

**CORRELATION BETWEEN ENGLISH MORPHOLOGICAL AWARENESS
AND ENGLISH READING COMPREHENSION**

(A Correlation Research on First Grade of SMA Negeri 1 Pasemah Air Keruh)

THESIS

This Thesis is Submitted to Fulfill the Requirement for ‘Sarjana’ Degree in English
Language Education



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FACULTY OF TARBIYAH
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2024

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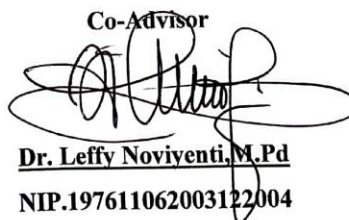
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PREFACE

With the permission of Allah SWT that the writer had finally finished writing her thesis entitled, "**Correlation Between English Morphological Awareness and English Reading Comprehension**".

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realized that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that thesis will be really useful for those who are interested in this field of the study.

Curup, August 2024

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ACKNOWLEDGEMENT

Assalamualaikum Warrahmatullahi Wabbarakatuh

Alhamdulillahirabbi"alamin, all of praises and thanks are due to Allah SWT the lord of all that exist. May the peace and blessing of Allah be upon Muhammad SAW, the messenger of Allah, and his family and companion and who follows them in righteousness until the Day of the Judgment.

The researcher finished this thesis entitled "**Correlation Between English Morphological Awareness and English Reading Comprehension**". This thesis is presented in order to fulfill of the requirement for the degree of strata in English study Program of IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Here the writer would like to present her deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M.Pd as The Rector of State Institute Islamic Of Curup (IAIN).
2. Mr. Dr. Sutarto, S.Ag., M.Pd as the dean of faculty of Tarbiyah.
3. Mrs. Jumatul Hidayah M.Pd, as The Head of English Study Program of IAIN Curup.
4. Mr. Dr. Prihantoro, SS.M.Pd, as my advisor in writing this thesis, by providing time, corrections, suggestion and motivation in completing this thesis.
5. Mrs. Dr. Leffy Noviyenti, M.Pd as my advisor in writing this thesis, by providing time, corrections, suggestions, support, and motivation in completing this thesis.

6. Mrs. Jumatul Hidayah, M.Pd and Mr. Sarwo Edy, M.pd as my examiners.
Thank you, for participating in the process of my final assignment. Thank you very much for the advice given to the thesis that I have made.
7. All lectures of the department of English Study Program. They have taught and educated the writer during her study at IAIN Curup.
8. My beloved family, the greatest and patient man ever, my father Mr. Mulyadi. The beautiful and lovely girl ever, my mom Mrs. Elhayati, and my lovely little sister Laura Dwi Selsilia. Thank you for all your support for your beloved daughter and sister.

Finally, the writer needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in the others school. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Wassalamualaikum Warrahmatullahi Wabbarakatuh

Curup, August 2024

Writer,

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MOTTO AND DEDICATION

*“ Success is not the end of the journey, but rather
the beginning of greater achievement “*

In the name of Allah, this thesis is dedicated to:

1. My beloved family, the great man ever my lovely father Mr.Mulyadi, the most beautiful woman ever my lovely mother Mrs.Elhayati. thank you for everything.
2. The greatest appreciation goes to Vicha Nadia, who has learned how to be grateful in every journey that has been faced.
3. My lovely sister Laura Dwi Selsilia, thank you for always support me.
4. My advisor Mr. Dr.Prihantoro,SS.M.Pd, who always give suggestion and support for finished this thesis.
5. My co-advisor Mrs.Leffy Noviyenti,M.Pd, who always give motivation, suggestion, and support for finishing this thesis.
6. My lovely girls, Widi Tria Aryani Nasution, Suci Meliania, Rita Heryani, Teti Febryanengsih, and Tezi Yasinta. Thank you for being my greatest friend since start of college until now.
7. My greatest TBI C in academic 2018, thank you for everything.
8. My participants, the teacher and the students of SMAN 1 Pasemah Air Keruh, thank you for support, information, so that I could finish this thesis.

ABSTRACT

Vicha Nadia : *The Correlation between English Morphological Awareness and English Reading Comprehension*
Advisor : Dr. Prihantoro, SS., M.Pd
Co-Advisor : Dr. Leffy Noviyenti, M.Pd

This research was aimed to know whether there was positive correlation between English Morphological Awareness and English Reading Comprehension. The researcher formulated the problem into one research question which was answered by using quantitative method. This research had two variables, students' Morphological Awareness as an independent variable and students' Reading Comprehension as a dependent variable. The design of this research is correlational research. There are 178 first-grade students at SMAN 1 Pasemah Air Keruh as population which is divided into six classes. The researcher took 91 students as samples that are taken from three classes of first grade by using purposive sampling. In collecting the data, the researcher used Morphological Awareness test and Reading Comprehension test. The Morphological Awareness test was used to measure students' Morphological Awareness which consists of 23 statements. Then, the Reading Comprehension test was used to know students' Reading Comprehension which consists of 25 multiple-choice, then the students Morphological Awareness and English Reading Comprehension was assessed by the rater. In analyzing the data, the researcher used descriptive statistics and Pearson Product Moment Correlation formula. The data was analyzed by using SPSS. Based on the research finding, it was found that students' Morphological Awareness was categorized into Moderate level and students' English Reading Comprehension was categorized into Moderate level too. The result of Pearson Correlation showed that the probability level is 0.486. It can be stated that $(0,70 > 0,40)$. Which means H_0 was rejected and H_a was accepted. Thus, it can be concluded that there is positive correlation between students' English Morphological Awareness and English Reading Comprehension for the first-grade students at SMAN 1 Pasemah Air Keruh.

Keyword: *Morphological Awareness, Reading Comprehension*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Morphological awareness is crucial when using morphemes to convey meaning in reading texts. When you read sentences, it is important to consider the morphemes within the words. According to Chang et al, when students are able to understand the meaning of a word and the structure of its morphemes in relation to other words, this is referred to as morphological awareness.¹ Acquiring a mastery of a text's meaning and comprehension is essential to capturing its essence; these are aspects of the reading process. As a result, by deriving new words from, orphemes, reader can expand their vocabulary and their comprehension. This is balance with Zhang et al states that understanding the meaning of a text and comprehending it are important for grasping the essence of the text, both of which are components related to the reading process. Therefore, readers can develop new meanings and their understanding by processing unfamiliar words from morphemes.²

Reading is very important because it is one of the ways to obtain actual information in the world. Reading is a process in which a reader seeks and acquires

¹ McBride-Chang, C., Tardif, T., Cho, J. R., Shu, H. U. A., Fletcher, P., Stokes, S. F., ... & Leung, K. (2008). What's in a word? Morphological awareness and vocabulary knowledge in three languages. *Applied psycholinguistics*, 29(3).

² Zhang, J., Lin, T. J., Wei, J., & Anderson, R. C. (2014). Morphological awareness and learning to read Chinese and English. *Reading development and difficulties in monolingual and bilingual Chinese children*, 3-22.

information from texts and sources of knowledge, and this is crucial in the process of learning a second language. Reading can enhance a person's knowledge of important information and enrich new vocabulary. Reading is one of the language aspects that is learned and taught to students. In the process of interpreting information, students must use their background knowledge.

Understanding is the ability to grasp and interpret what is read. Readers with good comprehension skills are able to draw conclusions from what they read. With comprehension, reading for pleasure or knowledge becomes possible, as the main purpose of reading is to understand the meaning of the text. As Muallim and Hasanah states that Strong comprehension abilities enable readers to infer meaning from what they read.³

For good reason, reading comprehension is the ultimate objective of reading instruction. The relative lack of knowledge regarding the skills involved in reading comprehension is surprising given the significance of this ability. A few examinations have shown a relationship between morphological mindfulness, or the consciousness of and capacity to control the littlest significant units in words, and perusing cognizance past considerable control measure.⁴ Snow expressed that perusing understanding as the course of at the same time removing and developing importance through communication and contribution with composed language. Grown-up or

³ Muallim, M., & Hasanah, N. (2024) practical strategy understanding English Reading Comprehension. *DEDIKASI PKM*,5(1), 216-277

⁴ Deacon, S. H., Kieffer, M. J., & Laroche, A. (2014). The relation between morphological awareness and reading comprehension: Evidence from mediation and longitudinal models. *Scientific Studies of Reading*, 18(6),

youthful unknown dialect students face numerous challenges in understanding appreciation, such as getting the significance from the text or removing and developing importance in understanding perception. As per Snow, in perusing understanding absence of peruser expertise in perusing, issue in the text and undertaking challenges likewise assume a major part in perusing cognizance results. Perusing understanding hardships are mind boggling and peruser challenges connected with certain variables are: natural, mental or conduct issues. These variables are from inside the peruser, yet different elements may likewise be found from beyond the peruser.

Perusing is a wellspring of information, and it is evidently significant in the subsequent language growing experience. Hence, creating perusing appreciation abilities is fundamental. To dominate understanding perception, a student needs to have a few scholarly capacities. These scholarly capacities are what master distinguish as elements influencing understanding appreciation. Harvey and Goudvis infer that there are three factors the influence understanding cognizance. These are jargon improvement, sentence cognizance, and understudies' experience information. The main element is jargon advancement. The justification behind this is clear; to fathom a text, first and foremost, a student should comprehend the words contained in it. Most students experience difficulty with perusing appreciation due to their absence of comprehension of the jargon. Other than jargon information, sentence cognizance is likewise a center figure understanding perception. This is more muddled than

jargon information. Perusers have an opportunity to pick their favored system to work on their understanding. Checking, responding to and producing questions, and summing up are a couple of the numerous techniques that can be utilized for this reason. The last element influencing perusing perception is understudies' experience information. By having foundation information, a student will actually want to effortlessly fathom a perusing text more. This is on the grounds that they will have a thought of what's going on with a text.⁵

In accordance with perusing appreciation one more factor in this examination is Morphological mindfulness. Morphological mindfulness is the attention to and admittance to the significance and construction of morphemes according to words. It is perusers' capacity to shape new implications and understanding from obscure complex words by handling this word into morphemes. To lay it out plainly, morphological mindfulness is the capacity to distinguish and control morphemes.⁶ Morphological mindfulness relies upon experience with printed words for refinement, however itself is likewise utilitarian in the advancement in perusing appreciation capacity. Since it involves the capacity to perform morphological examination, morphological mindfulness has frequently been viewed as a huge supporter of word learning and jargon improvement in the students can deteriorate obscure morphologically complex words into their constituent morphemes and apply morphological principles to determine implications of obscure words.

⁵ Aziz, Z. A., Daud, B., & Ismar, R. T. (2019). Morphological awareness and its correlation with EFL reading comprehension of senior high school students. *TEFLIN journal*, 30(1), p. 122.

⁶ *Ibid*, p. 123.

The case of significant exploration from Muhammet Rasit Memis (2019) named "An examination on understanding perception and morphological mindfulness levels of center school understudies and the connection between these ideas".⁷ The study group of the research conducted with the relational screening model, consist of 1561 students in the 5th, 6th, 7th, and 8th grades from the cities located in six different regions of Turkey. Morphological awareness test and reading comprehension tests develop separately for each grade were used in collection of data obtained between the years of 2016-2018. The data of this study were collected from the 5th, 6th, 7th, and 8th Students from 12 middle schools, participating in 70 different classes, were assessed between 2016 and 2018. They took a reading comprehension test and a morphological awareness test on two consecutive days, with prior information provided about the study. The data collected was coded, computerized, and analyzed using SPSS software. The findings revealed a strong correlation between reading comprehension and morphological awareness. Specifically, students with higher morphological awareness tended to perform better in reading comprehension, while those with lower morphological awareness scored lower in reading comprehension tests.

The relationship between morphological awareness and reading comprehension can either be reciprocal or directional. If it is reciprocal, both reading and morphological awareness contribute to each other's development. In a directional

⁷ Memiş, M. R. (2019). A research on reading comprehension and morphological awareness levels of middle school students and the relationship between these concepts. *Journal of Language and Linguistic Studies*, 15(2).

relationship, morphological awareness influences reading proficiency, but not the other way around. Research in both first language (L1) and increasingly in second language (L2) contexts has demonstrated that morphological awareness independently correlates with various components of reading, such as phonological awareness, word decoding, vocabulary, and reading comprehension. Thus, morphological awareness plays a distinct role in contributing to reading comprehension.⁸

Moreover, the researcher has carried out preliminary observations on students in the first grade of SMA NEGERI 1 Pasemah Air Keruh Sept 2023 by giving morphological awareness test and reading comprehension test questions to the students, and the researcher also interviewed the English teacher to identify several phenomena that occurred in the first-grade students at SMAN 1 Pasemah Air Keruh. Based on initial observations, the researcher identified several issues: some students struggle to comprehend texts, some have difficulty analyzing them, others do not understand the meaning of a word when a prefix is added, and some do not grasp the meaning when a suffix is applied.

Furthermore, the researcher also found that English is one of the mandatory subjects with a passing grade requirement, in this school. In the first-grade English curriculum, the learning materials include reading comprehension, which covers descriptive texts, announcement texts, recount texts, and narrative texts. Under the

⁸ Zhang, D., & Koda, K. (2013). Morphological awareness and reading comprehension in a foreign language: A study of young Chinese EFL learners. *System*, 41(4), 901-913.

Merdeka Curriculum, students are required to independently identify the context, main ideas, detailed information, implicit and explicit meanings, as well as the characteristics of various spoken and written texts presented in multimodal forms, with topics related to the students' daily lives or current issues appropriate for their age. However, many students are not able to grasp the contextual meaning of the texts.

Students' understanding about reading comprehension and morphological awareness is very important because it makes easier for student to get information from the text. Besides that, reading becomes an important factor that affects one's activity in communication. By reading, students could catch the point of the information without going anywhere. Based on the problem, the researcher focused on looking for the correlation between reading and morphology. In this research, the researcher concern about **The Correlation Between English Morphological Awareness and English Reading Comprehension.**

B. Research Questions

Based on the explanation above, the researcher came with some research questions below:

1. How is the students' English morphological awareness?
2. How is students' English reading comprehension?
3. Is there any correlation between students' English morphological awareness and English reading comprehension?

C. The Objective of the Research

To know the Correlation between English morphological awareness and English reading comprehension of first grade students at SMA NEGERI 1 PASEMAH AIR KERUH.

D. Delimitation of the Research

The researcher would like to give limitation of the study. The researcher just explains two variables related the tittle. They are English reading comprehension and English morphological awareness to first grade students of SMA NEGERI 1 PASEMAH AIR KERUH.

E. Operational Definition

To avoid misunderstanding of some terms used in their study, here terms need to be defined as follows:

1. Reading comprehension is an interactive process between readers, text and strategies. This interactive process includes understanding, utilizing, and evaluating the important message that author trying to convey. Continuously readers link all those information with their background knowledge in order to extract meaning from the written material. According to Van den Broek & Espin, reading comprehension is a complex interaction among automatic and

strategic cognitive processes that enables the reader to create a mental representation of the text.⁹

2. Morphological awareness is an understanding of words can be smaller units of meaning such as roots, prefixes, and suffixes. Chang et al, defines morphological awareness as "the awareness of and access to the meaning and structure of morphemes" (the smallest units of meaning in a language) in relation to words.¹⁰ Morphological awareness is an important part of reading ability. It aids readers in translating and understanding unknown morphologically complex words.

