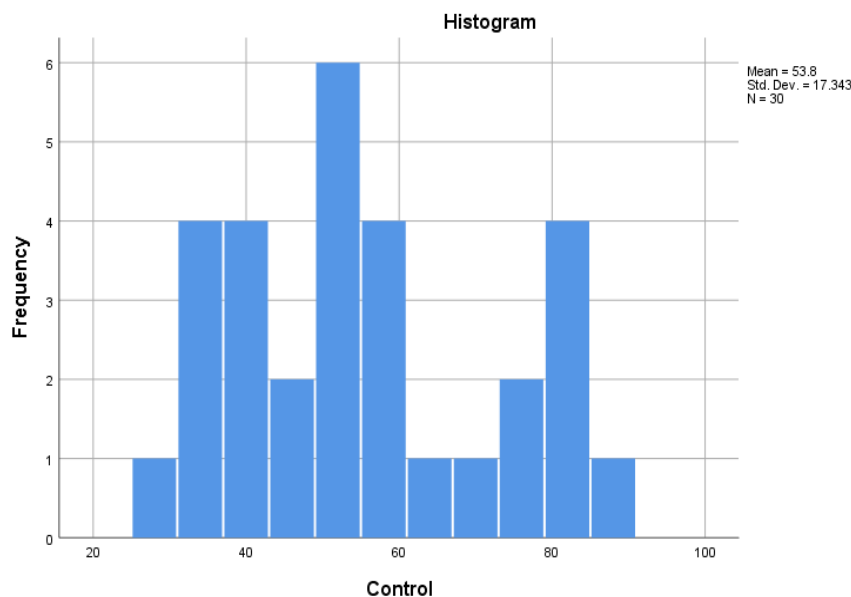
4.2 The figure of histogram chart of the control group's post-test

The histogram chart above revealed a range of values of the control group's post-test. It is conspicuous there are 9 students who lie on the scale of numerals between 20 and 40, 12 students who acquired scores on the scale of numerals between 40 and 60, 4 students that obtained scores on the scale of numerals between 60 and 80, and 5 students that achieved scores more than 80. In addition, the researcher added up the table below to provide a more detailed descriptive analysis.

Statistics

Control

N	Valid	30
	Missing	0
Mean		53.80
Std. Error of Mean		3.166
Median		52.00
Mode		49
Std. Deviation		17.343
Variance		300.786
Range		57
Minimum		28
Maximum		85
Sum		1614

Table 4.2 Descriptive statistic control group's post-test

The table above showed the detailed descriptive data that have been divided into several data points. It revealed the mean was 53.80, and 52.00 was shown as the median or the middle value of this post-test experimental data. The table has shown 49 as the mode, the most frequently appearing value in the data. The range of possible scores was 57, as the maximum score value was 85 and the minimum score value was 28. The total score of this data was 1614. Variance refers to a measurement of how far each value spread from the mean in a data set. The table above revealed that the variance was 300.786. Standard deviation is a measure of how the data is distributed in relation to the mean. It is commonly used to find out if the sample data represent the whole population.

It could indicate that the sample of the data is appropriate if the standard deviation value is lower than the mean of the data. The table above revealed that the standard deviation was 17.343 that lower than the mean. The standard error indicates how much the sample's mean would differ if a study is repeated using new samples from within a single population. The standard error of this study is considered low as the table revealed its' value was 3.166.

4.1.3 The Result of Normality Testing

The normality test is a required test before conducting parametric test statistics. It is aimed to determine whether the distributed data is normal or not. In this research, the normality test was carried out after the post-test in both the experimental and control group has done. The researcher used the Shapiro-Wilk normality formula on SPSS.25 as the sample of the study is fewer than 100. It can be considered that the data were normally distributed if the significance value is greater than 0.05. In contrast, the data is not normally distributed if the significance value is lower than 0.05. Below is the result of the Shapiro-Wilk normality test.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test X.12 experimental	.174	30	.021	.934	30	.061
Post-test X.1 control	.108	30	.200[*]	.935	30	.065

Table 4.3 Normality test result

The normality test result from SPSS.25 above revealed that the experimental group had a 0.061 significance value, while the control group had a 0.065 significance value. As the researcher used the Shapiro-Wilk normality test formula, then the significance value that is valid is on the Shapiro-Wilk table. Both the experimental and control groups had a significance value that is greater than 0.05. Therefore, the post-test data of both the experimental and control groups have a normal distribution.

4.1.4 The result of Independent T-Test and Hypothesis Testing

To find out whether there is a significant difference or not between the experimental and control groups, an independent t-test has been conducted by researcher. An independent t-test is a parametric statistic that determines if there is a significant difference between the means in two different and unrelated groups. After conducting the normality test, which resulted that the data is normally distributed, the independent t-test is possibly conducted. Below is the result of the independent t-test of the experimental and control groups' post-test on SPSS.25.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test result	Equal variances assumed	3.203	.079	3.713	58	.000	14.600	3.932	6.729	22.471
	Equal variances not assumed			3.713	53.302	.000	14.600	3.932	6.714	22.486

Table 4.4 Results of independent t-test

As stated in the table above, there are two independent t-test results showed up, "equal variances assumed" and "equal variances not assumed" rows. Levene's test table revealed that the significance was 0.079, which was greater than 0.05. According to Sujarweni (2014), this result leads to an interpretation that the experimental and control group has equal variances or are homogenous. Hence, the interpretation of the output table above is based on the value of the "equal variances assumed" row.

Furthermore, based on the "equal variances assumed" row, it was revealed that the t-test had a 0.000 significance value. As a result, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, which means there is a significant difference between the experimental and control groups' mean. Therefore, it can be assured that morphological awareness instruction treatment in this study has a significant influence on building students' vocabulary skill since it contributed to increasing students' vocabulary skill.

4.2 Discussion

This research was conducted at MAN 1 Blitar to find out the effectiveness of morphological awareness instruction in the vocabulary-building process. The sample of this research was chosen randomly by Miss F, the co-investigator in this study. As the teacher who taught the tenth grader in the school, Miss F appointed X.12 and X.1 classes as the experimental and control groups. The participants were 60 students in total. Miss F provided descriptive text material to be carried out in the process of giving treatment, the morphological awareness instruction.

