

**COMBINING MORPHEMIC ANALYSIS AND VOCABULARY SELF-COLLECTION STRATEGY (VSS) IN TEACHING AND LEARNING PROCESS TO IMPROVE STUDENTS' VOCABULARY MASTERY**

**By**  
**MARDHIYATI AMBAR SARI**  
**(1823042017)**

**A THESIS**

Submitted in a Partial Fulfillment of  
the Requirement for S-2 Degree



**MASTER DEGREE OF ENGLISH EDUCATION STUDY PROGRAM**  
**TEACHER TRAINING AND EDUCATION FACULTY**  
**LAMPUNG UNIVERSITY**  
**BANDAR LAMPUNG**  
**2022**

## ABSTRACT

### COMBINING MORPHEMIC ANALYSIS AND VOCABULARY SELF-COLLECTION STRATEGY (VSS) IN TEACHING AND LEARNING PROCESS TO IMPROVE STUDENTS' VOCABULARY MASTERY

MARDHIYATI AMBAR SARI

The research aims to determine whether there is a significant difference in students' vocabulary mastery after being taught by combining morphemic analysis and vocabulary self-collection strategy (VSS) and original morphemic analysis and to determine the students' problems in learning vocabulary. The subject of this research was the 8<sup>th</sup> grade students of SMPN Satu Atap 3 Sidomulyo. A mixed method was used in this research; the quantitative study was for vocabulary tests, while the qualitative study was for an open-ended questionnaire. Independent group t-test in SPSS (Statistical Program for Social Science) was used to analyze the data of the vocabulary test, whereas descriptive analysis was used to analyze the questionnaire results.

The result showed a significant difference in students' vocabulary mastery after being taught through combining morphemic analysis and vocabulary self-collection strategy (VSS) and original morphemic analysis because the value of sig (2-tailed) was 0.000. The morphemic analysis combined with vocabulary self-collection strategy (VSS) was better than the original morphemic analysis to improve students' vocabulary mastery since the mean of gain in the experimental class was higher than in the control class. Then, the adjective was the word class that improved significantly in the control class. Meanwhile, adjectives and adverbs were the word classes that improved significantly in the experimental class. For the second research question, the result showed that problems in the learning process came from spelling the word, pronouncing the vocabulary, using grammar in making sentences, and finding the meaning. From the research, it could be concluded that using morphemic analysis and vocabulary self-collection strategy (VSS) had more advantages in overcoming students' learning problems and improving students' vocabulary mastery.

**Keywords :** *Vocabulary mastery, morphemic analysis, vocabulary self-collection, students' problems*

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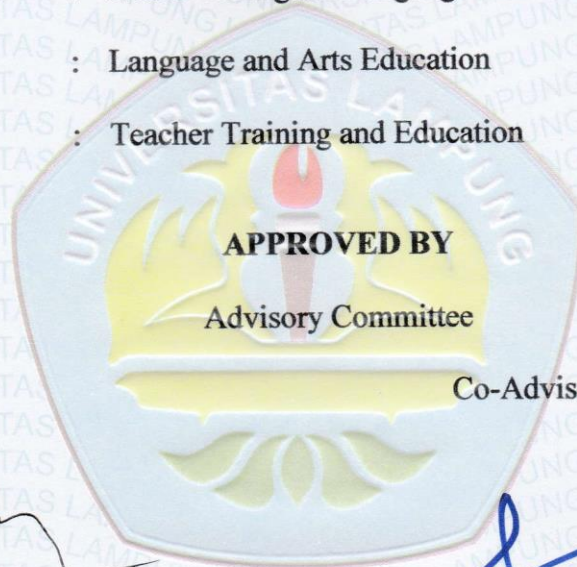
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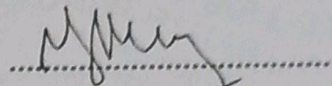
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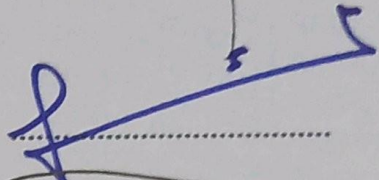
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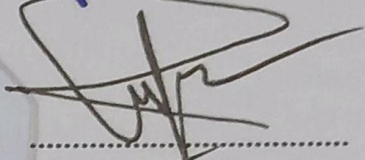
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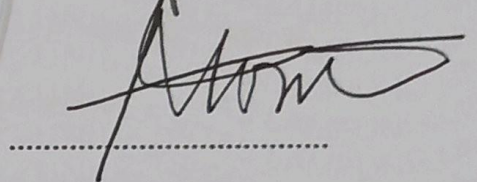
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul " Combining Morphemic Analysis and Vocabulary Self-Collection Strategy (VSS) in Teaching and Learning Process to Improve Students' Vocabulary Mastery at SMPN Satu Atap 3Sidomulyo, Lampung Selatan" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.
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Bandar Lampung, 13 Juni 2022