F. Hypothesis

The hypothesis is a powerful tool in scientific inquiry. It enables us to related theory to observe the theory. The use of hypothesis has united experience and reason to produce a powerful tool for seeking truth. Furthermore, "Hypothesis is a tentative conclusion for certain behavior phenomenon or events that occurred or will occur. A hypothesis states the researcher's expatiation concerning people the correlation between variables in the research problem". The hypothesis concluded by the researcher is as follows:

⁹ McMaster, K. L., Espin, C. A., & Van Den Broek, P. (2014). Making connections: Linking cognitive psychology and intervention research to improve comprehension of struggling readers. *Learning Disabilities Research & Practice*, 29(1), 17-24.

¹⁰ Sinaga, Y. K. (2017). Morphological Process in Students' Recount Text in English Department of FKIP UHN Pematangsiantar.

1. *Null Hypothesis (H₀)*: There is no positive correlation between English morphological awareness and English reading comprehension.
2. *Alternative Hypothesis (H_a)*: there is positive correlation between English morphological awareness and English reading comprehension.

G. Significance of the Research

1. Theoretical benefit

The result of this research hopefully can be used to improve the reading comprehension and morphology awareness skill.

2. Practical benefit

a. For students

The result of this research hopefully can be used as a starting point to develop student's understanding about reading comprehension and morphological awareness.

b. For other researchers

To get a good understanding in English especially on reading and morphology and also to get a new comparative study in English which they can applied in the future.

CHAPTER II

LITERATURE REVIEW

A. Review of the Related Theories

1. Reading

1.1. The Definition of Reading

Reading is a crucial skill in English that students need to learn. It primarily involves understanding and interpreting meaning, particularly linking the writer's intention to the reader's comprehension. According to Harmer, reading is an activity where the eyes and brain play key roles—the eyes receive the information, and the brain then processes and determines the significance of that information.¹¹ It means that when reading, the readers have to focus their eyes and brain to get the information from the printed words as they are reading.

Reading, as defined by Longman, is the ability to comprehend what is read. It involves eight key skills: identifying definitions and examples, recognizing enumerations, understanding headings and subheadings, noticing signal words, grasping the main idea in paragraphs and short selections, knowing how to outline and summarize, and interpreting graphs and tables. To fully

¹¹ Jeremy Harmer, *The Practice of English Language Teaching* (New Edition), (New York: Longman, 1991), p.190

understand a text, the reader must be able to identify and apply these skills.¹² Then, Alderson defines reading as an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorber.¹³ It means that, reading is an activity for pleasure that can be done by everyone that would be enrich information as income from it.

Richard explains that reading involves two key activities: (1) understanding the content of a written text, which can be done silently (silent reading), and (2) reading a text aloud (oral reading), which may or may not involve comprehension. Cooper et al. emphasize that a reader has not truly read a passage if they do not comprehend it, highlighting that the primary goal of reading is understanding.¹⁴ Without comprehension, reading loses its purpose. The process of reading requires students to grasp what they are reading, as it is an active engagement that relies not only on comprehension skills but also on their experiences and prior knowledge.

The researcher concludes that reading is a crucial skill in English because it involves more than just recognizing words on a page; readers must also comprehend the message that the writer intends to convey through the text.

¹² John Longman. *Reading And Study Skill*. Newyork : Me Graw-Hill Company, 2002, p.359

¹³ Alderson. *Teaching English As A Second Language*. Cambidge University,2000, p/28

¹⁴ Cooper, David. J. 1979. *The What And How Reading Instruction*. Ohio: Charles E Merrill Publishing. P.43

1.2. The Purpose of Reading

Reading serves a specific purpose, whether it's for pleasure or to improve language skills. Through reading, individuals stay updated on their country's political, social, economic, and cultural issues. The main goal of reading is to relate the ideas in the text to one's existing knowledge. To do this effectively, the reader needs to have a good understanding of the subject matter to make meaningful connections between ideas.

According to Grabe and Fredrika, the purposes of reading can be categorized into several types: reading to find specific information, reading to get a general overview quickly, reading to acquire knowledge from the text, reading to combine information from multiple sources, reading to produce written content, reading to evaluate and critique texts, and reading for overall understanding.¹⁵

a. Reading to search for simple information

Searching for simple information while reading is a common reading skill, although some researchers view it as a relatively independent cognitive process. This ability is used so frequently in reading tasks that it might be better considered a type of reading skill.¹⁶

¹⁵ Grabe William, L. Fredrika. *Definition of Reading, Types of Reading, Purposes of Reading, Reading Techniques, Stage of Reading, Role of the Teacher and Technique of Teaching Reading*. Source of <https://eprints.umm.ac.id/35712/3/jiptummp-gdl-junaidin20-47994-3-chapter-i.pdf>, 16 august 2022, 19.58, p.8

¹⁶ *Ibid*, p. 8

b. Reading to skim quickly

Reading to quickly find information is a common skill used in many reading tasks and is very useful. Essentially, it involves a combination of strategies to identify key parts of the text, and then using basic reading comprehension skills on those segments to form an overall picture.¹⁷

c. Reading to learn from text

Reading to learn usually takes place in academic and professional settings where someone needs to absorb a significant amount of information from a text. This process involves skills like remembering key concepts, identifying and constructing rhetorical structures, and connecting the content to the reader's background.¹⁸

d. Reading to integrate information

Perusing to coordinate data requires extra choice about the overall significance of reciprocal, commonly supporting or clashing data and possible rebuilding of a logical edge to oblige data from numerous sources.¹⁹

e. Reading to write and reading to critique texts

Perusing to compose and perusing to study texts perhaps task variations of perusing to incorporate data. Both expect capacities to make, select, and study data from a text.²⁰

¹⁷ *Ibid*

¹⁸ *Ibid*

¹⁹ *Ibid*, p.8-9

²⁰ *Ibid*, p.9

f. Reading for general comprehension

Reading for general comprehension, when done by a skilled and fluent reader, requires very fast and automated word processing, a strong ability to form a general meaning representation of the main idea, as well as efficient coordination of various processes within a very limited time limit.²¹

1.3.Models of Reading

According to Browne, there are three main models in reading, namely bottom-up, top-down, and interactive models.²²

a. The Bottom-up Model

The bottom-up model of reading begins with a learner's understanding of letters, sounds, and words, and how these elements combine to form sentences. This approach, often referred to as the part-to-whole model, progresses from recognizing individual components to understanding larger structures. It is particularly effective for young children in early education because it focuses on letter recognition, word identification, and building reading skills from the basics. However, this model has limitations at higher levels of reading, as it overlooks the reader's expectations, experiences, and

²¹ *Ibid*

²² Baha, O. A. (2017). Reading Models: A Review of the Current Literature. *International Journal of English Literature and Social Sciences*, 2(3), 239184. P.45

attitudes. Additionally, it tends to neglect the context of the text, as it primarily emphasizes memorization.²³

b. The Top-down Model

The inside-out model, also known as the whole-to-part model, focuses on the reader's background and personal experiences in interacting with reading materials. This approach is more comprehensive and realistic because it incorporates the reader's individual experiences, which can enhance the effectiveness of teaching. Additionally, this model promotes making educated guesses. However, a drawback is that understanding the text may heavily depend on cross-cultural knowledge, and readers from different cultural backgrounds might struggle with recognizing certain topics if they lack relevant information.²⁴

c. The Interactive Model

Stanovich proposed a model that integrates both bottom-up and top-down approaches, enhancing the meaning of reading. In this model, readers are more actively engaged, utilizing their understanding of the subject, prior experience with written words, and personal expectations to make predictions about the text. Thus, recognizing words and letters is best achieved through the textual details that follow.²⁵

²³ *Ibid*

²⁴ *Ibid*

²⁵ *Ibid*

1.4. Reading Technique

Grellet outlines various reading techniques, breaking them down into several categories: skimming, scanning, intensive reading, and extensive reading.²⁶

a. Skimming

In skimming, readers are reading rapidly over a text in order to get main point.²⁷ Skimming involves quickly getting an overview of the main ideas in a text. This process begins with focusing on smaller sections, such as subchapters, and then gradually expands to cover the broader content.²⁸ Skimming permits reader to preview the text to get the scheme of a text not to read word by word.

b. Scanning

Scanning is quickly scanning through a text to find a specific words, number, and steps.²⁹ The concept of scanning can be defined in this way, in scanning the eye glances over the material aimed to find specific information.³⁰ In other words, scanning means readers search through the material for a specific purpose e.g. finding the answer to a question and seeking words in dictionary or price in catalogue.

²⁶ Grellet, F., & Francoise, G. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge university press. P.4

²⁷ *Ibid*

²⁸ Tony Buzan, *Speed Reading (First Edition)*, (New York: E, P. Dutton, Inc., 1984) p.14

²⁹ Grellet, *loc.cit.*

³⁰ Buzan, *loc.cit.*

c. Intensive

Some researchers consider intensive reading as a boring style because readers have to search for the necessary details. Intensive reading is usually done at a slower pace; the aim is to read shorter texts and extract specific information.

d. Extensive

Extensive reading involves engaging with longer texts primarily for enjoyment, aiming to grasp the overall meaning rather than focusing on detailed analysis. This approach, also known as a fluency activity, emphasizes reading a variety of materials such as novels, short stories, and articles in large quantities.³¹

The main goal of extensive reading is to read widely and fluently, with an emphasis on pleasure rather than detailed comprehension.

1.5.Elements of Reading**a. Phonemic Awareness**

The initial stage of learning to read involves recognizing that letters and letter combinations represent sounds, a skill known as phonemic awareness. As students build phonemic awareness, they become capable of manipulating

³¹ Grellet, *loc.cit.*

individual sounds in words, which sets the stage for phonics instruction—the next crucial component of reading development.

b. Phonics

Phonics isn't the same as reading. While reading involves all the skills needed to understand text, phonics specifically focuses on decoding words. Opinions vary on when, how, and for whom explicit phonics instruction should be given. Traditionally, phonics instruction was often only provided to students identified with reading difficulties. However, current research from the science of reading movement suggests that all students should receive explicit phonics instruction, with additional support offered to those who need it most.

c. Fluency

Reading fluency involves more than just a child's ability to pronounce words correctly. It encompasses their reading speed, expression, and accuracy. A student is deemed a fluent reader when they can read text with the same natural flow and expression as they use in speaking.

While fluency and comprehension are not identical, they are closely related. When students can read text smoothly and with appropriate expression, they are more likely to understand it compared to reading in fragmented, choppy phrases. Generally, higher fluency correlates with stronger comprehension skills, though there are exceptions to this rule.

d. Vocabulary

Vocabulary acquisition is a crucial part of reading development. If students don't consistently expand their vocabulary, they'll find texts increasingly challenging as reading requirements grow. The traditional method of memorizing vocabulary lists is outdated. Nowadays, there are more effective, though time-consuming, methods to help students learn and retain important vocabulary. Our article outlines one such effective approach to teaching new words to children.

e. Comprehension

Reading becomes meaningful only when we can understand it. Comprehension is key to being a proficient reader, and it comes in different forms. The most basic level of comprehension involves recalling events, their sequence, or the content of a text—often called "within the text" knowledge. A deeper level of comprehension involves drawing inferences and conclusions, engaging with the text on a more profound level, known as "beyond the text" knowledge. The most advanced comprehension involves analyzing the text itself, considering aspects such as the author's purpose and the text's structure. This level is referred to as discussing the text "about the text." Students who can engage in discussions at all three of these levels demonstrate strong comprehension skills.

1.6. Definition of Reading Comprehension

Comprehension involves understanding, and reading comprehension is the use of skills initially developed for listening or oral comprehension to a new medium: text.³² Duke and Person argued that reading is essentially comprehension. Without comprehension, reading is merely about pronouncing words correctly without grasping their meanings.³³

Reading and comprehension are closely intertwined and cannot be separated; comprehension is fundamental to the act of reading. To read is to grasp the meaning of the text, which is why the term "reading comprehension" is used. Experts agree that reading comprehension only occurs when readers are able to understand the meaning of what they read.

Reading comprehension is a crucial skill for success in education. Students who lack strong reading comprehension abilities may face difficulties in various academic areas. It refers to the level of understanding of the text. When word recognition is challenging, students take more time and effort to process and understand the content they are reading.

From the explanation above, we can infer that reading comprehension involves understanding the content of a text. This skill is essential because when

³² Kirby, J. R. (2007). Reading comprehension: Its nature and development. *Encyclopedia of language and literacy development*, p.1

³³ Duke and Person.2001. *How Can I Help Children Improve Their Comprehension?* Ann Arbor, Michigan: *Center For The Improvement Of Early Reading Achievement*. P.432

reading, the reader not only seeks to comprehend the material but also aims to extract ideas, information, knowledge, and other insights from the text they have read.

1.7. Factors Affecting Reading Comprehension

According to Dennis, reading comprehension is a multifaceted process that involves both recognizing printed symbols and understanding the meaning they convey. Several factors can impact a person's ability to comprehend what they read. These include the complexity of the text, environmental conditions, anxiety experienced during reading, levels of interest and motivation, the speed of decoding or word recognition, and any medical issues.³⁴ The following sections provide a detailed explanation of these factors.

a. Complexity of the text

This factor is shaped by the reader's language proficiency, including their fluency and understanding of its various applications and meanings. Oral skills play a crucial role in determining a reader's proficiency, as learners acquire a significant amount of vocabulary through hearing and speaking words.³⁵

³⁴ Gilakjani, A. P., & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International journal of English linguistics*, 6(5), p.182

³⁵ *Ibid*

b. Environmental Influences

Readers often face difficulties understanding a text in a chaotic environment compared to those in a calm and controlled setting. If learners are in an unsafe place, they struggle to concentrate on their reading. However, when they are in safe environments, their ability to comprehend what they read improves. Distractions like television or radio noises can cause readers to lose focus and hinder their understanding of the text.³⁶

c. Anxiety during reading comprehension

Exams, classwork, or homework can create more stress for readers compared to reading for pleasure. Some students thrive under the pressure of exams, while others may feel overwhelmed by the demands of the reading task. This anxiety can prevent them from fully grasping the instructions, leading to confusion and poor understanding of the material.

d. Interest and Motivation

According to Dennis, the interest and motivation of learners play a crucial role in enhancing reading comprehension skills. When reading materials are dull or monotonous, readers may struggle to focus, which can negatively impact their comprehension. Conversely, if the material is engaging, learners are more likely to understand and retain the content effectively. Therefore, EFL teachers should strive to motivate their students by offering captivating reading materials during lessons.