To determine the effectiveness of morphological awareness instruction in vocabulary-building, the researcher conducted a post-test. After giving the treatment which is morphological awareness instruction in the experimental class and traditional material in the control class, the post-test was carried out. The researcher used SPSS.25 to find out the relationship of the post-test results between the two classes.

The descriptive data analysis revealed that the mean score of the experimental class was 68.40, while the control class acquired a 53.80 average score. According to this descriptive data result, it can be seen that there is a mean score difference between the experimental and control classes. To prove whether that mean score difference is significant or not, the independent samples t-test is required to be conducted.

Before conducting the independent samples t-test, the data must be assured to have a normal distribution. The researcher then conducted a normality test as a prerequisite test. Using SPSS.25, it was revealed that the significance value of the experimental and control classes is 0.061 and 0.065. As both significance values are greater than 0.05, the data were declared normally distributed and an independent t-test is possibly conducted.

The independent samples t-test was conducted using SPSS.25. The research findings have revealed that the results of the experimental and control groups' post-test showed a 0.000 significance value. This value obviously is lower than 0.05. Hence, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It can be interpreted that morphological awareness instruction is effective to help students' vocabulary-building process.

The results of this study are in line with the previous study conducted by Alsaeedi (2017) about the effectiveness of vocabulary acquisition through morphological awareness instruction. His study revealed that morphological awareness helped Saudi English learners, which are undergraduate EFL learners, to improve their morphology and vocabulary knowledge. According to Alsaeedi (2017) morphological awareness instruction made the students feel easier to study vocabulary. The students could generate new words and guess unfamiliar words meaning after they comprehended the way to attach and remove morphemes in a word. His study declared the same independent t-test result as the researcher in this study, which is the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It means that

morphological awareness instruction significantly helps students raise their vocabulary skill. Using different subjects, the researcher conducted the same study as Alsaeedi. This research engaged the first semester of 10th graders at one of the senior high schools in East Java, Indonesia. In line with the previous study, morphological awareness being taught in the experimental class made the students feel joy to learn vocabulary in a new way. It was evidenced that morphology is effective to help students enhance their vocabulary by the independent t-test analysis result. The result stated that there is a significant difference between the mean value of the experimental and control groups.

The theoretical framework is also in line with the result of the study. Regarding the benefit of morphological awareness to vocabulary, Kuo and Anderson (2006) said that "morphological awareness comprises primarily knowledge about the matching of meaning and sound in a language and the word-formation rules that lead the possible combination of morphemes. For example, in the word *beautiful*. Students who are morphologically aware and understand the relationship between the root (*beauty*) and the suffix (*-ful*), their meanings, and how they can be combined to form the word *beautiful*. They would get a better understanding of the parallels to other words ending in *-ful*, such as *healthful*, *purposeful*, and *graceful*". The students in the experimental group also obtained this benefit. During the treatment process, students were mostly engaged to break down the affixes in words. As a result, they could guess the meaning of unfamiliar words attached to those affixes. In long-term benefits, they could recognize the affixes easily in words and manipulate them

to create a new word. This is way more effective than asking the students to remember vocabulary in a traditional way. The mean value of the experimental group that is higher than the control group proves that morphological awareness contributes to students' vocabulary improvement.

CHAPTER V

CONCLUSION

In this chapter, the conclusion based on the finding and discussion in the previous chapter will be explained. Some suggestions for future research are also comprehended in this chapter.

5.1 Conclusion

The finding of this research has revealed that morphological awareness instruction gave a significant impact on students' vocabulary skill. It was proven by the result of the independent t-test which showed a 0.000 significance value that is lower than 0.05. Following this result, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. This means that there is a significant mean value difference between the experimental and control groups. Therefore, it can be considered that morphological awareness instruction could help students to raise their vocabulary as the experimental group achieved a higher mean score than the control group. It was revealed in the discussion of the study that deriving and decomposing morphemes in a word is more helpful than just memorizing vocabulary. Students with this ability may guess the meaning of unfamiliar words using the derived and decomposed morphemes.

During the treatment process in the experimental group, that is morphological awareness teaching activity, the researcher found the students feel excited and curious. They have a good willingness to learn something new, despite it didn't instantly improve their vocabulary. According to Nagy

& Scott (1990), learning vocabulary is a long-term process because it entails learning their connotations, syntax, synonym, antonym, and semantic meanings too. Regarding the post-test results, many students had a wrong choice in the "word class families" questions part. It seemed that they could do better in the "derivational" questions part because they had acquired the ability to break down the morphemes in words, but they didn't understand the word class of those words (more than a morpheme). Since the time to do the research is limited, the researcher couldn't give more intense material to the students. The researcher believes that the continuous morphological treatment would get the better result of this issue.

5.2 Suggestion

Below are several suggestions the researcher made referring to the results of this study.

1. English teacher

    As the result of this study showed a positive impact of morphological awareness instruction, the researcher suggests English teachers use it to teach vocabulary comprehension in EFL classes. This method can give a different experience for students to understand more about vocabulary. Considering vocabulary is one of the English basic skills, teachers must find the best methodology to encourage the students, and morphological awareness could be one of the suitable methods.

2. Further researcher

    This research could be a reference for future researchers. However, the experiment in this research was conducted in a limited time and there is no pre-test section in both group Thus, the researcher compared the post-test results of both groups. It is suggested the future researchers to replicate this study with the pre-test conducted. It is also recommended to conduct this study on different students' levels.