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## **CURRICULUM VITAE**

The writer's name is Mardhiyati Ambar Sari. She was born in Bandar Lampung on November 9<sup>th</sup>, 1995. She is the second child of three children from the parents Subardiyana, S.H (Alm) and Dra. Hj. Amanah, M.M. She has one sister namely Nurul Fatimah, S.E. and one brother namely Muhammad Ridho Wijaya, S.H.

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## **DEDICATION**

This paper is proudly dedicated to:

My Beloved Parents

Subardiyana, S.H. (Alm) and Dra. Hj. Amanah, M.M.

My Beloved Brother and Sister

Nurul Fatimah, S.E. and Muhammad Ridho Wijaya, S.H.

My Almamater, University of Lampung



**MOTTO**

“Stay Strong for Yourself”.

“Anonymous”

## ACKNOWLEDGEMENTS

All praises to Allah, the most gracious and merciful, enable the writer to accomplish this thesis entitled: “Combining Morphemic Analysis and Vocabulary Self-Collection Strategy (VSS) in Teaching and Learning Process to Improve Students’ Vocabulary Mastery.” It is submitted as a compulsory fulfillment of the requirement for an S-2 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty at Lampung University.

Gratitude and honor are addressed to all persons who have helped and supported the writer until the completion of this research. However, it is necessary to be known that this research would never have come into its existence without any support, encouragement, and assistance from several outstanding people. Therefore, on this occasion, the writer would like to express her sincere gratitude and deep respect to the first advisor, Hery Yufrizal, M.A. Ph.D., who has contributed and given her evaluations, comments, and suggestions during the completion of this thesis.

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Finally, the writer believes that her writing is still far from perfection. There may be weaknesses that need revision and improvement. Thus, comments and suggestions are needed to make this research better. Somehow, the writer hopes this research can positively contribute to the educational development of the readers and those who wish to accomplish further research.

Bandar Lampung, 13 June 2022

The Writer,

Mardhiyati Ambar Sari

## TABLE OF CONTENTS

	Page
<b>Cover</b>	
<b>Abstract</b> .....	<b>i</b>
<b>Title</b> .....	<b>ii</b>
<b>Approval</b> .....	<b>iii</b>
<b>Admission</b> .....	<b>iv</b>
<b>Statement of Research Originality</b> .....	<b>v</b>
<b>Curriculum Vitae</b> .....	<b>vi</b>
<b>Dedication</b> .....	<b>vii</b>
<b>Motto</b> .....	<b>viii</b>
<b>Acknowledgement</b> .....	<b>ix</b>
<b>Table of Contents</b> .....	<b>xi</b>
<b>List of Tables</b> .....	<b>xv</b>
<b>List of Appendices</b> .....	<b>xvi</b>
<b>I. INTRODUCTION</b> .....	<b>1</b>
I.1. Background of the Research .....	1
I.2. Research Question .....	5
I.3. Research Objectives .....	5
I.4. Significance of the Research.....	5
I.5. Scope of the Research.....	6
I.6. Definition of Key Terms.....	6
<b>II. LITERATURE REVIEW</b> .....	<b>8</b>
2.1. Teaching English as a Foreign Language .....	8
2.2. Concept of Vocabulary Mastery .....	9