³⁶ *Ibid.* p.182-183

e. Decoding or word recognition speed

Readers who struggle with decoding and recognizing words tend to read more slowly and have a harder time grasping the meaning of passages compared to those without such difficulties. It was noted that vocabulary plays a significant role in reading comprehension because readers rely on decoding skills to figure out the pronunciation and meaning of unfamiliar words. Individuals with a strong vocabulary can quickly understand the meaning of passages, while those with limited vocabulary may need to rely on context clues to guess the meaning of unfamiliar words.

f. Medical Problem

Hollowell suggests that poor reading comprehension skills in children may be linked to undiagnosed medical issues, which often go unaddressed until the child is older. These issues can include conditions like ADD (Attention Deficit Disorder), speech difficulties, and hearing impairments. Hollowell highlights that children with speech and hearing challenges are less likely to engage in oral reading and participate in class discussions, both of which are crucial activities for developing reading comprehension skills.³⁷

1.8. Effective Strategies for Reading Comprehension

Effective comprehension strategies are crucial for enhancing reading skills. They offer specific guidance for boosting comprehension.³⁸ There are

³⁷ *Ibid.* p.183

³⁸ *Ibid.* , p. 183

numerous strategies available for improving reading comprehension, and these strategies are discussed thoroughly in this section.

a. Activating and Using Background Knowledge

In this approach, readers tap into their prior knowledge to enhance their understanding of the text. This knowledge includes their experiences with the world as well as their understanding of how written language functions, such as recognizing words, grasping print concepts, interpreting word meanings, and understanding the structure of the text.³⁹

b. Generating and Asking Questions

In this approach, readers pose relevant questions while engaging with the text. This technique helps them integrate information, identify key ideas, and summarize content effectively. By asking suitable questions, readers can focus on the most crucial aspects of the text. Formulating pertinent questions enables readers to address comprehension challenges and take steps to resolve them.⁴⁰

c. Making Inferences

In reading comprehension, writers often leave out some details, allowing readers to draw conclusions based on the information provided and their own prior knowledge. This approach helps readers enhance their ability to interpret and understand the text more deeply. Making inferences, or connecting what's

³⁹ Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), p.234

⁴⁰ *Ibid*

given with what they already know, is crucial for effective reading and understanding.⁴¹

d. Predicting

In this strategy, readers extract meaning from a text by making informed guesses. Effective readers use forecasting to connect their prior knowledge with new information from the text to derive understanding. Before starting to read, they might use what they know about the author to predict the text's content. While reading, proficient readers anticipate what might happen next or what viewpoints the author might present to support their argument.

e. Summarizing

Summarizing is a crucial technique that helps readers quickly recall the main points of a text. By summarizing, readers can better understand the structure of the text, identify key information, and see how different opinions are connected. For example, summarizing can involve distilling the stages of a scientific process, the evolution of an art movement, or the series of events that lead to significant historical outcomes.

f. Visualizing

Readers can create mental images of a text to better understand the processes they encounter while reading. This ability demonstrates that the reader is engaging with the text. Visualization is particularly crucial for

⁴¹ *Ibid*, p. 243-235

narrative texts, as it helps readers grasp the story by picturing the setting, characters, or the progression of events.

g. Comprehension Monitoring

In this approach, readers are able to recognize when they understand what they're reading, when they don't, and to use appropriate methods to enhance their comprehension. Effective readers are aware of and monitor their thought processes while reading. The techniques that these readers employ to improve their understanding are referred to as "fix-up" strategies.⁴²

1.9. Teaching Reading Comprehension

Elizabeth S. Pang outlines various approaches to teaching reading, including the following key areas: oral language, phonological and phonemic awareness, fluency, vocabulary, prior knowledge, comprehension, motivation and purpose, integrated reading and writing, texts, assessment, cultural factors, and practice.⁴³

a. Oral Language

Early reading progress is closely linked to oral language development. Typically developing children, nurtured by supportive adults, naturally acquire speech and language skills with little effort. However, learning to read

⁴² *Ibid*, p. 235

⁴³ Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching reading* (Vol. 6). Brussels, Belgium: International Academy of Education.

involves a different process, as it requires understanding a symbolic system (writing) that represents spoken language. Before children can connect written symbols to speech, they need to master the vocabulary, grammar, and sound system of spoken language. Research indicates a strong connection between oral vocabulary and early reading skills. Additionally, phonological and phonemic awareness—the ability to recognize and manipulate the individual sounds in words—are oral skills that significantly impact reading ability.⁴⁴

b. Phonological and Phonemic Awareness

Phonological awareness is the skill of focusing on the sounds in language rather than its meaning. Research has shown that this ability is strongly linked to reading proficiency. In alphabetic languages, phonemic awareness—recognizing and working with individual sounds (phonemes)—is crucial. This is because the letters of the alphabet correspond to these specific sounds. Children who can identify and manipulate these phonemes are more likely to grasp the alphabetic principle, which helps them learn to read printed words more efficiently and accurately.⁴⁵

c. Fluency

Fluency is crucial because it directly impacts comprehension. When someone is fluent in reading, they can read text accurately, swiftly, and with expression. This ease in reading comes from not struggling with recognizing

⁴⁴*Ibid*

⁴⁵ *Ibid*

words. Consequently, fluent readers can concentrate on understanding the text. Recent studies suggest that fluency also relies on the ability to appropriately group words while reading. This means that fluent readers not only recognize words quickly but also understand where to place emphasis or pauses in their reading.⁴⁶

d. Vocabulary

Vocabulary plays a critical role in reading comprehension. Research indicates that proficient readers typically have a strong vocabulary. To grasp the meaning of a text, readers must understand the individual words within it. They build their comprehension by interpreting these words in context. Although measuring vocabulary knowledge can be challenging, it remains essential for reading development and learning. For readers to understand printed words, these words must align with their spoken vocabulary. This is particularly crucial for young readers developing their oral skills and for non-native speakers. As students advance in their reading, they must acquire new vocabulary to deepen their knowledge of specific topics.⁴⁷

e. Prior Knowledge

Readers draw on their existing knowledge to make sense of texts. Generally, having more background knowledge enhances comprehension. This prior knowledge can include understanding of the world, cultural context,

⁴⁶ *Ibid*

⁴⁷ *Ibid*

specific subject matter, and language skills. Additionally, a reader's interest in the topic can affect how much prior knowledge they have. The importance of these factors varies depending on the reading task.

The understanding a reader brings to a text is influenced by their personal experiences, which vary by country, region, and culture. Therefore, reading tasks and instruction should consider the specific background knowledge required for readers to fully comprehend the material.⁴⁸

f. Comprehension

Comprehension is the process of understanding meaning from written text. It requires both vocabulary knowledge and cognitive skills such as thinking and reasoning. Rather than being a passive activity, comprehension is an active engagement where the reader interacts with the text to create meaning. This involves using existing knowledge and making inferences based on the language and expressions used by the writer to convey information, ideas, and perspectives.⁴⁹

g. Motivation and Purpose

A reader engages with a text to grasp its meaning and apply that understanding in various ways. People read for different reasons, such as learning, acquiring information, entertainment, reflection, or religious purposes. The purpose behind reading is closely tied to one's motivation and

⁴⁸ *Ibid*

⁴⁹ *Ibid*

influences the approach to reading a text. For instance, the way we read a dictionary differs from how we read a novel. In educational settings, it's important for teachers to recognize their students' learning needs, motivations for reading, and the role reading plays in their lives.⁵⁰

h. Integrated Reading and Writing

Reading and writing are closely intertwined, and enhancing reading skills through writing can be a highly effective approach. For young children, engaging in writing and spelling activities fosters their understanding of print conventions and highlights the symbolic aspect of written text. Additionally, writing helps bridge the gap between spoken and written language. Studies indicate that guiding children to write about their experiences can strengthen the link between reading and writing through their spoken language.⁵¹

i. Texts

Texts that match a reader's ability are neither too simple nor too challenging. Selecting texts with appropriate difficulty and engaging content helps foster a love for reading in children. Traditionally, factors like vocabulary, word length, grammatical complexity, and sentence length are used to determine a text's difficulty level.

The topic of a book is crucial as well. Readers who have extensive prior knowledge of a subject can tackle more complex texts. For non-native

⁵⁰ *Ibid*

⁵¹ *Ibid*

speakers, cultural elements play a significant role in book selection, as some children's books may include references to unfamiliar situations, objects, or experiences.⁵²

j. Assessment

Reading assessment can be categorized into two main types. The first type, diagnostic assessment, aims to determine how well children are reading to offer support and guidance for improvement. This type of assessment involves providing feedback and helping learners enhance their skills. The second type measures the progress students have made over time. Both types of assessment are crucial for effective reading instruction. In the early stages of reading, assessment often involves listening to students read aloud to evaluate their word recognition and fluency. As students advance, the focus of assessment should shift primarily to understanding and comprehending text.⁵³

k. Cultural Factor

Reading comprehension involves connecting what we already know to new information found in texts. This existing knowledge is shaped by our personal experiences, which can vary significantly across cultures. For instance, topics that are commonly discussed in one culture might be taboo in another. Children from rural areas will have different experiences compared to those from urban, developed regions. Generally, having more background

⁵² *Ibid*

⁵³ *Ibid*

knowledge aids in understanding, and the same goes for cultural knowledge. Diverse cultural experiences can influence how we interpret and appreciate texts, such as understanding jokes, which rely on a shared cultural context between the author and the reader.⁵⁴

I. Practice

Effective readers are characterized by their ease, accuracy, and comprehension. They tend to read more frequently, which helps build their understanding. Reading comprehension involves linking existing knowledge with new information from texts. This background knowledge is influenced by personal experiences, which can differ greatly across cultures. For example, certain topics might be commonly discussed in one culture but considered taboo in another. Children from rural areas will have different experiences compared to those from urban, developed regions. Generally, having a broad base of background knowledge, including cultural knowledge, enhances understanding. This is evident in how we interpret texts, such as jokes that depend on a shared cultural context between the author and the reader. As children become proficient in recognizing written words, they need to work on developing reading fluency. This fluency improves with oral language development and increased exposure to print. The more children read, the more they expand their vocabulary and knowledge, which in turn

⁵⁴ *Ibid*

boosts their reading fluency. Opportunities for writing also contribute to improving reading skills.⁵⁵

1.10. Assessing Reading Comprehension

Teachers have multiple methods to collect assessment data.⁵⁶ such as administering tests, examining student work samples, observing students during literacy tasks, or conducting interviews with a group of 26 students about their reading abilities. To obtain the most comprehensive information, it's beneficial to use all these methods. There are various types of reading assessments available:

1) Perceptive Reading

Perceptive reading involves students recognizing and processing individual letters, words, punctuation, and other written symbols within longer texts. A fundamental task for assessing grapheme recognition might ask students to distinguish between similar words. This type of evaluation measures students' grasp of basic graphemic elements.⁵⁷

2) Selective reading

Selective reading involves understanding specific lexical, grammatical, or discourse elements in brief texts like sentences,

⁵⁵ *Ibid*

⁵⁶ Rhodes, L. K., & Shanklin, N. L. (1993). *Windows into Literacy: Assessing Learners, K-8*. Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912.

⁵⁷ *Ibid*

short paragraphs, or simple charts and graphs. For example, in an exercise designed to test comprehension, students read a series of short statements and must select the option that conveys the same meaning as each statement.⁵⁸

3) Interactive Reading

Interactive reading often involves students engaging deeply with text, sometimes reading several paragraphs to a page or more. This process requires them to negotiate meaning and identify important elements to effectively understand and remember the content. For example, a paragraph about autumn followed by multiple-choice comprehension questions is an effective method for ESL students who are just starting with interactive reading.⁵⁹

4) Extensive reading

Extensive reading involves students engaging with various types of texts—such as articles, essays, technical reports, short stories, or books—to gauge their overall comprehension rather than focusing on specific details. A typical example of assessing extensive reading is asking students to summarize lengthy texts.⁶⁰

⁵⁸ *Ibid*

⁵⁹ *Ibid*

⁶⁰ *Ibid*

1.11. Improve Reading Comprehension

a. Predicting

To be effective readers, learners should establish a purpose for their reading. Having a clear goal helps guide their comprehension. One effective strategy is making predictions, which helps set this purpose. Research indicates that proficient readers use their prior knowledge and experiences to make predictions and develop ideas while reading. This approach not only boosts engagement through increased interaction but also enhances understanding of the text. Comparing predictions with the actual content of the text further refines the learner's comprehension.

b. Visualizing

Good readers often use visualization as a strategy to understand a text. This involves creating a mental image based on what they read, which is then retained as a representation of their interpretation. Teachers can encourage students to visualize the settings, characters, and events described in a story and have them either draw or write about these mental images to enhance comprehension.

c. Making connections

Making connections is an effective strategy in the reading process, as it helps learners engage their prior knowledge and relate the text to their own experiences. This approach makes reading more meaningful by linking the text's ideas to personal experiences, beliefs, and real-world events. The "Text-to-Text, Text-to-Self, Text-to-World" strategy encourages students to draw connections in various ways, such as drawing, charting, writing, or using graphic organizers. Text-to-Self connections involve relating the text to personal experiences, while Text-to-Text connections explore relationships between characters or story elements across different texts. Text-to-World connections compare characters or content to the broader world. By encouraging students to find and articulate these connections, teachers can enhance their comprehension of the text.

d. Summarizing

Summarization involves identifying key points while reading and condensing the information into one's own words. This process helps students differentiate main ideas from supporting details and separate relevant information from irrelevant content. By summarizing, students enhance their ability to comprehend texts, especially lengthy passages that might otherwise seem daunting. This

strategy aids in organizing ideas effectively and improving overall text understanding.

e. Questioning

Readers can utilize questioning before, during, and after reading to deepen their understanding and extract meaning from the text. This strategy involves readers posing questions to themselves to enhance comprehension, seek answers, solve problems, and uncover new information. Throughout the reading process, students revisit the text to find answers to questions posed by the teacher. This approach helps students differentiate between factual questions, inferred questions, and those based on their prior knowledge. By generating their own questions, students can better integrate text segments, which ultimately enhances reading comprehension.

f. Inferring

Inferring involves understanding the implied meaning behind the text, requiring students to combine their own knowledge with the information provided to form their own conclusions. By inferring, students can make predictions, uncover underlying themes, and generate meaning from the text. Techniques for inferring can include analyzing illustrations, graphs, pictures, dates, relevant vocabulary, and titles to help draw conclusions and create understanding.

1.12. How to Design Reading Test

a. Prepare a Test Blueprint

Test blueprint or test specifications are guidelines that help teachers in a reading class prepare a good test. It highlights the most important aspects of reading skill that needs to be tested to show ideal achievement of learning outcomes. To construct a test blueprint, Borich offered the following steps:

- (a) Classify each instructional objective by focusing on the content to be tested based on the behaviors such as knowledge, comprehension, application, etc.
- (b) Determine the number of items to be constructed for each objective to establish fairness and balance in terms of question distribution.
- (c) Total the items for each instructional objective to present the correct distribution of questions.
- (d) Total the number of items that fall into each behavior.
- (e) Examine both the content area and instructional objectives to ensure the questions are correctly represented.