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APPENDICES

Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1712/Un.03.1/TL.00.1/08/2022	03 Agustus 2022
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala MAN 1 Blitar
di
    Blitar

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Ahmad Zulfahmi Muwafiq Billah
NIM	:	18180025
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2022/2023
Judul Skripsi	:	**Vocabulary Building Through Morphological Awareness Instruction on Senior High School Students at MAN 1 Blitar**
Lama Penelitian	:	**Agustus 2022** sampai dengan **Oktober 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Validation Sheet

Validation Sheet

English Morphological Awareness Test

"Vocabulary Building Through Morphological Awareness Instruction on Senior High School Students at MAN 1 Blitar"

Validator	:	Nur Fitria Anggrisia, M.Pd
NIP	:	19890901 20180201 2 156
Expertise	:	Linguistic (Morphology)
Instance	:	Maulana Malik Ibrahim State Islamic University Malang
Validation Date (dd/mm/yyyy)	:	

A. Introduction

This validation sheet aims to get an assessment from the Validator (Mr/Ms) on my research instrument in the form of 50 English language questions in the form of multiple choice. This instrument will address the research subject, namely the 10th-grade senior high school students. Any comments and suggestions given are very important for the researcher to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking () with the following criteria following the columns below:
   1 : Very Poor
   2 : Poor
   3 : Average
   4 : Good
   5 : Excellent
2. Please give comments and suggestion in the columns below

C. Validation Sheet

No.	Aspect	Score				
		1	2	3	4	5
1	**Suitability of Instrument with basic competencies** **Basic Competence** M5. Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif M6. Siswa mampu menganalisis struktur teks dan unsur kebahasaan dalam teks deskriptif dengan akurat M7. Siswa mampu menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif dengan benar M8. Siswa mampu menyebutkan minimal 10 kosakata yang terkait dengan teks deskriptif sederhana dengan benar					
2.	The suitability of the sociocultural/sociolinguistic competence of the instrument with the student's abilities.					
3.	The suitability of the instrument's discourse competence with students' abilities.					
4.	The suitability of the instrument's axial competence with students' abilities.					
5.	Answer choices must be homogeneous and logical in terms of material aspect.					
6.	Each question must have one correct answer or the most correct.					
7.	The subject matter does not contain a statement which is a double negative.					
8.	The subject matter must be formulated clearly and unequivocally.					

Description of the rubric:

Questions number 1 to number 6 are indicators of the material aspects of the instrument, while questions from numbers 7 to 10 are indicators of the construction aspect of multiple-choice questions.

Suggestion:

1. Pay attention to the questions' variation

2. Attach the descriptive text to answer several questions

3. One of the question variations is derivational morphology

4. The other one is word class families

5. Give proper instruction

6. The multiple choice answer can be in four choices (a,b,c, and d)

5. CONCLUSION

Based on the validation sheet above, it can be concluded that the instruments that have been made are:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. ~~The instrument can be used without revision.~~

2. The instrument can be used with slight revision

3. ~~The instrument can be used with many revisions~~

4. ~~The instrument cannot be used~~

Malang, June 5, 2022
Validator

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

Post-test Questions

Name   :

Class/num   :

This is a vocabulary test. The test will be delivered in three sections. Each section will be provided with a direction and example. Read the text before answering the questions!

Section 1: Choose the closest meaning of the bold word

Example question

see: They **saw** it.

a. cut

b. waited for

c. looked at   The correct answer is c

Ijen Crater is the biggest crater lake in Java. The sulfur crater lake **lies** between natural dams of deeply etched rock. It is 200 meters deep and **contains** about 36 million cubic meters of steaming acid water, shrouded in a smelling swirling sulfur cloud. Inside the crater, the different color and size of stones are found. Indeed the crater of Ijen is a beautiful garden of stone as well.

The principal **attraction** at Ijen is the large crater lake that has much sulfur, which lies between shear walls of deeply furrowed rock at more than 200 meters. The Ijen crater itself lies at **approximately** 2,300 meters above sea level. It forms a twin volcano with the now **extinct** Mount Merapi.

1. Lie: The sulfur crater lake **lies** between …

A. Reposes

B. Dishonest

C. Stands

2. Contain: It is 200 meters deep and **contains** about …

A. Embodies

B. Precludes

C. Seals

3. Attract: The principal **attraction** at Ijen is …

A. Repulsion

B. View

C. Interest

4. Approximate: The Ijen crater itself lies at **approximately** 2.300 meters …

A. Exactly

B. Around

C. Similarly

5. Extinct: … a twin volcano with the now **extinct** Mount Merapi

A. Living

B. Extant

C. Inactive

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of **ancient** Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is **influenced** by the Gupta architecture of India. The temple is **constructed** on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and **surrounded** by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit **extends** through some 4.8 km of passage and stairways.

6. Ancient: … Syailendra dynasty of **ancient** Mataram kingdom

A. Recent

B. Contemporary

C. Prehistoric

7. Influence: Its construction is **influenced** by the Gupta …

A. Dominated

B. Inspired

C. Directed

8. Construct: The temple is **constructed** on a hill …

A. Demolished

B. Disassembled

C. Manufactured

9. Surround: The first five terraces are square and **surrounded** by …

A. Ringed

B. Guarded

C. Shaped

10. Extend: The way to the summit **extends** through …

A. Shortens

B. Reduces

C. Expands

Example question

Injustice : …

a. In + justice   The correct answer is a

b. Injust + ice

c. In + just + ice

Pandas are bear-like animals which **originally** live in the center and western part of China. Pandas have distinguishing **features** that make them different from other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black **marks** make Pandas unique and different. Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas' diet is **totally** different from other species of bear; in which they prefer bamboo over others. 90% of pandas' diet consists of bamboos. That is why pandas have **adapted** their body to help them in eating bamboo. Pandas have a big jaw with tough muscles and strong molars to crush bamboo so they can extract the nutrients they need.

11. **Originally : ...**

A. Origin + ally

B. Ori + ginal + ly

C. Original + ly

12. **Distinguishing : ...**

A. Dis + tinguish + ing

B. Distinct + uish + ing

C. Distinguish + ing

13. **Features : …**

A. Feature + s

B. Feat + ature + s

C. Feature + es

14. **Western : …**

A. Wester + n

B. We + stern

C. West + ern

15. **Adapted : …**

A. Adapt + ed

B. A + dapt + ed

C. Adap + ted

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore's size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, and Orchard Road.

16. **International : …**

A. Inter + national

B. Internation + al

C. Inter + nation + al

17. **Education** : …

A. Educate + ion

B. Edu + cate + ion

C. Educate + tion

18. **Entertainment** : ...