2.3.	Concept of Teaching and Learning Vocabulary .....	13
2.4.	Problems in Teaching and Learning Vocabulary .....	16
2.4.1	Teacher’s Problem in Teaching Vocabulary .....	16
2.4.2	Students’ Problem in Learning Vocabulary .....	18
2.5.	Concept of Morphemic Analysis.....	19
2.6.	Concept of Teaching and Learning vocabulary through Morphemic Analysis .....	22
2.7.	Concept of Vocabulary Self-Collection Strategy.....	24
2.8.	Concept of Teaching and Learning Vocabulary through Vocabulary Self-Collection Strategy (VSS) .....	25
2.9.	Teaching and Learning Vocabulary by Combining Morphemic Analysis and Vocabulary Self-Collection Strategy .....	28
2.10.	Previous Relevant Researches.....	29
2.11.	The Theoretical Framework.....	31
<b>III.</b>	<b>RESEARCH METHOD.....</b>	<b>33</b>
3.1.	Research Design.....	33
3.2.	Population and Sample .....	34
3.3.	Variable.....	34
3.3.1	Independent Variable .....	35
3.3.2	Dependent Variable .....	35
3.4.	Research Instrument .....	35
3.4.1	Vocabulary Test .....	35
3.4.2	Open-ended Questionnaire .....	36
3.5.	Data Collecting Technique .....	36
3.5.1	Administering the pretest .....	36

3.5.2	Administering the posttest .....	37
3.5.3	Distributing the Questionnaire .....	37
3.6.	Try Out of the Instrument .....	37
3.6.1	validity .....	37
3.6.1.1	Content Validity .....	38
3.6.1.2	Construct Validity .....	38
3.6.2	Reliability .....	39
3.6.3	Level of Difficulty .....	42
3.6.4	Discrimination Power .....	42
3.7.	Normality and Homogeneity Test .....	43
3.7.1	Normality Test .....	43
3.7.2	Homogeneity Test .....	44
3.8.	Scoring System .....	44
3.9.	Research Procedure .....	45
3.10.	Teaching and Learning Process .....	46
3.10.1	Teaching and Learning in Experimental Class .....	47
3.10.2	Teaching and Learning Process in Control Class .....	51
3.11.	Data Analysis .....	54
3.10.	Hypothesis Testing .....	55
<b>IV.</b>	<b>RESULT AND DISCUSSION.....</b>	<b>57</b>
4.1	Result of Pre-test and Post-test .....	57
4.1.1	Result of Pre-test in Experimental Class .....	57
4.1.2	Result of Pre-test in Control Class.....	58
4.1.3	Result of Post-test in Experimental Class .....	58
4.1.4	Result of Post-test in Control Class .....	59
4.1.5	Normality Testing .....	60
4.1.6	Independent Sample Test .....	60

4.1.7 Students Vocabulary Achievement in Each Word Class .....	62
4.2 Result of Questionnaire .....	63
4.3 Discussion .....	66
4.3.1 Discussion of First Research Question .....	65
4.3.2 Discussion of Second Research Question .....	69
<b>V. CONCLUSIONS AND SUGGESTION .....</b>	<b>71</b>
5.1 Conclusions .....	71
5.2 Suggestions .....	71
5.2.1 For the Teacher .....	72
5.2.2 For the Learner .....	72
5.2.3 For Further Researcher .....	72
References .....	73
Appendices .....	78

## LIST OF TABLES

Table 2.1 Examples of Prefix .....	21
Table 2.2 Examples of Suffix .....	22
Table 2.3 Concept of Teaching and Learning Vocabulary by Combining Morphemic Analysis Tiffany (2003) and VSS Haggard (1986) .....	28
Table 3.1 Research Design .....	34
Table 3.2 Distribution of The Vocabulary Aspect in Pretest-Posttest .....	36
Table 3.3 Distribution of The Vocabulary Aspects in Try Out Test .....	39
Table 4.1 Students' vocabulary achievement of the Pre-test in experimental class .....	57
Table 4.2 Students' Vocabulary Achievement of the Pre-test in Control Class .....	58
Table 4.3 Students Vocabulary Achievement of the Post-Test in Experimental Class .....	59
Table 4.4 Students' Vocabulary Achievement of the Post-test in Control Class .....	59
Table 4.5 Result of the Normality Tests .....	60
Table 4.6 Independent Sample T-test .....	61
Table 4.7 The Improvement of Pretest to Posttest in Control Class.....	61
Table 4.8 Significant Different of the Students' Vocabulary Achievement in Each Word Class.....	62
Table 4.9 Students Questionnaire Result .....	64