By constructing a test blueprint, it will surely help teachers categorize the test questions according to the necessary behaviors that are observable and measurable. The figure shows that the questions

reflected in the test are systematically categorized with balanced distribution of marks. This will also help teachers see the right fit of questions when matched to the skills and capabilities.

b. Design the Test

To design a test is not easy. It requires more time particularly in writing and designing test specifications, objectives and value of the tasks to be performed by the students. As a guide, Brown and Abeywickrama discuss in detail the following steps that will surely help teachers develop clear foundations in the process of designing classroom tests:

- Determine the purpose and usefulness of the test
- Write and state clear objectives
- Draw up specifications
- Select tasks and item tasks and arrange them systematically
- In terms of test administration, provide students the opportunity to achieve their optimal performance
- Develop and construct a system of grading
- Provide feedback.

c. Choose appropriate and relevant reading material

The selection of the reading material is very important in order for the teacher to adapt in terms of its content, length, context and level of difficulty. As Weir puts it, the selection of the reading text should also consider the possibility of how students can expose themselves to reading contexts and situations that can help them prepare in the future. Students' knowledge of information or 'schemata' can facilitate in understanding concepts and ideas. However, choosing a text can sometimes be complex if it is not substantiated with contents and topics that are not driven from the curriculum. Lloyd and Davidson maintain that to help students' understand reading texts, the selection should somehow relate to a general topic to allow them to integrate their prior knowledge and experience.

d. Write variety of test questions

It is vital that the content of the reading test offers variety of question types. By doing this, it will provide students the opportunities to explore their potential, therefore provide a dynamic picture of their comprehension skills.

Reading the works of Pearson and Johnson and Nuttall, we would also like to suggest considering several types of comprehension

questions to guide teachers in developing reading tests. Here are some basic and important descriptions adapted from Day and Park (2005) on designing different types of reading comprehension questions:

- *Literal level.* This level of comprehension allows students to answer questions directly and indirectly. This means that answers can be derived from the text such as facts, vocabulary items, dates, people, places and events. This stage of questioning can be of great help especially to EFL learners as a preparation stage before engaging to more questions that are complex.
- *Reorganization.* This stage of questioning pertains to students' knowledge and skills in reorganizing or combining ideas and information based on the reading text. While it is true that this type of question is considered difficult compared to the literal level, reorganization as a task provides students a more challenging engagement because they need to read and examine the whole article, thus understanding the text with different perspectives.
- *Inferences.* This is a combination of literal understanding and students' own knowledge and experience. This could be difficult for students because not only the entirety of the text is involved, but also generating ideas that are not explicitly mentioned in the

text. To answer inference questions, students need more time because the level of complexity is high; hence, a much-needed integration of their understanding is required.

- *Evaluation.* This type of question requires students to analyze and interpret information based on global views and understanding. They need to reflect their own judgement on particular issues, discussions, and argument that can lead to a better understanding of the whole text. Their very own experience when integrated in this process can help facilitate in achieving ideal concepts and notions.
- *Personal response.* When students' emotional appeal is highly valued, they too can write and share effective relatable ideas that are foundations to developing effective reading skills. Integrating different skills in reading from literal to comprehension, and inferences to evaluation can certainly support in developing reading skill. However, it is highly recommended that teachers should provide model tasks and responses to help students provide effective responses to questions.

e. Fairness in terms of mark distribution, scoring, and test selection

In the context of validity argument, one important view of fairness includes test selection, administration and scoring. It should

be made clear for students that as test takers, they must be aware of testing conditions and test taking process. Multiple perspectives on assessments must be explicitly shared in order to attend to the most relevant competencies. But in this particular context, fairness is treated as a supplementary quality in developing a good test where students are given opportunities to communicate correct understanding on how they will be evaluated and what instruments will be used in assessment.

f. Ensure reliable rating

Reliable rating is very important in a classroom-based assessment. In the case of reading comprehension test, questions should be distributed suitably in terms of difficulty, accuracy of choices and clarity of ideas. Lloyd and Davidson suggested that test should be double rated to ensure reliability. In addition, to support this characteristic of a good test, teachers are encouraged to participate in moderation and calibration sessions to achieve consistency in marking. Answer key and sample answers should also be evaluated to make sure teachers and students share the same expectations in assessment. The works of Hughes, Brown, Douglas and Green, suggested that when clear, unambiguous and comprehensive answer keys and guides are provided in marking, it can help teachers build reliable rating to

students' tasks. Moreover, the training for raters or scorers will help achieve a more consistent result.

Test moderation and validation can also facilitate in ensuring that tests developed by teachers are representative samples of highly validated assessments. On a statistical point of view, reliable rating supports complexity of different skills that are relevant when used in real-life settings.⁶¹

2. Morphological Awareness

2.1 The Definition of Morphological Awareness

Morphological awareness refers to the understanding of how words are composed of smaller meaningful units like roots, prefixes, and suffixes. According to Chang et al., it is defined as "the awareness of and access to the meaning and structure of morphemes," which are the smallest units of meaning in a language.⁶² This awareness plays a crucial role in reading, as it helps readers decode and grasp the meanings of unfamiliar complex words.

Morphological analysis is highly valued as a method for enhancing vocabulary knowledge. It helps language learners understand reading texts by

⁶¹ Abatayo, Junifer and Al Abri, Manal, Guidelines for Developing a Reading Test in EFL Context (September 12, 2019). Sohar University Proceedings of 5th Teaching & Learning Conference.

⁶² Sinaga, Y. K. (2017). Morphological Process in Students' Recount Text in English Department of FKIP UHN Pematangsiantar.

using and recognizing morpheme components and word formation rules, which aids in grasping the meaning of new words.

According to Farsi, morphological analysis involves breaking down complex words into their meaningful components, such as prefixes, suffixes, and roots (*e.g., motherhoods = mother + -hood + -s*), and then rearranging these components to create new meanings (*e.g., childhood, manhood, fatherhood*). This idea is also supported by Arnoff and Fudeman, who describe two approaches to morphological analysis: the analytic approach, which focuses on identifying and separating morphemes into their meaningful units, and the synthetic approach, which deals with combining these smallest units (morphemes) to form words.⁶³

Morphological awareness, which involves understanding and analyzing the structure of words, relies on exposure to written language for its development. However, this skill is also crucial for improving reading comprehension. It allows learners to break down unfamiliar, complex words into their basic parts (morphemes) and use rules of morphology to infer their meanings, thus playing a significant role in expanding vocabulary and learning new words.⁶⁴

⁶³ Shoeib, A.F. (2007). Morphological awareness and its association with reading comprehension of EFL Saudi university students. *European Journal of English Language Teaching*. P.54

⁶⁴ Zhang, D., & Koda, K. (2013). Morphological awareness and reading comprehension in a foreign language: A study of young Chinese EFL learners. *System*, 41(4), p.904

2.2. The Elements of Morphological Awareness

Morphological awareness, which involves understanding and analyzing the structure of words, relies on exposure to written language for its development. However, this skill is also crucial for improving reading comprehension. It allows learners to break down unfamiliar, complex words into their basic parts (morphemes) and use rules of morphology to infer their meanings, thus playing a significant role in expanding vocabulary and learning new words:

a. Root words

Root words are mono morphemic lexical entries that consist of single. Free morphemes, e.g., *walk, read, write, high*.

b. Inflected words

Inflected words generally consist of one free morpheme combined with an inflectional suffix. There are eight main types of inflectional suffixes: the plural suffix (e.g., *-x* in "*cats*"), the possessive suffix (e.g., *-'s* in "*mother's*"), the third person singular verb suffix (e.g., *-s* in "*jumps*"), the progressive suffix (e.g., *-ing* in "*walking*"), the past-tense suffix (e.g., *-ed* in "*walked*"), the past participle suffix (e.g., *-en* in "*fallen*"), the comparative suffix (e.g., *-er* in "*higher*"), and the superlative suffix (e.g., *-est* in "*fairest*").

c. **Derived words**

Derived words are words formed by adding one or more derivational affixes to a base root. In English, these affixes can be either prefixes or suffixes.

d. **Literal compounds**

Literal compounds are lexical entries that consist of two or more words. The words making up a literal compound may be root words (e.g., *sidewalk*, *payday*, *milk cow*), but one or more of them may be derived or inflected words (e.g., *tax payer*, *bare-eyed cockatoo*).

e. **Idioms**

Idioms are phrases made up of multiple words that don't have a meaning that can be deduced from the individual words themselves. Unlike literal compounds, where the meaning can be inferred from the meanings of the components, idioms have meanings that are not obvious from the individual parts.⁶⁵

f. **Morpheme**

Morpheme is the smallest unit of language that has its own meaning. Simple words like giraffe, wiggle, or yellow are morphemes, but so are prefixes like re- and pre- and suffixes like -ize and -er There's far more to be

⁶⁵ Jeremy M. Anglin, George A. Miller, and Pamela C. Wakefield, ' Vocabulary Development: A Morphological Analysis', *Monographs of the Society for Research in Child Development*, 58.10 (1993), <https://doi.org/10.2307/1166112>.P.18

said about morphemes.⁶⁶ Morphemes can be defined as the smallest meaning of word.

The morphemes divided into two kinds; first is the morpheme can stand alone and the second is the morpheme must be attached to a base morpheme. Some morphemes like boy, girl, man, and gentle can represent words by themselves. These are classified as free morphemes. Other morpheme like -nes, -ly, pre-, trans-, and un- are not called as words but they always parts of words. Those are called bound morphemes and they may attach at the beginning, the end, or both at the beginning and end of a word.⁶⁷

In sentence, free morpheme can stand alone without affixation and also have meaning, but bound morpheme need the root word to create the meaning. When free morpheme added bound morpheme the language status is changed.

g. Affixes

Affixes are similar with bound morpheme. An affix attaches to a word or the main part of a word. It usually has an abstract meaning, and an affix cannot occur by itself.⁶⁸ It means affixes have to attach to a word in order to make it easy to understand the meaning.

⁶⁶ One, I. C. Rochelle Lieber & Pavol Štekauer (eds.), 2009. *The Oxford handbook of compounding*. Oxford: Oxford University Press. xx+ 691pp. ISBN-10 0-19-921987-7, ISBN-13 978-0-19-921987-2. Reviewed by ANDREW CARSTAIRS-MCCARTHY.

⁶⁷ Twain, M. (2013). *Morphology: The words of language*. *Cengage Learning*, 33-75.

⁶⁸ Haspelmath, S. (2010). Martin Haspelmath, Andrea D. Sims. *Understanding Morphology*.

1) Kinds of affixes

Affixes may combine in the first, middle, or follows other morpheme. English affixes divided into two kinds, those are affixes which attached either before or after a root or word. Those are called as prefix and suffix which described as follows:

a) Prefixes

A prefix is a morpheme that attaches before a root. A prefixes is affixes which come before a word. Of course a prefix has constant meaning when attach a word. For example prefixes un- has meaning “no”. When prefix un- attach a word “like (suka)” become “unlike (tidak suka)” the meaning is changes. The examples of prefix are as shown in the table:

Table

The example of prefixes

Prefixes	Attached word
A-	Alive
Dis-	Displace
Inter-	International
Poly-	Polymath
Extra-	Extracurricular

b) Suffix

The suffix is a morpheme added after other morphemes. The suffix is the affix that follows the main part of the word. A root morpheme can be followed by one or more suffixes, like a desirability from desire + able + ity. The example of suffixes as shown in the table below:

Table

The example of suffixes

Suffix	Attached word
-able	Flammable
-al	Functional
-ation	Hibernation
-ed	Smiled
-er	Higher

2) Kinds of affixation process

The affixation process is the process of adding affixes to a morpheme or a word this process is produced different word than previous form before it is added an affix. The difference include of word structure, such as part of speech and tense. Based on the result, English affixation process can be divided into two kinds of process, they are:

a) Derivational Morphology

The derivational process commonly changed the word class of the base word, for example, nouns can be derived from verbs, adjectives into nouns, and so on.⁶⁹ It consists of adding an affix or affixes to the root or stem of the word.

When this is done, new words are derived. It will change the part of speech and the nature meaning of the word. Derivational morphology derives new word by altering the lexical category of a word.⁷⁰ Derivational morphology is a morphemes added either after or before the root to provide additional semantic information which can slightly or radically change the meaning of the word (e.g., music, musician).⁷¹ It means students have to know how to add a morpheme after or before the word and also understand about the meaning, because in derivational morphology will change the meaning of word overall.

According to Okeke, derivational process divides into two classes, first is class-maintaining and the second is class-changing.

The examples are as follows:

⁶⁹ Haspelmath, M., & Sims, A. (2010). Understanding morphology oxford university press.

⁷⁰ Lieber, R., & Štekauer, P. (Eds.). (2014). *The Oxford handbook of derivational morphology*. OUP Oxford.

⁷¹ Lam, K., Chen, X., Koh, P. W., & Gottardo, A. (2017). A comparison of phonological awareness and morphological awareness in reading Chinese across two linguistic contexts. *Developmental perspectives in written language and literacy*, 219-236.

Table
The examples of forming derivation

Affix	Root	Word	Kinds
-age	Front (noun)	Frontage (noun)	Class- maintaining process
-hood	Child	Childhood (noun)	
-ate	Elector (noun)	Electorate (noun)	
-ish	Red (adjective)	Reddish (adj)	
-dom	King (noun)	Kingdom (noun)	
-ate	Active (adj)	Activate (verb)	Class- Changing process
-dom	Free (adj)	Freedom (noun)	
-er	Work (verb)	Worker (noun)	
-en	Soft (adj)	Soften (verb)	
-ize	General (noun)	Generalize (verb)	
-ful	Hate (verb)	Hateful (adj)	
-ly	Quick (adj)	Quickly (adv)	
-ness	Kind (adj)	Kindness (noun)	

Based on the explanation above both first and second kinds are different. First is class-maintaining which do not change the class of part of speech and the second is class-changing which change the class of words.

b) Inflection

Inflection are morphemes added after a root word to provide grammatical information such as tense, number, person, etc. (e.g., boy and boys).⁷² It means inflection is about grammatical contrasts, because in all languages have grammatical contrasts such as, singular versus plural, past versus noun past. The definition of inflection is a process that deals with the inflected forms of words, that is the kind of variation that words show on the base of their grammatical content.⁷³ When suffixes are added to words in order to realize morphemes such as present, past, present participle, plural, they are called to be inflectional.

There are two kinds of inflection; regular inflection and irregular inflection. The plural form of any countable noun will be formed by adding to the singular form the suffix –s, in other words, suffixing –s is the regular method of forming plurals. Then irregular inflection does not have common future in forming a word, or in other words, in forming plurals used a different method

⁷² Hu, S. (2019). *The Cross-linguistic Transfer of Inflectional Awareness from Chinese L1 to English L2*. McGill University (Canada).