A. Enter + tain + ment

B. Entertain + ment

C. Enter + tainment

19. **Independence** : …

A. In + dependence

B. In + depend + ence

C. Independent + ence

20. **Manufacturing** : …

A. Manufact + touring

B. Manu + facture + ing

C. Manufacture + ing

Section 3: Choose the best attachment that suits the word's class

Example question

Happy + -ness = noun

Happy + …   = adverb

a. -er

b. -ly   The correct answer is b

c, -able

Maudy Ayunda is my favorite **artist**. She is so **beautiful** and smart. She has made me fall in love with her since I first saw her on TV. My first time seeing her is when she promotes a beauty product on a TV's **advertisement**. Since then, she has played in movies and also become a singer. Her voice is also **attractive**. I have liked her song since the first time I heard it. Maudy also cares about her education. I hear now she is studying somewhere at **foreign** university. I hope she will make new movies and songs soon.

21. Art + -ist = noun

Art + …   = adjective

A. -ic

B. -istic

C. -s

22. Beauty + -ful   = adjective

Beautiful + …   = adverb

A. -ly

B. -ness

C. -ing

23. Advertise + -ment   = noun

Advertise + …   = adjective

A. -er

B. -ing

C. -able

24. Attract + -ive   = adjective

Attractive + …   = noun

A. -ity

B. -ness

C. -ly

25. Foreign   = adjective

Foreign + … = noun

A. -ation

B. -er

C. -ity

A female tiger gives birth to a litter of three or four cubs, who she will **care** for until they are a year-and-a-half old. These cubs quadruple in size during their first month!

The **powerful** predator generally hunts alone, able to bring down prey such as deer and antelope. Tigers wait until dark to **hunt**. The tiger sprints to an unsuspecting animal, usually pulling it off its feet with its teeth and claws. If the prey animal is large, the tiger bites its throat to **kill** it; smaller prey is usually killed when the tiger **breaks** its neck. Tigers have been known to eat up to 80 pounds of meat in one night, but more often they consume about 12 pounds during a meal. It may take days for a tiger to finish eating its kill. The cat eats until it's full, and then covers the carcass with leaves and dirt. The tiger comes back to feed some more.

26. Care   = verb

Care + …   = adjective

A. -ness

B. -less

C. -ed

27. Power + -ful   = adjective

… + power   = verb

A. Co-

B. Im-

C. Over-

28. Hunt   = verb

Hunt + …   = noun

A. -ing

B. -able

C. -er

29. Kill   = verb

Kill + …   = adjective

A. -ing

B. -able

C. -er

30. Break + s   = verb

Break + …   = adjective

A. -able

B. -ness

C. -er

Syllabus

A. IDENTITAS

Nama Dokumen : Alur Tujuan Pembelajaran

Mata Pelajaran : Bahasa Inggris

Fase : E

Kelas : X semua program pilihan

B. CAPAIAN PEMBELAJARAN FASE E

Pada akhir fase E, Siswa menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Siswa menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia Siswa di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Siswa memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

C. CAPAIAN BERDASARKAN ELEMEN

ELEMEN	CAPAIAN
Menyimak	Menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda
Berbicara	Menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Memberikan pendapat dan membuat perbandingan. Menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks
Membaca	Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mencari dan mengevaluasi detil spesifik dan inti dari berbagai

	macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.
Memirsa	Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Menulis	Menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran Siswa terhadap tujuan dan target pembaca. Membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar
Mempresentasikan	Menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

ALUR TUJUAN PEMBELAJARAN

2. ELEMEN: Membaca – Memirsa

CAPAIAN PEMBELAJARAN	KONTEN MATERI	TUJUAN PEMBELAJARAN	PROFIL PELAJAR PANCASILA	PERKIRAAN JUMLAH JAM
Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif	Descriptive 1. Definisi, fungsi sosial, struktur teks, unsur kebahasaan Descriptive text 2. Descriptive text example and information in the text 3. Adjectives used to describe things, places or person	M5. Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif M6. Siswa mampu menganalisis struktur teks dan unsur kebahasaan yang digunakan dalam teks deskriptif dengan tepat dan akurat M7. Siswa mampu menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif dengan benar	Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri	2 JP 2 JP 2 JP 2 JP

		M8. Siswa mampu menyebutkan minimal 10 kosakata yang terkait dengan teks deskriptif sederhana dengan benar		

MODUL AJAR

Nama Sekolah	:	**MAN 1 BLITAR**
Nama Guru	:	SITI FATIMAH, S.Pd
Nama Mapel	:	BAHASA INGGRIS
Fase/Kelas	:	E/X
Capaian Pembelajaran	:	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
Elemen	:	Membaca – memirsa Menulis - mempresentasikan
Materi	:	Deskripsi teks
Jumlah JPL/Pertemuan	:	2 JP x 4 Pertemuan

A. INFORMASI UMUM

1	**Kompetensi Awal :** <mark>Kompetensi awal yang harus dikuasai sebelum pembelajaran (Kompetensi prasyarat)</mark>: Peserta didik menguasai Simple Present Tense		**Moda Pembelajaran :** Tatap Muka
2	**Profil Pelajar Pancasila :** 1. Bergotong royong 2. Mandiri 3. Bernalar kritis 4. Kreatif	5	**Target Peserta Didik :** Siswa regular, Siswa dengan kesulitan belajar, Siswa dengan pencapaian tinggi.
3	**Sarana Prasarana :** *1. Teks visual* *2. LCD Projector* *3. Komputer/laptop* *4. Jaringan internet* *5. Slide presentasi*	6	**Model Pembelajaran :** Discovery Learning