**LIST OF APPENDICES**

Appendix 1 Result of Try Out Test .....	79
Appendix 2. Level of Difficulty and Discrimination Power of Try-Out Test .....	81
Appendix 3 . Reliability of Try-Out Test .....	82
Appendix 4. Computation of Reliability .....	83
Appendix 5. Result of the Normality Tests .....	85
Appendix 6. Independent Sample Test .....	86
Appendix 7. Result of Students' Vocabulary Achievement in Each Word Class .....	87
Appendix 8. Result of Questionnaire .....	92
Appendix 9. Lesson Plan .....	93
Appendix 10. Question of Try-out, Pretest and Posttest .....	118
Appendix 11. List of Open-ended Questionnaire .....	128

## **I. INTRODUCTION**

This chapter highlights the problems and the judgements as the appropriate empirical foundations in conducting the research. This chapter contains research questions, objectives, significance, uses and key term definition of the research.

### **1.1 Background of The Research**

Language is a system of communication through which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing (Parel and Jain, 2008). Furthermore, language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate. From explanation above, it can be concluded that language is very important as means of communication which consists of symbols both sound and written used by people to participate in its culture. Moreover, they can interact each another communicatively, share their experiences, thoughts, feelings, and knowledge with other people from different countries.

Nowadays, English is one of important languages in this world because almost all countries use English as a communication tool as native language, a second language, and foreign language (Karimova, 2016). Besides, English has a role as a language of science, technology and art. People who are able to communicate in English will get easier to gain more information and knowledge. Today, millions of people want to improve their command of English by different ways such as formal or informal instruction, studying abroad, media, and internet.

In Indonesia, English has been introduced as a foreign language in elementary school, junior high school, senior high school, and university level. At junior high school level, it is taught to the students as a compulsory subject (Alfan & Umamah, 2016). The teaching of English at school involves the teaching of the four skills: listening, speaking, reading and writing as well as some language components like grammar, pronunciation and vocabulary.

Although English has been taught to the students for years, it is still difficult for them to use it in their daily lives. In fact, they still find difficulties to communicate with other people either orally or in written form. They seem have problems with their ability to master the language skills because their vocabulary mastery is still low.

Vocabulary has a big contribution to support the successful in learning English because without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed (Thornburry, 2002). It means that vocabulary is very important part in learning English. Furthermore, Harmer (1991) argue that “words are basic unit of language form, without a sufficient vocabulary, one can not communicate effectively or express idea”. It means that having many vocabularies make someone able to state and express their ideas and also understand what other say. Based on the experts’ explanation, it can be said that vocabulary is very important part in learning language because its basic unit of language form which is able someone to state and express their ideas.

The mastery of a vocabulary becomes a complex problem because mastering a vocabulary is a difficult task to do. The lack of vocabulary probably can be solved

by some various methods and strategies that are used by the teacher in presenting the material. The teacher has to find the best solution to make all the students easy in memorizing the vocabulary that students should be mastered.

One of strategies which is suitable for students in teaching vocabulary is morphemic analysis. Morphemic analysis is an approach to vocabulary where students parse unfamiliar words for familiar morphemes (word parts) in order to infer word meaning (Roth, 2014). Moreover, morphemic analysis is a tradition in post-secondary reading. It's common in textbooks for developmental reading. Morphemes are also meaningful word parts, such as prefixes, base roots, and suffixes. Morphemic analysis instruction is a word attack skill that teacher can use to enhance vocabulary development. Tiffany (2003) argues that morphemic analysis is the ability to derive meaning of a word through the use of prefix, root and suffix. The other word, morphemic analysis is a word attack skill which can be used to enhance vocabulary and to derive meaning of a word through the use of prefix, root and suffix.