⁷³ McCARTHY, C. O. R. R. I. N. E. (2006, August). DEFAULT MISSING MORPHOLOGY INFLECTION OR IN UNDERSPECIFIED SECOND LANGUAGE INFLECTION? SPANISH. In *New Perspectives on Romance Linguistics: Vol. I: Morphology, Syntax, Semantics, and Pragmatics. Selected papers from the 35th Linguistic Symposium on Romance Languages (LSRL), Austin, Texas, February 2005* (Vol. 275, p. 201). John Benjamins Publishing.

from one word to another. The example of forming inflection can be found in the table below:

Table
The example of forming inflection

Affixes	Root	Inflection	Kinds	
-s (plural)	Car	Cars	Regular inflection	
-s/-es (third person singular)	Go Make	Goes makes		
-ing (progressive)	Study	Studying		
-ed (past tense)	Walk	Walked		
-er (comparative)	Young	Younger		
-est (superlative)	Tall	Tallest		
-‘s (possessive)	Asmul	Asmul’s		
-en(past participle)	Eat	Eaten		
Plural	Tooth	Teeth		Irregular inflection
Plural	Man	Men		
Past tense	Go	Went		

Based on the explanation above in forming new word form through inflectional process is not change the meaning but only changed the grammatical content.

2.3. The Aspects of Morphology

Awareness in derivational morphology involves three main components: relational, syntactic, and distributional aspects.

Relational awareness involves recognizing the base form or stem in complex words and understanding how the stem and suffix relate to each other. This skill relies on the idea that different morphological forms of a word share a semantic connection. For example, if a student identifies “product” as the stem of “productive” and understands that adding “-ive” creates a new word, they demonstrate relational awareness. Tyler and Nagy (1989) describe this understanding as a fundamental grasp of the internal structure of words, noting that words with a common base morpheme also share some meaning. According to Tyler and Nagy, relational awareness in derivational morphology is both the simplest and one of the earliest developing aspects. This concept is often assessed using tasks like the “Comes From” test, where learners evaluate the relationships between words, such as determining whether “farmer” comes from “farm”.

Syntactic awareness involves understanding how adding derivational suffixes alters a word's part of speech and its role in sentences. For instance, a student demonstrates syntactic awareness if they recognize that while “productive” and “production” share the same base, their suffixes change their grammatical function and how they fit into sentences. According to Tyler and

Nagy (1989), understanding syntactic morphology is more complex than understanding relational morphology. It involves recognizing how derivational suffixes *like -ize or -ion* create specific semantic and syntactic relationships among words, affecting their grammatical roles in sentences. To assess syntactic awareness, tasks often involve sentence completion exercises where students must apply morphological changes to words, such as transforming "farm" to complete a sentence like "My uncle is a.....". Variations of these tasks have simplified the process by offering multiple-choice options for the affixed words.

Distributional awareness is the ability to recognize how affixes are restricted by the syntactic category of the base word. It involves understanding the grammatical constraints that govern which stems and suffixes can be combined. For instance, the suffix "-less" can be added to nouns like "senseless," but not to adjectives. Similarly, "-ness" can be attached to adjectives (e.g., "quietness") but not to verbs, which makes "playness" incorrect. Tyler and Nagy suggest that this type of awareness, which pertains to distributional constraints, is even more advanced than the syntactic aspects of derivational morphology. According to McCutchen, Green, and Abbott, there have been relatively few studies focusing solely on these distributional constraints, as they are often explored alongside other morphological tasks.

Researchers have identified a developmental sequence in the acquisition of three aspects of derivational morphology. Specifically, relational aspect is acquired before syntactic and distributional aspects. This implies that learners are unlikely to grasp syntactic aspect without a thorough understanding of relational aspect, and similarly, they won't acquire distributional aspect until they have mastered both relational and syntactic aspects. Distributional aspect is the most complex of the three, requiring a solid grasp of the other two aspects before it can be effectively learned.⁷⁴

2.4.The Assessment of Morphological Awareness

Morphological awareness testing can be conducted orally, in writing, or using a combination of both methods. When assessing morphological awareness, it's crucial to compare oral and written tests. For instance, a written test might assess college students' morphological awareness through various forms, including root words, inflectional word forms, derivational word forms (both real and non-words), and compound words.

The morphological analysis approach requires understanding the individual morphemes within a word, knowing what they mean, and being able to combine this information. For the current task, a set of prompts was provided for each target word.

⁷⁴ Amirjalili, F., & Jabbari, A. A. (2018). The impact of morphological instruction on morphological awareness and reading comprehension of EFL learners. *Cogent Education*, 5(1), 1523975.

One of the most common methods used by researchers to assess students' morphological awareness is through a production task. In this task, students are required to generate either an inflected or derived form of a provided base word, or vice versa.

Additionally, morphological tasks can be employed to assess skills related to judgment, development, or decomposition. There are two complementary techniques for evaluating morphological knowledge.

a. Analytic

The analytic approach concentrates on recognizing morphemes by deconstructing words into their distinct elements.

b. Synthetic

It deals with how productive the morphological structure is, specifically how combining the smallest units of meaning (morphemes) can create new words.⁷⁵

3. The Correlation between Morphological Awareness and Reading Comprehension

The relationship between morphological awareness and reading comprehension can be both reciprocal and directional. When reciprocal, it means that each can enhance the development of the other. When directional, it suggests

⁷⁵ Mark Aronoff and Kristen Fundeman, *What is Morphology*, 2nd edn (USA: Wiley-Blackwell,2005)P.12-13

that morphological awareness fosters reading proficiency, but reading comprehension does not necessarily contribute to morphological awareness.⁷⁶

In the reading comprehension process, several key components are essential, including word recognition, using prior knowledge, understanding the text type, maintaining motivation, reading fluently, making predictions, and identifying main ideas. Specifically, when students make predictions and extract important ideas, morphological awareness becomes crucial. This is because an understanding of morphology helps students analyze the meanings of words with affixes. For instance, being aware of morphology helps in understanding words like “cars,” “studying,” “walked,” “younger,” “tallest,” “eaten,” “unfamiliar,” and “introduction”.

The unique role of morphological awareness in reading comprehension can be understood through three key reasons outlined by Nagy, Berninger, and Abbott (2006). First, morphological awareness may enhance learners' ability to infer the meanings of words or complex words during reading, thereby improving overall comprehension. Second, the ability to recognize suffixes and other morphological signals helps learners interpret and parse complex sentences, contributing to better understanding of the material. Third, morphological awareness might improve comprehension indirectly by increasing the fluency with which learners decode morphologically complex words.

⁷⁶ Kuo, L. J., & Anderson, R. C. (2006). Morphological awareness and learning to read: A cross-language perspective. *Educational psychologist, 41*(3), 161-180.

Some research suggests that recognizing morphology can enhance reading skills. According to Tyler and Nagy's findings, understanding and utilizing morphological structures is linked to better reading ability. Morphological awareness, a higher-level cognitive skill, is crucial for predicting reading comprehension in typical readers. The research concludes that morphological awareness significantly contributes to students' reading comprehension. Students who are proficient in morphological awareness are likely to excel in reading comprehension because they can understand word structures and analyze unfamiliar words.

B. Review of Related Findings

According to Syafi'i S, relevant research is essential to prevent plagiarism. It involves reviewing prior studies that are pertinent to your own research. In this context, there are four studies that are considered relevant:

The 2019 study by Muhammet Rasit Memiş, titled "An Investigation into the Reading Comprehension and Morphological Awareness Levels of Middle School Students and the Relationship Between These Factors," explores the levels of reading comprehension and morphological awareness among middle school students and examines how these two factors are related".⁷⁷ This study aims to determine the levels of reading comprehension and morphological awareness in

⁷⁷ Memiş, M. R. (2019). A research on reading comprehension and morphological awareness levels of middle school students and the relationship between these concepts. *Journal of Language and Linguistic Studies*, 15(2), 649-677.

middle school students and to examine the dimensions of these two concepts by illustrating the existence of a relationship between them. The study group of the research conducted with the relational screening model, consist of 1561 students in the 5th , 6th , 7th , and 8th grades from the cities located in six different regions of Turkey. Morphological awareness test and reading comprehension tests develop separately for each grade were used in collection of data obtained between the years of 2016-2018. The data of this study were collected from the 5th , 6th , 7th , and 8th Students from 12 middle schools, spanning 70 different classes, were assessed between 2016 and 2018. They took part in reading comprehension and morphological awareness tests on consecutive days. Prior to the testing, the students were briefed about the study. The collected data was coded, computerized, and then analyzed using the SPSS software. The findings revealed a strong correlation between reading comprehension and morphological awareness. Specifically, students who excelled in morphological awareness also tended to score higher in reading comprehension tests, while those with lower morphological awareness had poorer reading comprehension scores.

The second relevant research study was conducted by Kinanti et al. (2017) and titled “The Correlation between Students’ Morphological Awareness and Their Reading Comprehension.” This study utilized a correlational research design, examining the relationship between two or more variables. The subjects were students from grade 33 of IPA 1 at SMAN 15 Bandar Lampung, and the aim was to

determine whether there was a significant correlation between students' morphological awareness and their reading comprehension. This research was quantitative, focusing on the outcome or product of the study. It employed an ex post facto design, a non-experimental method where preexisting groups are compared on dependent variables. The sample consisted of the second-year students from SMA Negeri 15 Bandar Lampung, across six classes with 35-40 students per class. For the correlational study, only one class was tested with the two data collection instruments, and another class was used for a try-out of these instruments. Data collection involved morphological awareness and reading comprehension tests, and the data were analyzed using SPSS version 17 with Pearson product-moment correlation formulas to determine the relationship between the variables. The instruments were morphological awareness and reading was higher than critical value r table ($0.729 > 0.449$). A simple regression analysis was conducted to examine the impact of morphological awareness on students' reading comprehension. The findings indicated that morphological awareness accounted for 51.5% of the variance in reading comprehension. Thus, it can be concluded that there is a significant correlation between students' morphological awareness and their reading comprehension.

A relevant study for second-grade students is the research conducted by Zulfadli et al. (2019) on morphological awareness and its relationship with English as a Foreign Language (EFL) reading comprehension among senior high school

students.⁷⁸ In the study involving 55 students, the researcher employed a morphological awareness test and the Florida Comprehensive Assessment Test (FCAT). To examine the relationship between these variables, the Pearson product-moment correlation coefficient was calculated using SPSS 20 software. The findings revealed a significant correlation between morphological awareness and reading comprehension.

In their 2014 study, S. Deacon et al. examined the role of morphological awareness—understanding and manipulating the smallest meaningful units in words—in reading comprehension among university students. Their research focused on assessing English-speaking children's morphological awareness, word reading abilities, and reading comprehension in Grades 3 and 4. The results revealed that morphological awareness influences reading comprehension both directly, through the language system, and indirectly, via word reading skills. This suggests that morphological awareness is a foundational element in the development of reading comprehension.⁷⁹

This research highlights the important link and impact of morphological awareness on reading comprehension.

⁷⁸ Aziz, Z. A., Daud, B., & Ismar, R. T. (2019). Morphological awareness and its correlation with EFL reading comprehension of senior high school students. *TEFLIN journal*, 30(1), 121-136.

⁷⁹Deacon, S. H., Kieffer, M. J., & Laroche, A. (2014). The relation between morphological awareness and reading comprehension: Evidence from mediation and longitudinal models. *Scientific Studies of Reading*, 18(6),

CHAPTER III

RESEARCH METHOD

A. The Type of the Research

Correlational research involves using statistical methods to identify patterns or trends between two or more variables. According to Creswell, this type of research examines how consistently two variables or datasets change together.⁸⁰ In this study, the two variables are Students' Morphological Awareness (variable X) and Reading Comprehension (variable Y). Ary, Jacobs, and Sorensen explain that correlations reveal the nature of the relationship between paired scores, indicating whether the relationship is positive or negative, and how strong it is. Therefore, this research aims to determine the scores for both variables and assess the strength of the correlation between them.⁸¹

The researcher conducted a statistical analysis of the data to derive findings. This study utilized the concept of explanatory research, which aims to clarify the relationships between variables. Explanatory research, a type of correlational research, focuses on understanding the degree to which variables co-vary—essentially, how changes in one variable correspond to changes in another. This

⁸⁰ Creswell, J. W. (2012). *Educational research*. pearson.

⁸¹ Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to research in education (eight). *Belmont: wadsworth Cengage Learning*.

research design can involve examining the relationship between two or multiple variables.

B. Population and Sample

1. Population of the Research

Rumble stated that population is the group of interest to the group of interest to the researcher, the group to which the researcher would like of the study to be generalizable. In additional population is totality or generalization of the unit, individual, object or subject that determine the quantity and criteria to be studied, which can be people and events, that can be obtained or can provide the data information research which can be drawn conclusions.

Population is defined by Fraenkel as the entire group of organisms (animal or human) that will be represented by the research participants. The population of the research is the first-grade students of SMA NEGERI 1 PASEMAH AIR KERUH. The population are 178 students which are divided into 6 classes; they are X1, X2, X3, X4, X5, and X6.

Table 3.1.

The Population of the first-grade students of SMA NEGERI 1 PASEMAH AIR KERUH

Class	Population
X1	32
X2	32
X3	27
X4	29

X5	30
X6	28
Total	178

. Source: the first grade students of SMA NEGERI 1 PASEMAH AIR KERUH

2. Sample of the Research

Sugiyono defines a sample as part of a number population and have a certain characteristic⁸². In this research samples were taken using purposive sampling technique, namely determining sampling based on certain criteria required by researcher. This is in line with Fraenkle & Wallen, that sampling is used purposive sampling technique was carried out by describing the characteristics of the population based on previous information so that it will provide data require⁸³. The samples used in this research were 91 students.

The samples of this research were 3 classes of first grade students of SMA NEGERI 1 PASEMAH AIR KERUH. The goal is to ensure that first-grade students have a strong grasp of morphology. To achieve this, participants from three first-grade classes need to be re-selected to confirm they have previously been taught by a teacher specializing in morphology and reading. This verified that they have acquired knowledge in morphology and have developed their reading skills.

⁸² Cohen, J. M., Lewis, D. B., Swanson, J. C., & Hebert, M. (1980). *Research Design*. Rural Development Committee, Yemen Research Program, Center for International Studies, Cornell University.

⁸³ Setiawan, A. R. (2008). Clara ng.

C. Data Collection Technique

1. Test

A research project requires tools to gather data, one of which is a test. A test consists of a series of questions or exercises designed to assess the skills, knowledge, abilities, or potential of an individual or group. In an academic context, teachers use tests to evaluate their students' understanding of the material. The results of these tests provide insights into the effectiveness of the teaching and learning process and help identify the strengths and weaknesses of the activities involved.

In this study, the researcher employs two types of assessments: a morphological awareness test and a reading comprehension test. Here are descriptions of each test:

1.1. Morphological Awareness Test

The morphological awareness test is derived from the morphemes used in the reading comprehension test. This section focuses on the application of affixes and includes 25 questions. Participants are required to choose the affix that best fits a given word to complete a sentence. It is a multiple-choice test where the instructions direct participants to modify or adjust the provided words to correctly fill in the blanks in the sentences.