B. KOMPONEN INTI

1	**Tujuan Pembelajaran :** M5. Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif M6. Siswa mampu menganalisis struktur teks dan unsur kebahasaan yang digunakan dalam teks deskriptif dengan tepat dan akurat M7. Siswa mampu menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif dengan benar M8. Siswa mampu menyebutkan minimal 10 kosakata yang terkait dengan teks deskriptif sederhana dengan benar M9. Siswa mampu menyusun teks deskriptif tulis sederhana	5	**Kegiatan Pembelajaran :** a. Pendahuluan *1.* Guru memberi salam, menanyakan kabar dan menanyakan peserta didik yang tidak hadir di kelas. *2.* Salah satu siswa/ketua kelas memimpin berdoa untuk memulai pembelajaran. *3.* Guru mempersiapkan fisik dan psikis untuk mengikuti pembelajaran. *4.* Guru memberikan asesmen awal. *5.* Peserta didik menjawab pertanyaan pemantik yang terkait dengan kehidupan sehari-hari seperti menanyakan tentang hewan peliharaan di rumah,

dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks pada akhir pembelajaran		benda kesayangan, seseorang yang istimewa, atau tempat favorit untuk dikunjungi. 6. Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai b. Inti PERTEMUAN 1 **Fase 1. Stimulation (stimulasi /pemberian rangsangan)** Guru memberikan brainstorming tentang morfologi dan hubungannya dengan kosakata **Fase 2. Problem statemen (pertanyaan/indentifikasi masalah)** Guru bersama peserta didik menganalisa masalah umum terkait kosakata yang dikuasai. **Fase 3. Data collection (pengumpulan data)** 1. Peserta didik menyimak presentasi yang dijelaskan oleh guru 2. Peserta didik mencatat informasi penting dari penjelasan guru. **Fase 4. Data processing (pengolahan data)** Peserta didik mendiskusikan dan menganalisa fungsi morfologi dalam meningkatkan kosakata untuk mempelajari teks tulis deskriptif berjudul "Tanjung Puting National Park" serta berlatih penerapannya. **Fase 5. Verification (pembuktian)** Peserta didik melengkapi hasil diskusinya dengan berlatih mengalisa

<table>
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kosakata pada teks "Tanjung National Park".

Fase 6. Generalization (menarik kesimpulan dan mengkomunikasikan)

1. Perwakilan peserta didik menyampaikan hasil diskusinya di depan kelas secara bergantian.
2. Peserta didik memberi tanggapan terhadap hasil diskusi kelompok lain.
3. Peserta didik menarik kesimpulan terkait fungsi morfologi terhadap pengayaan kosakata pada teks berjudul "Tanjung Puting National Park"
4. Guru memberikan penguatan terhadap jawaban peserta didik**.**

PERTEMUAN 2

Fase 1. Orientasi siswa kepada masalah

1. Guru memberi apersepsi tentang fungsi morfologi terkait peningkatan pengetahuan kosakata pada materi teks deskripsi tulis sesuai dengan konteks penggunaannya dan memberi stimulus

2. Guru memotivasi siswa untuk mengajukan pertanyaan terkait dengan stimulus yang diberikan.

Fase 2. Mengorganisasi siswa untuk belajar

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			3. Siswa dikelompokkan, kemudian dibimbing agar siswa menyebutkan kosakata teks deskripsi yang terdiri lebih dari satu morfem untuk dianalisa
			
			4. Guru membantu siswa untuk membedakan kosakata yang mengandung satu morfem atau lebih
			
			Fase 3. Membimbing penyelidikan individu maupun kelompok
			
			    5. Guru membantu siswa dalam menganalisis dan membedah kosakata lebih dari satu morfem dalam teks deskripsi
			
			    6. Guru mendorong siswa agar pro aktif baik secara individu maupun kelompok untuk mengumpulkan data.
			
			Fase 4. Mengembangkan dan menyajikan hasil kerja
			
			    7. Guru menunjuk kelompok tampil di depan kelas untuk mempresentasikan hasil kerjanya.
			
			Fase 5. Menganalisis dan mengevaluasi proses pemecahan masalah
			
			    8. Guru memberikan pertanyaan singkat untuk mengukur pemahaman siswa.
			
			    9. Guru memberi review dan klarifikasi terhadap kekeliruan baik secara konseptual maupun secara procedural.

		PERTEMUAN 3
		Fase 1. Orientasi siswa kepada masalah
		1. Guru memberi apersepsi tentang fungsi morfologi terkait peningkatan pengetahuan kosakata pada materi teks deskripsi tulis sesuai dengan konteks penggunaannya dan memberi stimulus
		2. Guru memotivasi siswa untuk mengajukan pertanyaan terkait dengan stimulus yang diberikan.
		Fase 2. Mengorganisasi siswa untuk belajar
		3. Siswa dikelompokkan, kemudian dibimbing agar siswa menyebutkan kosakata teks deskripsi yang terdiri lebih dari satu morfem untuk dianalisa
		4. Guru membantu siswa untuk membedakan kosakata yang mengandung satu morfem atau lebih
		Fase 3. Membimbing penyelidikan individu maupun kelompok
		5. Guru membantu siswa dalam menganalisis dan membedah kosakata lebih dari satu morfem dalam teks deskripsi
		6. Guru mendorong siswa agar pro aktif baik secara individu maupun kelompok untuk mengumpulkan data.

3			Fase 4. Mengembangkan dan menyajikan hasil kerja
			7. Guru menunjuk kelompok tampil di depan kelas untuk mempresentasikan hasil kerjanya.
			Fase 5. Menganalisis dan mengevaluasi proses pemecahan masalah
			8. Guru mengadakan tes tertulis untuk mengukur pemahaman peserta didik terkait materi yang telah disampaikan.
			9. Guru memberi review dan klarifikasi terhadap kekeliruan baik secara konseptual maupun secara procedural.
2	**Pemahaman Bermakna :** <mark>Informasi tentang manfaat yang akan diperoleh peserta didik dan penerapannya.</mark> Kita pasti mempunyai suatu hal (tempat, benda, dll) atau seseorang yang menjadi favorit dalam kehidupan. Setiap hal atau orang favorit tersebut dapat membantu memberikan semangat yang besar apabila kita membicarakannya atau bertemu dengannya. Semangat yang besar tersebut dapat dibagikan kepada orang lain apabila disampaikan dengan tepat. Maka, pembelajaran deskripsi teks dapat membantu mewujudkan hal tersebut.	6	**Asesmen dan Tindak Lanjut**: - Sebelum pembelajaran melakukan asesmen awal untuk mengetahui latar belakang dan kemampuan awal siswa. - Selama proses pembelajaran : - Asesmen formatif Asesmen sumatif di akhir semester.
3	**Pertanyaan Pemantik :** 1. Do you have a pet?	7	**Pengayaan dan Remidi :**