Besides that, another strategy to encourage teaching and learning vocabulary is vocabulary self-collection strategy (VSS), it is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. According to Haggard (1986) this strategy is designed to help the students expand their vocabulary by relating the new vocabulary words to their experiences that have meaning in their own lives. The strategy was first introduced by Haggard (1986) and since then has been adapted for various grade

levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class. In addition, Readence et al. (2001) also state that the purpose of Vocabulary Self-Collection Strategy (VSS) is to help students to generate a list of words to be explored and learned and to use their own prior knowledge and interest to enhance their vocabulary. To sum up, Juwita (2013) argues that, Vocabulary Self-Collection Strategy (VSS) let the students to choose new words that they want to learn. This strategy helps students to understand the meaning of new words from the context and to integrate them with other sources that make them enable to learn.

From the explanation above, it means that morphemic analysis is a good strategy which can be used for increasing students' vocabulary development because the information about word parts such as prefix, root and suffix can make students be more skillful in deriving the meaning of words. Besides, Vocabulary Self-Collection Strategy (VSS) is also a good strategy which can expand the students' vocabulary by relating the new vocabulary words to their experiences that have meaning in their own lives. Considering to combining both strategy are good to help students in improving vocabulary mastery. Then, the researcher found out the process of both strategies. So that, the researcher knew how good these strategies to help students' improve their vocabulary mastery in the teaching and learning process.

## **1.2 Research Questions**

The researcher formulated the research questions as follows:

1. Is there a significant difference of students' vocabulary mastery after being taught using morphemic analysis and vocabulary self-collection (VSS) and original morphemic analysis?
2. What are the problems which students face during the implementation of Morphemic Analysis and Vocabulary Self-Collection Strategy (VSS) in learning vocabulary?

## **1.3 The Research Objectives**

Based on the research of questions above, the researcher decided the objectives of the research are:

1. To find out whether there is a significant difference of students' vocabulary mastery after being taught using morphemic analysis and vocabulary self-collection (VSS) and original morphemic analysis.
2. To find out the problems which students face during the implementation of combining morphemic analysis and vocabulary self-collection strategy (VSS) in learning vocabulary.

## **1.4 Significance of the Research**

The researcher expect the result of the research can be used :

1. For theoretical contribution, this research was expected to support the previous theories about process of teaching and learning by combining morphemic analysis and vocabulary self-collection

strategy (VSS) and also to develop knowledge of the researcher in practising the theories.

2. For practical contribution, this research was expected to give motivation for the students to improve their vocabulary knowledge.
3. Notionally, the results of this research supported and verified the supporting theories about teaching and learning process by combining morphemic analysis and vocabulary self-collection strategy (VSS).

### **1.5 Scope of the Research**

This research aimed to find out whether there is a significant difference of students' vocabulary mastery after being taught using morphemic analysis and vocabulary self-collection (VSS) and original morphemic analysis and to determine the problems faced by students who were taught by morphemic analysis combined with vocabulary self-collection strategy (VSS). This research was conducted in the 8<sup>th</sup> grade students of SMPN Satu Atap 3 Sidomulyo, South Lampung.

### **1.6 Definition of Key Term**

Some terms are defined in order to give basic understanding of the related variables and concepts. Those are defined as follows:

1. Vocabulary is very important because without it nothing can be conveyed. Vocabulary is all the words known and used by a particular person (Allen, 1983).

2. In communication, students need vocabulary which can support them to produce and use meaningful sentences. That is why vocabulary is very important to be mastered (Katemba & Tampubolon, 2011).
3. Morphology is the branch of linguistics which is concerned with the ‘form of words’ in different uses and contraction”. In other words, morphology is the branch of linguistics that studies patterns of word formation and across languages, and attempts to formulate rules that the knowledge of the speakers of those languages. Word formation is creation of a new word, sometimes it changes the word’s meaning (Matthews, 1991).
4. Morphemic analysis is the ability to derive meaning of a word through the use of prefix, root and suffix. Morphemic analysis instruction is a word attack skill that teacher can use to enhance vocabulary development (Tiffany, 2003). Knowledge of different types of affixes and roots (inflection, derivations and compounds); and how they are used to construct words and meanings are called morphemic analysis (Mountain,2005).
5. Vocabulary Self-Collection Strategy (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying essential words from their reading to share with members of their class (Haggard, 1986).