Table 3.2. The Blueprint of Morphological Awareness

No	Indicators	Number of items	Item number
1	Identifying prefixes	2	6,15
2	Identifying inflectional suffixes	3	2,17,20
3	Identifying the derivational prefixes	14	1,3,4,7,8,9,10,11,13,14,19,22,24,25
4	Identifying the derivational suffixes	6	5,12,16,18,21,23,

1.2. Reading Comprehension Test

The current study examines the relationship between students' understanding of morphology and their reading comprehension abilities. The initial phase involves gathering data through two assessments administered to a single class. The first assessment evaluates their reading comprehension, while the second assesses their morphological awareness. Both assessments are written tests.

The testing was conducted individually in a single day due to time constraints. The students took a reading comprehension test in the first part and a morphological awareness test in the second part. Prior to beginning the tests, the students received instructions and then proceeded to complete the tests accordingly. Each test was allotted one hour for completion. The test comprised a single section with 25 multiple-choice questions based on short passages.

Table 3.3. The blueprint of Reading Comprehension

No	Indicators	Numbers of Item	Item Number
1	Identifying the main ideas (Reorganization)	9	6,7,9,12,18,19,21,23,24
2	Identifying the generic structure (Literal Level)	6	1,2,3,11,13,14
3	Finding the meaning of word (Inferences)	2	8,25
4	Finding the factual information (Evaluation)	8	4,5,10,15,16,17,20,22

D. Validity and Reliability

1. Validity of the Test

Validity is the most intricate and arguably the most crucial criterion for an effective test. It is essential when developing and accessing measurement tools.⁸⁴ Traditionally, validity was seen as how well an instrument measured what it intended to measure. In contemporary terms, validity encompasses the appropriateness, accuracy, significance, and practicality of the conclusions drawn from the data collected.

To evaluate the validity of the test, the researcher administered a trial version of the 25 items to 30 students who were not part of the research sample. The data were then analyzed using the SPSS 22.0 software for Windows. The researcher compared *r-value* to *r-table*. The *r-table* at the significant level of 5% is 0,361 ($DF= n-2 = 30-2= 28$). To be considered

⁸⁴ Voigt, R. G., Brown III, F. R., Fraley, J. K., Liorente, A. M., Rozelle, J., Turcich, M., ... & Heird, W. C. (2003). Concurrent and predictive validity of the cognitive adaptive test/clinical linguistic and auditory milestone scale (CAT/CLAMS) and the Mental Developmental Index of the Bayley Scales of Infant Development. *Clinical pediatrics*, 42(5), 427-432.

valid, the *r-value* of each item should exceed the *r-table* value. If an item's *r-value* is lower than the *r-table* value in the analysis, it indicates that the item is not significantly correlated with the total score and should be either removed or corrected.

a. Validity of Morphological Awareness Test

The following table is the validity of students' morphological awareness test.

Table III. 4

Validity of Students' Morphological Awareness

No.	r-Table	r-Item	Result
1.	0.361	0,551	Valid
2.	0.361	0,582	Valid
3.	0.361	0,554	Valid
4.	0.361	0,634	Valid
5.	0.361	0,575	Valid
6.	0.361	0,564	Valid
7.	0.361	0,651	Valid
8.	0.361	0,512	Valid
9.	0.361	0,541	Valid
10.	0.361	0,657	Valid
11.	0.361	0,533	Valid
12.	0.361	0,561	Valid
13.	0.361	0,589	Valid
14.	0.361	0,505	Valid
15.	0.361	0,542	Valid
16.	0.361	0,526	Valid
17.	0.361	0,512	Valid
18.	0.361	0,555	Valid
19.	0.361	0,540	Valid
20.	0.361	0,511	Valid
21.	0.361	0,551	Valid
22.	0.361	0,501	Valid

23.	0.361	0,590	Valid
24.	0.361	0,542	Valid
25.	0.361	0,541	Valid

b. Validity of Reading Comprehension Test

The following table is the validity of students' reading comprehension test.

Table III.5

Validity of Students' Reading Comprehension

No.	r-Table	r-Item	Result
1.	0.361	0,681	Valid
2.	0.361	0,610	Valid
3.	0.361	0,603	Valid
4.	0.361	0,665	Valid
5.	0.361	0,580	Valid
6.	0.361	0,638	Valid
7.	0.361	0,596	Valid
8.	0.361	0,621	Valid
9.	0.361	0,527	Valid
10.	0.361	0,677	Valid
11.	0.361	0,629	Valid
12.	0.361	0,589	Valid
13.	0.361	0,628	Valid
14.	0.361	0,647	Valid
15.	0.361	0,612	Valid
16.	0.361	0,560	Valid
17.	0.361	0,560	Valid
18.	0.361	0,612	Valid
19.	0.361	0,562	Valid
20.	0.361	0,566	Valid
21.	0.361	0,656	Valid
22.	0.361	0,669	Valid
23.	0.361	0,569	Valid
24.	0.361	0,605	Valid

25.	0.361	0,571	Valid
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2. Reliability

According to Brown, a test is considered reliable if, when administered to the same students or comparable students on two separate occasions, it produces similar results each time. This implies that the test should be consistent and dependable.⁸⁵

Fraenkel and Norman suggest that reliability is about how consistently a test yields the same results for an individual across different administrations and item sets. While a test can be reliable without being valid, a valid test is generally reliable as well.

A reliable test is one that consistently produces dependable results. To address the reliability of a test, it's useful to examine various factors that can lead to unreliability. Three common factors that often contribute to a test's unreliability are:

- 1) The things which are related to the test itself such as the length of the test and the questions.
- 2) The things which are related to the
- 3) The things which are related to the test implementation.

⁸⁵ Miller, S. D., Duncan, B. L., Brown, J., Sparks, J. A., & Claud, D. A. (2003). The outcome rating scale: A preliminary study of the reliability, validity, and feasibility of a brief visual analog measure. *Journal of brief Therapy*, 2(2), 91-100.

Reliability in quantitative analysis is assessed primarily through two methods of internal consistency: the split-half technique and the alpha coefficient. To evaluate the reliability of a test, researchers often employ the split-half technique, which can be conducted using IBM SPSS Version 22.

The categories of reliability test are as follows:

>0.90	very highly reliable
0.80–0.90	highly reliable
0.70–0.79	reliable
0.60–0.69	marginally/minimally reliable

The reliability level is deemed acceptable at 0.8, though some believe it is sufficient if it is 0.67 or higher.

a. Reliability of Morphological Awareness Test

The following table is the case processing summary of students' morphological awareness test.

Table III.6**Case Processing Summary of Students' Morphological Awareness**

	N	%
Case Valid	30	100.0
Excluded	0	.0
Total	30	100.0

The following table is the reliability of students' morphological awareness test.

Table III.7**Reliability Statistics of Students' Morphological Awareness**

Cronbach's Alpha	N of items
.746	30

Based on the table above, the Cronbach's Alpha value of 0.746 indicates that the test's reliability is considered reliable.

b. Reliability of Reading Comprehension Test

The following table is the case processing summary of students' reading comprehension test.

Table III.8
Case Processing Summary of Students' Reading
Comprehension

	N	%
Case Valid	30	100.0
Excluded	0	.0
Total	30	100.0

Table III.9
Reliability Statistics of Students' Reading Comprehension

Cronbach's Alpha	N of items
.752	30

Given the table, Cronbach's Alpha is 0.752, indicating that the test's reliability is considered reliable based on this value.

E. Data Analysis Technique

In this study, the data was examined using statistical formulas and analyzed with the IBM SPSS software version 22. To explore the relationship between students' morphological awareness and their reading comprehension, the researcher employed the Pearson Correlation method.

Pearson Correlation is a parametric test to test the correlation between 2 variables with a numerical measurement scale (interval-ratio or ratio-interval).

Statistically the hypotheses are:

$H_a : \text{Sig.} < \alpha (0.05)$

$H^{\circ} : \text{Sig.} > \alpha (0,05)$

H_a is accepted if $H_a: \text{Sig.} < \alpha (0.05)$ or there is a significant correlation between the students' morphological awareness and their reading comprehension.

H° is accepted if $H^{\circ} : \text{Sig.} > \alpha (0.05)$ or there is no significant correlation between the students' morphological awareness and their reading comprehension.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the Research

The source of data in this research is the first grade of SMAN 1 Pasemah Air Keruh. In this study, the researchers focused on two variables: Morphological Awareness (variable X) and Reading Comprehension (variable Y). They administered test questions to assess both morphological awareness and reading comprehension among students.

The researcher gathered data by administering two assessments: a morphological awareness test and a reading comprehension test. Students from three first-grade classes at SMA Negeri 1 Pasemah Air Keruh took both tests. The first class had 32 students, the second class also had 32 students, and the third class included 27 students.

The technique in scoring of both tests, the researcher used the following technique:

$$test\ score = \frac{\text{sum of correct answer}}{\text{the total items of questions}} \times 100$$

1. Morphological Awareness

Students' Morphological Awareness score as X variable (Independent Variable), students' Morphological Awareness score was taken from test. The description of data is in appendix.

In addition, to describe the more detail data, the descriptive statistics of students' morphological awareness is provided below.

Table IV.1

Descriptive data of students' Morphological Awareness

No	Domains	Scores
1	Mean	36.18
2	Standard Deviation	6.530
3	Max	52
4	Min	24
5	Range	28
6	Median	36.00
7	Mode	36
8	N	91
9	Sum	3292

2. Reading Comprehension

Students' Reading Comprehension score as Y variable (Dependent Variable), students' Reading Comprehension score was taken from test. The description of data is in appendix.

In addition, to describe the more detail data, the descriptive statistics of students' reading comprehension is provided below.

Table IV.2

Descriptive data of students' Reading Comprehension

No	Domains	Scores
1	Mean	36.64
2	Standard Deviation	6.095
3	Max	52
4	Min	24
5	Range	28
6	Median	36.00
7	Mode	36
8	N	91
9	Sum	3334

3. The Correlation Between Morphological Awareness and Reading Comprehension

Table IV.3
The Correlation Between Morphological Awareness and Reading Comprehension

		Morphological Awareness	Reading Comprehension
Morphological Awareness	Pearson Correlation	1	0.486
	Sig. (2-tailed)		0.000
	N	91	91
Reading Comprehension	Pearson Correlation	0.486	1
	Sig. (2-tailed)	0.000	
	N	91	91

The significance value of the correlation between morphological awareness and reading comprehension is 0.000, which means that the value is slighter than $<0,05$ can be say there is correlation between morphological awareness on reading comprehension. Person correlation value 0.486. which matters the table is high correlation? If r-counted $> r$ -

table. $N_{91} = 0.206$ (table 5% significance). Which r -counted $0.486 > r$ -table 0.206 .

From the calculation of the correlation between morphological awareness and reading comprehension, it can be obtained that the research results are $r_{xy} 0.486$ significant (2-tailed) 0.00 and the number of subjects 91 .

The interpretation about the rate of the correlation coefficient was formed by certain rule, were as follows:

Table IV.4

The interpretation of correlation

No	Correlation Coefficient	Interpretation
1	0.00 - 0.20	There is no correlation
2	0.21 - 0.40	Low correlation
3	0.41 - 0.70	Moderate correlation
4	0.71 - 0.90	High correlation
5	0.91 - 1.00	Very high correlation

(source: Arikunto, 2006).

Based on the calculation, it is known that value of $r_{xy} = 0.486$ including will be categorized using the correlation coefficient criteria

above. With known that 0.486 is classified as an interval of 0.41 – 0.70, so 0.486 is included in the category of **Moderate Correlation**.

Based on the above definition, it can be concluded that morphological awareness has correlation with reading comprehension.

B. Research Discussion

1. Students' Morphological Awareness

Morphological awareness refers to the recognition and understanding of how words are composed of smaller meaningful units like roots, prefixes, and suffixes. According to Chang et al., it is the ability to perceive and utilize the meanings and structures of these morphemes, which are the smallest units of meaning in a language, in relation to the formation and understanding of word.⁸⁶

According to finding of the research, the data students' morphological awareness was collected by morphological awareness test. In the morphological awareness test, researchers used 25 questions. Researchers found that the morphological awareness scores of students at SMAN 1 Pasemah Air Keruh could be said to be low. This is indicated by the average value (mean) of morphological awareness, which is 36.18.

⁸⁶ Sinaga, Y. K. (2017). Morphological Process in Students' Recount Text in English Department of FKIP UHN Pematangsiantar.

Researchers have observed that some students struggle to grasp the meaning of a word when a root word is added before it, as well as when it's added after the word.

2. Students' Reading Comprehension

Reading comprehension is a dynamic process involving the interaction between readers, the text, and various strategies. This process encompasses understanding, applying, and assessing the key messages the author intends to communicate. Readers continuously connect the information from the text with their own background knowledge to derive meaning. Van den Broek and Espin describe reading comprehension as a complex interplay of automatic and strategic cognitive processes that allows readers to form a mental representation of the text.⁸⁷

According to the research findings, students' reading comprehension data was gathered through a reading comprehension test consisting of 25 questions. The results revealed that the students at SMAN 1 Pasemah Air Keruh had relatively low reading comprehension scores, as evidenced by an average score (mean) of 36.64 in morphological awareness.

⁸⁷ McMaster, K. L., Espin, C. A., & Van Den Broek, P. (2014). Making connections: Linking cognitive psychology and intervention research to improve comprehension of struggling readers. *Learning Disabilities Research & Practice*, 29(1),

This is because there are some phenomena that researcher have found, Some students find it challenging to understand the text, while others struggle with analyzing it.

3. The Correlation Between Morphological Awareness and Reading Comprehension

This study seeks to explore the relationship between morphological awareness and reading comprehension among first-grade students at SMAN 1 Pasemah Air Keruh. The analysis conducted using SPSS reveals a moderate correlation between students' morphological awareness and their reading comprehension skills, because the Pearson Correlation value obtained 0,486 which is between the interval 0,41-0,70 which is said to said Moderate Correlation. This research is said to be correlated because students do not understand the word structure or word formation, so students do not understand reading text. If the morphological awareness is not good, it will affect the as well.

Thus, this study succeeded in proving the hypothesis which states “There is a strong link between morphological awareness and the reading comprehension abilities of first-grade students at SMAN 1 Pasemah Air Keruh”. Therefore, it can be concluded that H_a (there is a significant correlation between morphological awareness and reading

comprehension) is accepted, and H_0 (there is no significant correlation between morphological awareness and reading comprehension) is rejected.

The paired hypothesis is formulated as a provisional answer that is formulated by taking advantage of previous theories that support a possible the correlation between morphological awareness and reading comprehension. However, the hypothesis is only a provisional answer. Therefore, the researcher must test the hypothesis by collecting data in the context of the students first grade at SMAN 1 Pasemah Air Keruh. The data then processed statistically and used to confirm whether the first hypothesis can be accepted, or vice versa, the null hypothesis will be accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this study was to determine if a significant relationship exists between first-grade students' morphological awareness and their reading comprehension at SMAN 1 Pasemah Air Keruh. Based on the data analysis presented in the previous chapter, the researcher concludes that:

1. At SMAN 1 Pasemah Air Keruh, first-grade students had an average score of 36.18 in morphological awareness.
2. The average score for reading comprehension among these students was 36.64.
3. The correlation coefficient between the students' morphological awareness and their reading comprehension was 0.486, with a significance level of 0.000 ($p < 0.05$). Since the p-value is less than 0.05, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, indicating a significant correlation between the two variables.
4. This finding suggests a significant relationship between students' morphological awareness and their reading comprehension at SMAN 1 Pasemah Air Keruh.