	2. Who is your favorite idol? 3. What is your favorite place to visit? 4. What is the difference of verb, adverbs of time, and adverbs of sequence? How is it used in descriptive text?		· Pengayaan : Pengembangan potensi agar bisa optimal ● Remidi : Bantuan dan bimbingan bagi siswa yang kurang
4	**Persiapan Pembelajaran :** 1. Guru menyusun soal asesmen awal.. 2. Melakukan asesmen diagnostic. 3. Guru mempersiapkan slide materi tentang morfologi 4. Guru mempersiapkan beberapa contoh kaitan kosakata morfologi dengan teks deskripsi 5. Guru mempersiapkan lembar kerja siswa, media dan alat yang akan digunakan selama pembelajaran. 6. Guru menyusun lembar kerja siswa. 7. Guru mempersiapkan materi terkait teks deskripsi. 8. Guru menyusun tes formatif dan sumatif.	8	**Refleksi :** ==Pengambilan kesimpulan pembelajaran dan Umpan Balik== After learning the material about Descriptive Text please answer the following questions to help you reflect on what you have learned. 1. What have you learned in this chapter? 2. Do you have any difficulties in understanding the descriptive text? What are they? 3. Can you create a written descriptive text? 4. In what activities will you apply this material in real life?

C. LAMPIRAN

1	**Slide presentasi:** https://docs.google.com/presentation/d/1jPg4VWvb6SSLVDw8B7FVQwBzDjX10ZJVhMzvaFO5a0g/edit?usp=sharing	3	**Glosarium :** **Morphology: a branch of linguistics that studies the formation of words.** **Morpheme: the smallest unit of meaning.**
2	**Bahan Bacaan Guru dan Siswa** 1. https://www.ef.co.id/englishfirst/adults/blog/akademik-english-dan-persiapan-tes-inggris/pengertian-serta-contoh-prefix-dan-suffix-dalam-bahasa-inggris/ 2. https://youtu.be/93sK4jTGrss 3. https://www.zenius.net/blog/descriptive-text	4	**Daftar Pustaka :** - Hermawan, Budi dkk. 2022. *Buku Pegangan Siswa dan Pegangan Guru : Bahasa Inggris Work in Progress.* Jakarta: Pusat Perbukuan Badan Standar Kurikulum dan Asesmen Kemendikbudristek - Kurniawan, Cicik dkk. 2022. *Buku Interactive Active English.* Klaten: Intan Pariwara - Prihartanti, Y. Ernawati, F. 2022 *Esensi Bahasa Inggris Untuk SMA/MA/SMK Kelas X (Fase E).* Surakarta : Mediatama

Blitar, 5 Agustus 2022

Mengetahui
Kepala Sekolah,

Guru Mata Pelajaran,

Drs. Winarto, M.Pd

Siti Fatimah, S.Pd

Lesson Plan (Control)

MODUL AJAR

Nama Sekolah	:	**MAN 1 BLITAR**
Nama Guru	:	SITI FATIMAH, S.Pd
Nama Mapel	:	BAHASA INGGRIS
Fase/Kelas	:	E/X
Capaian Pembelajaran	:	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
Elemen	:	Membaca – memirsa Menulis - mempresentasikan
Materi	:	Deskripsi teks
Jumlah JPL/Pertemuan	:	2 JP x 4 Pertemuan

D. INFORMASI UMUM

1	**Kompetensi Awal :** <mark>Kompetensi awal yang harus dikuasai sebelum pembelajaran (Kompetensi prasyarat)</mark>: Peserta didik menguasai Simple Present Tense		**Moda Pembelajaran :** Tatap Muka
2	**Profil Pelajar Pancasila :** 1. Bergotong royong 2. Mandiri 3. Bernalar kritis 4. Kreatif	5	**Target Peserta Didik :** Siswa regular, Siswa dengan kesulitan belajar, Siswa dengan pencapaian tinggi.
3	**Sarana Prasarana :** 1. *Teks visual* 2. *LCD Projector* 3. *Komputer/laptop* 4. *Jaringan internet* 5. *Slide presentasi*	6	**Model Pembelajaran :** Discovery Learning

E. KOMPONEN INTI

| 1 | **Tujuan Pembelajaran :** M5. Siswa mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif M6. Siswa mampu menganalisis struktur teks dan unsur kebahasaan yang digunakan dalam teks deskriptif dengan tepat dan akurat M7. Siswa mampu menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif dengan benar M8. Siswa mampu menyebutkan minimal 10 kosakata yang terkait dengan teks deskriptif sederhana dengan benar | 5 | **Kegiatan Pembelajaran :** a. Pendahuluan *1.* Guru memberi salam, menanyakan kabar dan menanyakan peserta didik yang tidak hadir di kelas. *2.* Salah satu siswa/ketua kelas memimpin berdoa untuk memulai pembelajaran. *3.* Guru mempersiapkan fisik dan psikis untuk mengikuti pembelajaran. *4.* Guru memberikan asesmen awal. *5.* Peserta didik menjawab pertanyaan pemantik yang terkait dengan kehidupan sehari-hari seperti menanyakan tentang hewan peliharaan di rumah, benda kesayangan, seseorang |

yang istimewa, atau tempat favorit untuk dikunjungi.
6. Menjelaskan tujuan pembelajaran atau capaian belajar yang akan dicapai

b. Inti
PERTEMUAN 1

Fase 1. Stimulation (stimulasi /pemberian rangsangan)

Guru memperdengarkan audio tentang lagu Bruno Mars "Just the Way You Are" untuk menstimulus penggunaan deskriptif teks pada lagu

https://youtu.be/LjhCEhWiKXk

Fase 2. Problem statemen (pertanyaan/indentifikasi masalah)

Peserta didik menganalisa bentuk teks deskriptif pada lagu yang telah diputar.

Fase 3. Data collection (pengumpulan data)

1. Peserta didik menyimak presentasi yang dijelaskan oleh guru
2. Peserta didik mencatat informasi penting dari penjelasan guru.