## **II. LITERATURE RIVIEW**

This chapter is concerned with several points related to the theories used in this study, such as teaching English as a foreign language, concept of vocabulary mastery, concept of morphemic analysis, concept of vocabulary self-collection (VSS) and the theoretical framework.

### **2.1 Teaching English as a Foreign Language**

Teaching English as a foreign language means that English is taught by the people because English is not their mother tongue or their native language. In teaching English or other languages, actually we have to teach the four skills, they are listening, speaking, reading and writing. In other word, in teaching English as a foreign language and as a second language is not different. According to Setiyadi (2006) the way to teach English as a second language is not necessarily different from the way to teach English as a foreign language. From explanation above, it means that teaching English in the countries where English is as a foreign language may differ to teach English in the countries where English is as a second language and it also differs to teach English in the countries where English is as a native language. People learn English depend on the conditions of the language is used in their daily communication.

In Indonesia, English has been introduced as a foreign language in elementary school, junior high school, senior high school, and university level. At junior high school level, it is taught to the students as a compulsory subject. The teaching of English at school involves the teaching of the four skills: listening, speaking,

reading and writing as well as some language components like grammar, pronunciation and vocabulary.

According to Harmer (2007) “the world of English has been described in terms of three circles”. The first is inner circle where English is the primary language. The countries of inner circle are United State of America, United Kingdom, Canada, Australia, New Zealand and many more. The second is outer circle where English is used as a second language, the countries of this circle are India, Nigeria, Singapore, Malaysia, Bangladesh and many more. The last is expanding circle where English is learnt as a foreign language, the countries of the last circle are Indonesia, Japan, China, Korea, Saudi Arabia, Egypt, Poland and many more.

It can be said that English has been described in terms of three circles. The first is inner circle where English is the primary language, the second is outer circle where English is used as a second language and the last is expanding circle where English is learnt as a foreign language.

## **2.2 Concept of Vocabulary Mastery**

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to Richards (2001). It is supported by Thornburry (2002) who states that “without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed”. It means that vocabulary has big contribution for supporting the successful of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

According to Guskey (1994)“mastery is a term that all educators use and believe they understand well”. Mastery is comprehensive knowledge which means an action shown the skill or activity of using and understanding vocabulary well. Vocabulary mastery becomes one of the requirements for people to speak a language, without it we cannot say anything. Therefore, students need to learn vocabulary of language. Even though, vocabulary is not the only one component that students must have. It is undeniable that vocabulary becomes one of important component in developing language.

From some definitions above, vocabulary is core compenent which gives effect for micro skill such as listening, speaking, reading and writing. Furthermore, it gives big contribution for students in order to be successful in learning language. Furthermore, vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language. In addition, Woodward (2001) states that there are five aspects that students need to learn about words:

1. What a word means
2. How to say a word
3. How to write it
4. Morphology
5. Its use in context

There are five aspects that students need to learn about words. The first is what a word means which refers to meaning of the word. The second is how to say a word which refers to how to say individual sounds, the word in rhythm, with the right mouth setting, and with the correct intonation in a number of mood and voices. The third is how to write it which refers to how to shape individual letters

and join them up and whether to use capital or small letter or hyphen. The fourth is morphology which refers to how to add prefixes or suffixes, how to pluralise it, what the word class is. And the last is its use in context which refers to its function in a chain of words.

In addition, according to Harmer (1988) he states that there are four basic aspects that students need to know to learn new vocabulary items :

1. meaning
2. word use
3. word formation
4. word grammar

It can be said that there are four basic aspects that students need to know to learn new vocabulary. They are: meaning, word use, word formation and word grammar. According to these aspects, the researcher concludes that morphemic analysis refers to word formation which is related to word parts such as prefix, root and suffix.

Vocabulary has some types that needs to be learnt. There are types of vocabulary that are explained by the experts. According to Thornburry (2002) “words fall into one of eight different words classes: (1) Nouns, (2) Pronouns, (3) Verbs, (4) Adjectives, (5) Adverbs, (6) Prepositions, (7) Conjunctions, (8) Determiner.