B. Suggestion

In light of the conclusion drawn earlier, the researcher proposes the following suggestions:

1. To enhance students' comprehension in reading, writing, speaking, and listening, it is advised that they develop their morphological awareness.
2. English teachers are encouraged to adopt a more student-centered approach and to provide additional motivation to inspire students to learn English, which will lead to better academic performance.
3. Future researchers should delve deeper into the theories and methods for collecting data on the relationship between students' morphological awareness and their reading comprehension.
4. Future studies should focus on exploring the link between students' morphological awareness and their reading comprehension by conducting thorough preparations, including developing new instruments, and examining this correlation with different samples from various locations.

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ALUR TUJUAN PEMBELAJARAN (ATP)

Mata Pelajaran	: Bahasa Inggris
Kelas	: X
Fase	: E
Satuan Pendidikan	: SMAN 1 Pasemah Air Keruh

A. Capaian Pembelajaran Fase E

1. Mengidentifikasi secara mandiri konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka.
2. Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka.
3. Menganalisis konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka.
4. Mengomunikasikan secara efektif ide utama dan detail relevan dalam diskusi atau presentasi, opini, dan membuat perbandingan tentang isu yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka
5. Mengevaluasi detil spesifik dan inti dari beragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda untuk membuat inferensi sederhana dalam memahami informasi tersirat dalam teks

6. Merancang ragam teks lisan atau tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka
7. Memproduksi ragam teks lisan atau tulisan menggunakan kosakata dan kata kerja umum yang tepat dan sesuai melalui proses menulis yang memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka
8. Menyajikan informasi teks lisan atau tulisan dengan menggunakan ragam moda presentasi yang efektif dalam menyampaikan tujuan

B. Capaian Pembelajaran Fase E per Elemen Berbahasa

Elemen dan Capaian Pembelajaran	Butir Tujuan Pembelajaran	Alur Tujuan Pembelajaran
<p>Elemen Menyimak – Berbicara Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau</p>	<ul style="list-style-type: none"> ● Mengidentifikasi secara mandiri konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka. ● Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks lisan dan tulisan yang disajikan dalam bentuk ● Menganalisis konteks, 	<ol style="list-style-type: none"> 1. Mengidentifikasi secara mandiri konteks, gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka. 2. Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks lisan dan tulisan yang disajikan dalam bentuk. 3. Menganalisis konteks,

<p>presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	<p>gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka.</p> <ul style="list-style-type: none"> • Mengomunikasikan secara efektif ide utama dan detail relevan dalam diskusi atau presentasi, opini, dan membuat perbandingan tentang isu yang dekat dengan keseharian peserta didik atau sesuai isu yang hangat sesuai usia mereka. • Mengevaluasi detil spesifik dan inti dari beragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda untuk membuat inferensi sederhana dalam memahami informasi tersirat dalam teks • Merancang ragam teks lisan atau tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka 	<p>gagasan utama, informasi rinci, makna tersirat dan tersurat, dan karakteristik, dari ragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka.</p>
<p>Elemen Membaca – Memirsa Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka 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</p>	<p>atau sesuai isu yang hangat sesuai usia mereka.</p> <ul style="list-style-type: none"> • Mengevaluasi detil spesifik dan inti dari beragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda untuk membuat inferensi sederhana dalam memahami informasi tersirat dalam teks • Merancang ragam teks lisan atau tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka 	<p>4. Mengomunikasikan secara efektif ide utama dan detail relevan dalam diskusi atau presentasi, opini, dan membuat perbandingan tentang isu yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka.</p> <p>5. Mengevaluasi detil spesifik dan inti dari beragam teks lisan dan tulisan yang disajikan dalam bentuk multimoda untuk membuat inferensi sederhana dalam memahami informasi tersirat dalam teks</p> <p>6. Merancang ragam teks lisan atau tulisan melalui proses menulis dengan</p>

<p>interaktif. 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.</p>	<ul style="list-style-type: none"> ● Memproduksi ragam teks lisan atau tulisan menggunakan kosakata dan kata kerja umum yang tepat dan sesuai melalui proses menulis yang memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia 	<p>memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka</p> <p>7. Memproduksi ragam teks lisan atau tulisan menggunakan kosakata dan kata kerja umum yang tepat dan sesuai melalui proses menulis yang memperhatikan tujuan penulisan dan minat pembaca mengenai topik yang dekat dengan keseharian peserta didik atau isu yang hangat sesuai usia mereka</p>
<p>Elemen Menulis – Mempresentasikan Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum</p>	<ul style="list-style-type: none"> ● Menyajikan informasi teks lisan atau tulisan dengan menggunakan ragam moda presentasi yang efektif dalam menyampaikan tujuan 	<p>8. Menyajikan informasi teks lisan atau tulisan dengan menggunakan ragam moda presentasi yang efektif dalam menyampaikan tujuan</p>

dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.		
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BLUEPRINT OF MORPHOLOGICAL AWARENESS TEST

No	Indicators	Number of items	Item number
1	Identifying the derivational prefixes	2	6,15
2	Identifying the derivational suffixes	3	2,17,20
3	Identifying the inflectional regular inflection	14	1,3,4,7,8,9,10,11,13, 14,19,22,24,25
4	Identifying the irregular inflection	6	5,12,16,18,21,23,

BLUEPRINT READING COMPREHENSION

No	Indicators	Numbers of Item	Item Number
1	Identifying the main ideas	9	6,7,9,12,18,19,21,23,24
2	Identifying the generic structure	6	1,2,3,11,13,14
3	Finding the meaning of word	2	8,25
4	Finding the factual information	8	4,5,10,15,16,17,20,22

RESEARCH INSTRUMENT

Name :

Class :

Time Allocation: 45 minutes

Directions :

- a. The questions are multiple choice
- b. These questions are used to know the Students' Reading Comprehension
- c. These questions consist of 25 items
- d. Choose the correct answer based on the question

Respondent: The first grade students of SMA NEGERI 1 PASEMAH AIR KERUH.

Follow this text for questions number 1-5

Natural Bridge National Park

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by **traveling** through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall **cascade** is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas **offer** toilets, barbeque, shelter sheds, water, and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
 - a. As an identification
 - b. As an orientation
 - c. As a thesis
 - d. As a classification
 - e. As an abstract

2. The text above is in **the** form of.....
 - a. Hortatory exposition
 - b. Narrative
 - c. Description
 - d. Report
 - e. Explanation

3. What is the communicative purpose of the text?
 - a. To present two points of **view** about **Natural Bridge National Park**
 - b. To explain the bridge national park
 - c. To describe the bridge national park
 - d. To retell the bridge national park
 - e. To persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?
 - a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
 - e. 110 kilometers from Nerang

5. What the visitors will see in the night?
 - a. A common glow worm
 - b. The unique feature of the glow worms
 - c. A great dark cave
 - d. The unique rocks
 - e. The fantastic bridge

Follow this text for questions number 6-8

Attention Please!

Students of grade XII are welcome to attend a morning seminar on :

HOW TO PREPARE FOR THE FINAL EXAMINATION

You can learn a lot from Mr. Budi Umar, a well-known education consultant.

Date : July, 27th, 2018

Time : 07.30

Venue : School main hall

Don't miss this free event. Seats are limited.

To reserve your seat, please call Kemal : 0812 69795677 Or 085234576

6. The advantages of attending the seminar that students get are able
 - a. To meet the education consultant
 - b. To prepare for the final examination
 - c. To teach strategies for the final examination
 - d. To get the free chance of joining the seminar
 - e. To be a presenter at that seminar

7. Who will come to the morning seminar?
 - a. All students
 - b. Mr. Budi Umar
 - c. Students of class XII
 - d. All students and their neighbors
 - e. A student who is the best in class XII

8. "To reserve your seat, please" The word "reserve" is closest in meaning to....
 - a. Book
 - b. Buy
 - c. Get
 - d. Sit
 - e. Confirm

Follow this text for questions number 9-11

SCHOOL ANNOUNCEMENT

To : All students

We would like to inform you, that we would be having the school holiday from Thursday 8th to Saturday 10th of August 2015.

During the holiday, our school has already made plans! We want to go camping in the Highlands to a place called Aviemore. It's an outdoor center where you can learn to climb, canoe and fish, and do all sorts of exciting things.

Of course, we have to take you to Edinburgh Castle and the Festival too. Don't worry; you aren't going to be bored! The school pays for all students, so you are free

of charge.

Don't forget to take your changing clothes with you. It may be wet. For those who want to go, please meet Mr. Ananta at the teacher's office.

Sincerely Yours

Principal

9. What should the students do to join the activity?
 - a. To pay for the trip
 - b. To go to the teacher's office
 - c. To meet the headmaster
 - d. To bring the changing clothes
 - e. To visit **the** principal's house

10. From the text we know that
 - a. There are at least 5 activities that the school offers
 - b. The students should bring their own food
 - c. The holiday will last for two days
 - d. The holidays won't be exciting
 - e. All **students** will be examined in the Highlands

11. The text is written to
 - a. To give information about the activity on school holiday
 - b. To describe an outdoor activity on **a** school holiday
 - c. To remind students about an outdoor activity
 - d. To announce the school Thursday matter
 - e. To persuade students **to join** student **climbing during** the holiday

Follow this text for questions number 12-16

Last holiday my students and I went to Yogyakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan.

There are three significant sanctuaries, the Brahma, Siwa, and Wisnu. They are truly stunning. We went by just Brahma and Siwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya Kraton.

We spent around two hours there. We were fortunate on the grounds that a brilliant and amicable aide drove us. At that point, we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration

that the Borobudur entryway would be closed. In the evening we left Yogyakarta by bus.

12. The content above basically talks about ...

- a. The writer's trip to Yogyakarta.
- b. The writer's first visit to Prambanan.
- c. The writer's impression of the guide.
- d. The writer's experience at Yogya Kraton.
- e. The writer's introduction herself

13. The content is composed as an/an ...

- a. Recount
- b. Narrative
- c. Report
- d. Anecdote
- e. Announce

14. What is the purpose of the text ...

- a. Tell past events.
- b. Entertain readers.
- c. Describe the smugglers.
- d. Report an event to the police.
- e. Introduce writer

15. What else **are** the big temples in Prambanan?

- a. Angkor wat, syiwa, and sudra temples.
- b. Paria, brahmana, and temples.
- c. Brahmana, syiwa, and wisnu temples.
- d. Wisnu, syiwa, and borobudur temples.
- e. Brahmana and wisnu

16. When did they go home?
- a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Saturday evening
 - e. On Friday

Follow this text for questions number 17-18

One morning I met my father outside the school gate. Prior to this, I received my teacher's permission to be temporarily excused from class. I would collect some items from my father.

My father handed me my examination result slip which he had signed. Also, he gave me a consent form for the Track and Field Training Camp in which I would take part. My father scolded me for being irresponsible. I just kept silent and told him that I had to return to my class. My father then quickly left for work.

I rushed back to my class. However, I did not carefully place my wallet, which contained money, in my pocket. I dropped it and I didn't notice it. The money was the fee for the Track and Field Training Camp!

17. The writer's father was angry because ...
- a. He did not permit the writer to join a training camp.
 - b. He had forgotten to submit the writer's work to school.
 - c. The writer had forgotten to bring some items to school.
 - d. The writer did not say goodbye to his/her father when leaving.
18. What happened to the writer at the end?
- a. He/She was relieved after receiving the items for his/her father
 - b. He/She was disappointed because he/she couldn't join the class
 - c. He/She didn't know how to tell the accident to his/her father
 - d. He/She father took him/her home to get the items

Follow this text for questions number 19-25

Once upon a time in West Java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, and at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you a special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted in the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar on his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genies and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in the Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile, Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that it was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help, he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a **distance** the mount really looks like an upside down boat.

19. What is the story about?
 - a. A wrath son
 - b. West java's tales
 - c. Tumang a Dog husband
 - d. The legend of Tangkuban Perahu
 - e. Dayang Sumbi's rejection to marry Sangkuriang

20. According to **the** story, Tumang was.....
 - a. Actually a handsome prince
 - b. Married to Dayang Sumbi
 - c. Sangkuriang pet dog
 - d. Good at hunting deer
 - e. In fact Dayang Sumbi's father

21. What did Dayang Sumbi look like?
 - a. She liked weaving **clothes**
 - b. She looked for the heart of a deer
 - c. She was beautiful
 - d. She was looking at her fallen tool
 - e. She and her son were alike

22. What made Dayang Sumbi stay young?
 - a. She set up conditions for doing things
 - b. A young man fall in love with her
 - c. She married a dog
 - d. She knew how to take care her body
 - e. God gave her an eternal beauty

23. Who are the main **characters** in the story?
 - a. Dayang Sumbi and Sangkuriang
 - b. The king Dayang Sumbi, the dog and Sangkuriang
 - c. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the **spirits**
 - d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the **spirits**
 - e. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, **spirits**, and God

24. What moral value can we learn from the story?

- a. People must keep their words all the time
 - b. Do not make a promise **too** easily
 - c. Never be reluctant to do good things
 - d. We should not hate our **descendants**
 - e. Just do what we have planned
25. "He brought her the falling tool". The **underlined** word "He" refers to.....
- a. Sangkuriang
 - b. Tumang
 - c. Dayang Sumbi
 - d. The king
 - e. Father

RESEARCH INSTRUMENT

Name :

Class :

Time Allocation: 45 minutes

Directions :

- a. The questions are multiple choice
- b. These questions are used to know the Students' Morphological Awareness
- c. These questions **consist** of 25 items
- d. Choose the correct answer based on the question

Respondent : The first grade students of SMA NEGERI 1 PASEMAH AIR KERUH

1. The phenomenon of the rock (form)..... into a natural 'arch' and the cave through which a waterfall **cascade** is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Fill **in** the correct answer in the blanks!
 - a. Formed
 - b. Form
 - c. Forming
 - d. Have form
2. Natural Bridge National Park is **a luscious** tropical rainforest. The word from of the underlined word is.....
 - a. Adjective
 - b. Verb
 - c. Adverb
 - d. Noun
3. Swimming is (permit)..... in the rock pools. Fill **in** the correct answer in the blanks!
 - a. Permit
 - b. Permitted
 - c. Permitting
 - d. Permits
4. It is located 110 kilometers south of Brisbane and is **reached** by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. The word from of the underlined word is.....
 - a. Adjective
 - b. Noun