Fase 4. Data processing (pengolahan data)

Peserta didik mendiskusikan dan menganalisa fungsi social, struktur teks dan unsur kebahasaan teks deskriptif yang disiapkan oleh guru pada slide presentasi.

Fase 5. Verification (pembuktian)

Peserta didik melengkapi hasil diskusinya dengan menyebutkan fungsi social, struktur teks dan unsur

			kebahasaan pada teks "Tanjung Puting National Park".
			Fase 6. Generalization (menarik kesimpulan dan mengkomunikasikan)
			1. Perwakilan peserta didik menyampaikan hasil diskusinya di depan kelas secara bergantian.
			2. Peserta didik memberi tanggapan terhadap hasil diskusi kelompok lain.
			3. Peserta didik menarik kesimpulan terkait fungsi social, struktur teks, unsur kebahasaan pada teks berjudul "Tanjung Puting National Park"
			4. Guru memberikan penguatan terhadap jawaban peserta didik**.**
			PERTEMUAN 2
			Fase 1. Orientasi siswa kepada masalah
			1. Guru memberi apersepsi tentang fungsi social dan struktur teks deskriptif tulis sesuai dengan konteks penggunaannya dan memberi stimulus
			2. Guru memotivasi siswa untuk mengajukan pertanyaan terkait dengan stimulus yang diberikan.
			Fase 2. Mengorganisasi siswa untuk belajar
			3. Siswa dikelompokkan, kemudian dibimbing agar

			siswa menyebutkan fungsi social dan struktur teks deskriptif sesuai dengan konteks penggunaannya
			4. Guru membantu siswa untuk membedakan permasalahan fungsi social dan struktur teks deskriptif antara satu dengan yang lain dan mencari solusinya.
			Fase 3. Membimbing penyelidikan individu maupun kelompok
			5. Guru membantu siswa dalam menganalisis materi teks deskriptif terkait struktur teks dan unsur kebahasaan sesuai konteks
			Fase 4. Mengembangkan dan menyajikan hasil kerja
			6. Guru menunjuk kelompok tampil di depan kelas untuk mempresentasikan hasil kerjanya.
			Fase 5. Menganalisis dan mengevaluasi proses pemecahan masalah
			7. Guru memberikan pertanyaan singkat untuk mengukur pemahaman siswa.
			8. Guru memberi review dan klarifikasi terhadap kekeliruan baik secara konseptual maupun secara procedural.
			PERTEMUAN 3

			Fase 1. Orientasi siswa kepada masalah
			1. Guru memberi apersepsi tentang fungsi social dan struktur teks deskriptif tulis sesuai dengan konteks penggunaannya dan memberi stimulus
			2. Guru memotivasi siswa untuk mengajukan pertanyaan terkait dengan stimulus yang diberikan.
			Fase 2. Mengorganisasi siswa untuk belajar
			3. Siswa dikelompokkan, kemudian dibimbing agar siswa menyebutkan fungsi social dan struktur teks deskriptif sesuai dengan konteks penggunaannya
			4. Guru membantu siswa untuk membedakan permasalahan fungsi social dan struktur teks deskriptif antara satu dengan yang lain dan mencari solusinya.
			Fase 3. Membimbing penyelidikan individu maupun kelompok
			5. Guru membantu siswa dalam menganalisis materi teks deskriptif terkait struktur teks dan unsur kebahasaan sesuai konteks
			Fase 4. Mengembangkan dan menyajikan hasil kerja
			6. Guru menunjuk kelompok tampil di depan kelas untuk mempresentasikan hasil kerjanya.

4			**Fase 5. Menganalisis dan mengevaluasi proses pemecahan masalah** 7. Guru mengadakan tes tertulis untuk mengukur pemahaman peserta didik terkait materi yang telah disampaikan. 8. Guru memberi review dan klarifikasi terhadap kekeliruan baik secara konseptual maupun secara procedural.
2	**Pemahaman Bermakna :** <mark>Informasi tentang manfaat yang akan diperoleh peserta didik dan penerapannya.</mark> Kita pasti mempunyai suatu hal (tempat, benda, dll) atau seseorang yang menjadi favorit dalam kehidupan. Setiap hal atau orang favorit tersebut dapat membantu memberikan semangat yang besar apabila kita membicarakannya atau bertemu dengannya. Semangat yang besar tersebut dapat dibagikan kepada orang lain apabila disampaikan dengan tepat. Maka, pembelajaran deskripsi teks dapat membantu mewujudkan hal tersebut.	6	**Asesmen dan Tindak Lanjut:** - Sebelum pembelajaran melakukan asesmen awal untuk mengetahui latar belakang dan kemampuan awal siswa. - Selama proses pembelajaran : - Asesmen formatif Asesmen sumatif di akhir semester.
3	**Pertanyaan Pemantik :** 1. Do you have a pet? 2. Who is your favorite idol? 3. What is your favorite place to visit? 4. What is the difference of verb, adverbs of time, and adverbs of sequence? How is it used in descriptive text?	7	**Pengayaan dan Remidi :** · Pengayaan : Pengembangan potensi agar bisa optimal ● Remidi : Bantuan dan bimbingan bagi siswa yang kurang
4	**Persiapan Pembelajaran :**	8	**Refleksi :**

	1. Guru menyusun soal asesmen awal.. 2. Melakukan asesmen diagnostic. 3. Guru mempersiapkan slide materi tentang teks deskriptif 4. Guru mempersiapkan brainstorming yang menarik untuk peserta didik 5. Guru mempersiapkan lembar kerja siswa, media dan alat yang akan digunakan selama pembelajaran. 6. Guru menyusun lembar kerja siswa. 7. Guru mempersiapkan materi terkait teks deskripsi. 8. Guru menyusun tes formatif dan sumatif.		After learning the material about Descriptive Text please answer the following questions to help you reflect on what you have learned. 1. What have you learned in this chapter? 2. Do you have any difficulties in understanding the descriptive text? What are they? 3. Can you create a written descriptive text? 4. In what activities will you apply this material in real life?