In this research, the researcher focused on noun, verb, adjective and adverb.

### **1. Noun**

The word ‘noun’ comes from Latin *nomen* meaning ‘name’. A noun is the name of a thing. Everything that exists has a name, whether you can see it or not. There are some definitions about noun that proposed by the expert. Frank states that

noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It means that noun is related with name of something like place, plant, people and others. For examples : John, student, house, chair, rose, cat, honesty.

From the statements above, noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts.

## **2. Verb**

The word 'verb' comes from the Latin *verbum* meaning 'word'. Verbs are doing, being or having words. Some definitions about verb that proposed by the expert, Frank states that verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, and exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. It also shows the measure and condition of a thing. It means that verb can be used to show the measure and condition of thing. For examples : write, read, listen and others.

From the statements above, verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has gramatical properties of person and number, properties which require agreement with subject

## **3. Adjective**

The word 'adjective' is from Latin *ad jacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something, i.e. to qualify it. There are some definitions of adjective that proposed by the experts.

Frank states that adjective is modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. It is the most usual position before the noun it modifies, but it fills other positions as well.

From the statements above, it can be said that adjectives is a word that describes noun, it means to add the characteristics of something and has the grammatical property of comparison. For example : beautiful, good, small and others.

#### **4. Adverb**

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs. It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While there are some types of adverbs, they are adverbs of time, adverbs of place, adverbs of manner, interrogative adverbs, and comparative adverbs.

From the statements before, adverb is a word that modifies verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example : now, tomorrow, certainly, maybe and others.

#### **2.3 Concept of Teaching and Learning Vocabulary**

Traditionally, vocabulary's instruction has focused on having students to look up word's meanings and memorize them. This teaching approach, however, provides only superficial and short-term learning of words. Students who simply memorize word meanings frequently will have trouble in applying the information in definitions and often make mistakes about the meanings.

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. It should be considered about the ability of the teacher in managing the class, his skills, and also the professionalism of the teacher so that teaching goal can be achieved by Suryawati (2015).

Moreover, teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Teaching vocabulary plays important role in acquisition foreign language. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. The teacher has responsibility to make students successful. The teacher must be able to know what kinds of techniques use corn their goal. English teacher cannot only give the students a list of word but related them to context of words in motivating the students. Teacher is a guidance who helps the students in discovering the meaning of word.

In teaching vocabulary in the class, it needs some implications. Here are the implications of these finding for the teaching by Thornburry (2002):

1. Learners need tasks and strategies to help them organize their mental lexicon by building networks of association- the more the better. Teachers need to accept that the learning of new words involves a period of 'initial fuzziness'.
2. Learners need to wean themselves of a reliance in direct translation from their mother tongue.

3. Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocation, and their syntactic environments.
4. Teaching should direct attention to the sound of new words, particularly the way they are stressed.
5. Learners should have aim to build a threshold vocabulary as quickly as possible.
6. Learners need to be actively involved in the learning words.
7. Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
8. Learners need to make multiple decisions about words.
9. Memory of new words can be reinforced if they are used to express personally relevant meanings.
10. Not all the vocabulary that the learners need can 'taught': learners will need plentiful exposure to talk as well as training for self directed learning. It can be said that there are ten implications which are needed to be considered before teacher teaches vocabulary in the class.

Learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice (Brown, 2007). It can be said that learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction.

From explanation above, teaching and learning vocabulary is very essential especially for understanding English in the class. Teaching is an activity which



transfers knowledge from the teacher to the students or to give somebody knowledge by using some creative ways in transferring the knowledge, and learning is the process for the students to acquire or get knowledge of a subject or a skill by study, experience, or instruction. In addition, teaching English should be put as the first priority to achieve the goal of teaching English.