- c. Pronoun
 - d. Verb
5. This scenic roadway (lie)..... in **the** shadow of Lamington National Park. Fill the correct answer in the blanks!
- a. Lying
 - b. Lies
 - c. Lay
 - d. Lain
6. You can learn a lot from Mr. Budi Umar, a well-known education consultant. The word from of the underlined word is.....
- a. Conjunction
 - b. Verb
 - c. Noun
 - d. Adjective
7. Don't miss this free event. Seats are (limit)..... Fill **in** the correct answer in the blanks!
- a. Limit
 - b. Limits
 - c. Limited
 - d. Limiting
8. We want to go camping in the Highlands to a place called Aviemore. The word from of the underlined word is.....
- a. Verb
 - b. Conjunction
 - c. Noun
 - d. Adjective
9. Don't worry; you aren't going to be (bore)..... Fill **in** the correct answer in the blanks!
- a. Bored
 - b. Boring
 - c. Bore
 - d. Bor
10. We (stay).... at Morison Hotel which is not a long way from Malioboro. Fill **in** the correct answer in the blanks!
- a. Stay
 - b. Staying
 - c. Stayed
 - d. Stays
11. At that point, we proceeded with our adventure to Borobudur. The word from of the underlined word is.....
- a. Noun
 - b. Verb

- c. Conjunction
 - d. Adjective
12. In the evening we (leave)..... Yogyakarta by bus. Fill **in** the correct answer in the blanks!
- a. Left
 - b. Leave
 - c. Leaves
 - d. Leaving
13. Prior to this, I (receive)..... my teacher's permission to be temporarily excused from class. Fill **in** the correct answer in the blanks!
- a. Receiving
 - b. Receive
 - c. Received
 - d. Receive
14. I dropped it and I didn't notice it. The word from of the underlined word is.....
- a. Noun
 - b. Adjective
 - c. Conjunction
 - d. Verb
15. My father scolded me for being irresponsible. The word from of the underlined word is.....
- a. Adjective
 - b. Verb
 - c. Pronoun
 - d. Conjunction
16. I just (keep)..... silent and told him that I had to return to my class. Fill **in** the correct answer in the blanks!
- a. Keep
 - b. Kept
 - c. Keeps
 - d. Kep
17. She liked (weave)..... very much. Fill **in** the correct answer in the blanks!
- a. Weave
 - b. Weaves
 - c. Weaving
 - d. Weaved
18. He (bring)..... her the falling tool. Fill **in** the correct answer in the blanks!
- a. Brought
 - b. Brings
 - c. Bring
 - d. Bringing

19. She regretted her words but she could not deny it. The word from of the underlined word is.....
- Verb
 - Noun
 - Pronoun
 - Adjective
20. Sangkuriang liked (hunt)..... very much, especially deer. Fill **in** the correct answer in the blanks!
- Hunted
 - Hunt
 - Hunting
 - Hunts
21. When he (go)..... hunting, Tumang was always with him. Fill **in** the correct answer in the blanks!
- Go
 - Going
 - Goes
 - Went
22. He did not want to disappoint her mother so he killed Tumang. The word from of the underlined word is.....
- Verb
 - Noun
 - Adjective
 - Pronoun
23. At the time Dayang Sumbi was (give)..... an eternal beauty by God so she stayed young forever. Fill **in** the correct answer in the blanks!
- Gives
 - Giving
 - Given
 - Give
24. By midnight he had (complete)..... the lake by building a dam in Citarum **River**. Fill **in** the correct answer in the blanks!
- Completed
 - Complete
 - Completes
 - Completing
25. Sangkuriang was angry. He kicked the boat. The word from of the underlined word is.....
- Noun
 - Adjective
 - Verb
 - Adverb

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; the first is content, including the coherence between the statements and indicators stated in theory. The second is the accuracy of grammatical aspects used in the instrument.

- ✓ The **blue** color words or statements mean the validator's additional point for your instrument.
- ✓ The **red** color means something that you need to revise or delete.

Curup, February 2024

Validator



Nastiti Handayani, M.Pd

Morphological Awareness Score

No	Students	Score	No	Students	Score
1	Student 1	44	47	Student 47	44
2	Student 2	32	48	Student 48	48
3	Student 3	52	49	Student 49	32
4	Student 4	36	50	Student 50	36
5	Student 5	32	51	Student 51	28
6	Student 6	40	52	Student 52	44
7	Student 7	44	53	Student 53	24
8	Student 8	36	54	Student 54	28
9	Student 9	40	55	Student 55	36
10	Student 10	36	56	Student 56	36

11	Student 11	32	57	Student 57	40
12	Student 12	32	58	Student 58	28
13	Student 13	40	59	Student 59	32
14	Student 14	36	60	Student 60	44
15	Student 15	32	61	Student 61	24
16	Student 16	52	62	Student 62	40
17	Student 17	40	63	Student 63	28
18	Student 18	28	64	Student 64	36
19	Student 19	32	65	Student 65	36
20	Student 20	40	66	Student 66	44
21	Student 21	44	67	Student 67	40
22	Student 22	44	68	Student 68	40
23	Student 23	32	69	Student 69	44
24	Student 24	36	70	Student 70	36
25	Student 25	28	71	Student 71	24
26	Student 26	44	72	Student 72	36
27	Student 27	24	73	Student 73	32
28	Student 28	32	74	Student 74	36
29	Student 29	28	75	Student 75	32
30	Student 30	40	76	Student 76	28
31	Student 31	36	77	Student 77	36
32	Student 32	36	78	Student 78	36
33	Student 33	32	79	Student 79	28
34	Student 34	40	80	Student 80	40
35	Student 35	36	81	Student 81	36
36	Student 36	40	82	Student 82	40
37	Student 37	28	83	Student 83	36
38	Student 38	24	84	Student 84	32
39	Student 39	48	85	Student 85	32
40	Student 40	44	86	Student 86	36
41	Student 41	40	87	Student 87	44
42	Student 42	36	88	Student 88	36
43	Student 43	48	89	Student 89	28
44	Student 44	28	90	Student 90	44
45	Student 45	32	91	Student 91	44
46	Student 46	32			

READING COMPREHENSION SCORE

No	Students	Score	No	Students	Score
1	Student 1	40	47	Student 47	32
2	Student 2	36	48	Student 48	52
3	Student 3	48	49	Student 49	44
4	Student 4	32	50	Student 50	40
5	Student 5	36	51	Student 51	32
6	Student 6	32	52	Student 52	44
7	Student 7	52	53	Student 53	32
8	Student 8	36	54	Student 54	44
9	Student 9	36	55	Student 55	36
10	Student 10	32	56	Student 56	44
11	Student 11	36	57	Student 57	36
12	Student 12	44	58	Student 58	32
13	Student 13	44	59	Student 59	32
14	Student 14	32	60	Student 60	40
15	Student 15	36	61	Student 61	32
16	Student 16	48	62	Student 62	34
17	Student 17	44	63	Student 63	32
18	Student 18	36	64	Student 64	48
19	Student 19	36	65	Student 65	28
20	Student 20	36	66	Student 66	36
21	Student 21	40	67	Student 67	32
22	Student 22	40	68	Student 68	36
23	Student 23	40	69	Student 69	36
24	Student 24	36	70	Student 70	32
25	Student 25	24	71	Student 71	28
26	Student 26	36	72	Student 72	40
27	Student 27	32	73	Student 73	36
28	Student 28	24	74	Student 74	32
29	Student 29	36	75	Student 75	36
30	Student 30	32	76	Student 76	32
31	Student 31	44	77	Student 77	40
32	Student 32	44	78	Student 78	32
33	Student 33	28	79	Student 79	36
34	Student 34	32	80	Student 80	36
35	Student 35	40	81	Student 81	32
36	Student 36	44	82	Student 82	36
37	Student 37	36	83	Student 83	28
38	Student 38	32	84	Student 84	36

39	Student 39	52	85	Student 85	24
40	Student 40	36	86	Student 86	24
41	Student 41	44	87	Student 87	40
42	Student 42	44	88	Student 88	32
43	Student 43	40	89	Student 89	32
44	Student 44	36	90	Student 90	36
45	Student 45	36	91	Student 91	40
46	Student 46	40			



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DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	VICHA NADIA
NIM	18551064
PROGRAM STUDI	TADRIS BAHASA INGGRIS
FAKULTAS	TARBIYAH
DOSEN PEMBIMBING I	Dr. Prihantoro, SS., M. Pd
DOSEN PEMBIMBING II	Dr. Leffy Noviyenti, M. Pd
JUDUL SKRIPSI	The Correlation between English Morphological Awareness and English Reading Comprehension
MULAI BIMBINGAN	07 Agustus 2023
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	17/10/2023	Revisi background	
2.	08/11/2023	Penambahan Teori di Bab 2	
3.	20/12/2023	fahami cara membuat dan memvalidasi Instrumen	
4.	26/31/01/2024 16/01/2024	Acc Penelitian	
5.	31/08/2024	Revisi bab IV & Bab V	
6.	09/08/2024	Revisi bab IV	
7.		Revisi bab IV	
8.		Acc sidang	
9.			
10.			
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Prihantoro, SS., M. Pd
NIP. 197508202008011004

CURUP, 202

PEMBIMBING II,

Dr. Leffy Noviyenti, M. Pd
NIP. 197611062003122004

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

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BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	VICHA NADIA
NIM	18551064
PROGRAM STUDI	TADRIS BAHASA INGGRIS
FAKULTAS	TARBIYAH
PEMBIMBING I	Dr. Prihantoro, SS., M.Pd
PEMBIMBING II	Dr. Lefty Noviyenti, M.Pd
JUDUL SKRIPSI	The Correlation between English Morphological Awareness and English Reading Comprehension
MULAI BIMBINGANO	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	20/10 2023	Perbaikan bab 1	fuw
2.	13/11 2023	Bimbingan bab 2 (Teori)	fuw
3.	02/12 2023	Perbaikan bab 3 (Instrument)	fuw
4.	21/01 2024	Acc Penelitian	fuw
5.	11/08 2024	Revisi bab IV	
6.	29/08 2024	Acc & sidang	
7.			
8.			
9.			
10.			
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

PEMBIMBING I,

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

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Fax (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 30 Tahun 2024

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- | | |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Menimbang | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.11/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | 1. Permohonan Saudari Vicha Nadia tanggal 31 Januari 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 12 Oktober 2023 |

MEMUTUSKAN :

- | | |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Menetapkan
Pertama | 1. Dr. Prihantoro, SS., M.Pd 19750820 200801 1 004
2. Dr. Leffi Noviyenti, M.Pd 19761106 200312 2 004 |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Vicha Nadia**

N I M : **18551064**

JUDUL SKRIPSI : **Correlation between English Morphological Awareness and English Reading Comprehension**

- | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kedua | Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |

Ditetapkan di Curup,
Pada tanggal 05 Februari 2024

Dekan,



Sutarto



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
 Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 196 /In.34/FT/PP.00.9/02/2024 06 Februari 2024
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

Kepada Yth. Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu (PTSP)
 Kab. Empat Lawang

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Vicha Nadia
 NIM : 18551064
 Fakultas/Prodi : Tarbiyah / TBI
 Judul Skripsi : The Correlation between English Morphological Awereness and English Reading
 Comprehension
 Waktu Penelitian : 06 Februari s.d 06 Mei 2024
 Lokasi Penelitian : SMAN 01 Pasemah Air Keruh

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
 Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
 NIP. 19811020 200604 1 002

Tembusan - disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMA NEGERI 1 PASEMAH AIR KERUH
 Terakreditasi "A" No. sertifikat Ma. 032154



Alamat : Jl. Raya Desa Nawa Bindang Kec. Pasemah Air Keruh Kab. Empat Lawang Provinsi Sumatera Selatan No. 31594
 Web : sman1pasemahairkeruh.com. Email sman1paiker@yahoo.co.id
 NSS : 301110505158 NPSN: 10644260

Nomor : 421.3/084/SMA N-1 PAK/Disdik.SS/02/2024
 Lampiran : -
 Perihal : Izin Penelitian

Kepada Yth.
 Dekan Institut Agama Islam Negeri Curup
 Di
 Curup

Dengan hormat,
 Menindak lanjuti surat Dekan INSTITUT AGAMA ISLAM NEGERI CURUP, No 196/In.34/FT/PP.00.9/02/2024. Perihal Mohon Izin Penelitian di SMA Negeri 1 Pasemah Air Keruh.

Dengan ini kami memberikan izin kepada :

Nama : VICHA NADIA
 NIM : 18551064
 Fakultas/Prodi : Tarbiyah/Tadris Bahasa Inggris
 Judul Skripsi : The Correlation Between English Morphological Awereness and English Reading Comprehension

Untuk melakukan Penelitian di SMA Negeri 1 Pasemah Air Keruh Kab. Empat Lawang. Mulai tanggal 06 Februari sampai dengan 6 Mei 2024 judul Skripsi:

"The Correlation Between English Morphological Awereness and English Reading Comprehension".

Demikianlah, atas perhatiannya kami ucapkan terima kasih.

Pasemah Air Keruh, 07 Februari 2024
 Kepala Sekolah

RUSLI ZAKARIA, S.P., M.Pd
 Pembina, IV/a
 NIP. 196903062006041005





PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN
SMA NEGERI 1 PASEMAH AIR KERUH

Terakreditasi "A" No. Sertifikat Ma. 032154
 Alamat : Jl. Raya Dua Belas Bandung Km. Pasemah Air Keruh Kab. Empat Lawang Provinsi Sumatra Selatan No. 31996
 Web: sman1pasemahairkeruh.com. Email: sman1paiker@yahoo.co.id

NSS : 301110505158

NPSN: 10644260



SURAT KETERANGAN PENELITIAN

Nomor: /SMA N-1 PAK/Disdik.SS/02/2024

Yang bertanda tangan dibawah ini :

Nama : Rusli Zakaria, S.P., M.Pd
 NIP : 196903062006041005
 Jabatan : Kepala Sekolah SMA Negeri 1 Pasemah Air Keruh

Dengan ini menerangkan bahwa :

Nama : Vicha Nadia
 NIM : 18551064
 Prodi : Tarbiyah/ Tadris Bahasa Inggris

Telah menyelesaikan penelitian dari 7 februari sampai dengan 12 februari 2024 dalam rangka penyusunan skripsi yang berjudul "Correlation Between English Morphological Awareness and English Reading Comprehension".

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Pasemah Air Keruh, 12 Februari 2024

Kepala Sekolah



RUSLI ZAKARIA, S.P., M.Pd
 NIP. 196903062006041005

DOCUMENTATION





Biography



Vicha Nadia, Born in Merambung Jaya, on Saturday November 11,2000. The first children of two siblings, and has one younger sister. She finished her study at Elementary school at SDN 11 Pasemah Air Keruh in 2012. In the same year she continued her study at SMPN 4 Pasemah Air Keruh and she graduated in 2015 then she continued to Senior high school at SMAN 1 Paemah Air Keruh and graduated in 2018.

In 2018 she continued her study at university at IAIN Curup, faculty of Tarbiyah, English Study Program.

Alhamdulillah she finished her study very well in this university with so much motivation and dedication for all people in her life.

And she finished her thesis that entitled **“Correlation Between English Morphological Awareness and English Reading Comprehension”**