F. LAMPIRAN

1	**Slide presentasi:** https://docs.google.com/presentation/d/1VWfoEUCHdbfTe_4sLXpsE_aLxkVEOexCVrDslGYlt0s/edit?usp=sharing	3	**Glosarium:** **Descriptive text: a text that describe a particular thing, person, place, or animal.**
2	**Bahan Bacaan Guru dan Siswa** 1. https://www.ef.co.id/englishfirst/kids/blog/contoh-descriptive-text-dalam-bahasa-inggris/ 2. https://youtu.be/93sK4jTGrss	4	**Daftar Pustaka :** - Hermawan, Budi dkk. 2022. *Buku Pegangan Siswa dan Pegangan Guru : Bahasa Inggris Work in Progress.* Jakarta: Pusat Perbukuan Badan Standar Kurikulum dan Asesmen Kemendikbudristek - Kurniawan, Cicik dkk. 2022. *Buku Interactive Active English.* Klaten: Intan Pariwara

	3. https://www.zenius.net/blog/descriptive-text		- Prihartanti, Y. Ernawati, F. 2022 *Esensi Bahasa Inggris Untuk SMA/MA/SMK Kelas X (Fase E).* Surakarta : Mediatama

Blitar, 5 Agustus 2022

Mengetahui
Kepala Sekolah,   Guru Mata Pelajaran,

Drs. Winarto, M.Pd   Siti Fatimah, S.Pd

Letter of Research Completion

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BLITAR
MADRASAH ALIYAH NEGERI 1 BLITAR
Jl. Raya Gaprang Kanigoro Blitar 66171 Telp. (0342) 804047
email: info@man1blitar.sch.id web: man1blitar.sch.id

SURAT KETERANGAN
Nomor : B- 807/Ma.13.31.501/Kp.01.2 /08/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri (MAN) 1 Kabupaten

Blitar menerangkan bahwa :

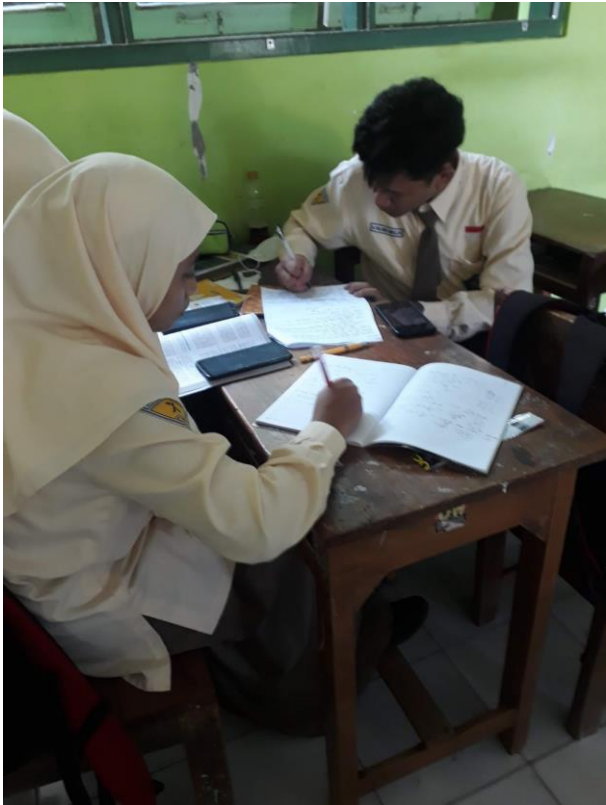|		
Nama	:	Ahmad Zulfahmi Muwafiq Billah
NIM	:	18180025
Jurusan	:	Tadris Bahasa Inggris (TBI)
Asal Perguruan Tinggi	:	Universitas Islam Negeri Malik Maulana Ibrahim Malang

Nama tersebut diatas adalah benar benar telah mengadakan penelitian di MAN 1 Blitar

terhitung mulai 06 Agustus 2022 s/d 24 September 2022 dengan judul : **" Vocabulary Building**

Through Morphological Awareness Instruction Senior High School Students at MAN 1

Blitar"

Demikian surat keterangan   ini kami   dibuat, agar dapat dipergunakan sebagaimana

mestinya.

Blitar, 25 Mei 2022
Kepala MAN 1 Blitar

Drs. Mahmudi, M.Sc.
NIP. 196710131998031001

Documentation

Thesis Consultation Logbook

BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama   : Ahmad Zulfahmi Muwafiq Billah

NIM   : 18180025

Judul   : **VOCABULARY BUILDING THROUGH MORPHOLOGICAL AWARENESS INSTRUCTION ON SENIOR HIGH SCHOOL STUDENTS AT MAN 1 BLITAR**

Dosen Pembimbing   : Nur Fitria Anggrisia, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1.	3/12/2021	Konsultasi awal terkait gambaran umum proses skripsi	
2.	17/01/2022	Konsultasi terkait bab 1	
3.	19/02/2022	Konsultasi terkait revisi bab 1 dan bab 2	
4.	27/03/2022	Konsultasi terkait revisi bab 1, bab 2, dan bab 3	
5.	31/03/2022	Konsultasi terkait revisi proposal	
6.	04/05/2022	Konsultasi terkait penelitian	
7.	05/06/2022	Validasi instrument	

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

8.	12/11/2022	Konsultasi bab 4 dan 5	
9.	30/11/2022	Konsultasi revisi bab 4 dan 5	
10.	06/12/2022	Konsultasi bab 1-5, abstrak, dan lampiran	

Menyetujui,
Dosen Pembimbing

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

Malang
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 1 001

Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: Ahmad Zulfahmi Muwafiq Billah
Tempat, Tanggal Lahir	: Tulungagung, 12 November 2000
Jenis Kelamin	: Laki – laki
Agama	: Islam
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Malang
Alamat	: RT 01 RW 05 Ds Boro Kec Kedungwaru Kab Tulungagung
No HP	: 089682175223
Email	: dzulfahmieadrya@gmail.com
Nama Wali	: Drs. Faqih Syafaat

Riwayat Pendidikan

1.	2005-2006	TK Al-Munawwar
2.	2006-2012	SDI Al-Munawwar
3.	2012-2015	MTsN 6 Tulungagung
4.	2015-2018	MAN 2 Tulungagung
5.	2018-2022	UIN Malang