## **2.4 Problems in Teaching and Learning Vocabulary**

### **2.4.1 Teacher's Problem in Teaching Vocabulary**

There are some problems in teaching vocabulary which affect the outcomes of teaching learning vocabulary in the class. Six problems are explained by Thakur (2013), they are : 1.Over-crowded classes, 2. Lack of competent teacher, 3. Faulty methods of teaching, 4. Non- availability of good text-books, 5. Apathy to new techniques and procedures, 6. Inadequate provision of teaching aids. Those can be described as follows:

- 1) *Over-crowded classes:* teachers of English experience a lot of problems in handling such a big class. It is difficult to pay due attention to individual students and it is very much desirable in English classroom.
- 2) *Lack of Competent Teachers:* incompetent teachers are the main source of trouble as far as the teaching of English in schools. They are either trained in old methods and have never cared to look for something better in new techniques or there are those who receive new insight but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer this subject while under training.

- 3) *Faulty Methods of Teaching:* the teaching of English suffers from the faulty methods of teaching. In most of the schools, the Translation Method is the sole favorite with the teachers. The teacher picks up the reader, translates the paragraph, writes the meanings of difficult words on the blackboard and assigns some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so that when they pass out, they are as ignorant as they were when they first entered the English class.
- 4) *Non-Availability of Good Text-books:* the text books of English used in schools are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the text books.
- 5.) *Apathy to New Techniques and Procedures:* most of the teachers work in middle and high schools are both ignorant and apathetic to the new techniques and procedures of teaching English. The new generation of teachers are given training in new methods but the teachers fail miserably when they are actually put on the job.
- 6) *Inadequate Provision of Teaching Aids:* a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even simple charts or flashcards which can greatly help them in teaching their subject well.

From the explanation, it can be said that some of problems faced by teacher in teaching vocabulary are over-crowded classes, lack of competent teachers, faulty methods of teaching, non-availability of good text-books, apathy to new techniques and procedures and inadequate provision of teaching aids. All of those problems should be solved to make the teaching process successful in the class.

#### **2.4.2 Students' Problem in Learning Vocabulary**

A learner is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. However in the practice of learning vocabulary in the class, there are some problems which often happen in the process of learning vocabulary. Thornburry (2002) states that there are some factors that make some words more difficult than others, they are :

- a. Pronunciation ; research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
- b. Spelling ; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. Length and complexity ; long words seem to be no more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.

- d. Grammar ; the problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e. Meaning ; when two words overlap in meaning, learners are likely felt confused. Words with multiple meaning can also be troublesome for learners.
- f. Range, Connotation, and Idiomaticity ; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as the connotations of some words may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.

From some explanations above, there are some problems faced by the students in learning vocabulary. The first is pronunciation, the second is spelling, the third is length and complexity, the fourth is grammar, the fifth is meaning, and the last is range, connotation, and idiomaticity.

### **2.5 Concept of Morphemic Analysis**

Morphology is a study about morphemes and how to combine morpheme to be a word. In morphology, we are going to learn about the details of the structure a word, the structure of words, affixes, and analysis. While understanding the smallest one is part of morpheme words and their meanings. According to Moore (2000), morphemes are meaningful word parts, such as prefixes, base roots and suffixes. Knowledge of morphemes plays a valuable role word learning because it provides readers with information they can use to examine unfamiliar words and figure out their meaning. Furthermore, “morpheme, is the smallest unit of

language, it's the important component of word structure that carries information about meaning or function" (O'Grady et al, 2005). It can be said that morpheme is the smallest unit of language that carries information about meaning and function.

Morpheme is divided into two parts, as McManis. et al (1987) states that "there are two kinds of morpheme, they are free morphemes and bound morphemes. Free morphemes are morphemes which can stand alone as words. Besides, bound morphemes are morphemes which are always attached to some other morpheme, e.g -en, -s,un-, pre-,etc". It can be said that free morpheme is independent or can stand alone as a word. While the bound morpheme can not stand alone as a word. Bound morpheme must always be combined with another morpheme to be word. Addition of a morpheme in a word can change the meaning of the word.

According to Tiffany (2003) Morphemic analysis is a word attract skill that teacher can use to enhance vocabulary development. Moreover, morphemic analysis is the ability to derive meaning of a word through the use of prefix, root and suffix. Morphemic analysis is a strategy of word learning that will help readers to unlock the new meaning and challenge words by analyzing the meaningful parts within a word. In addition, morphemic analysis helps students to see more than just the parts of words. Rather, they lead students to examine the word for its meaningful parts, which will lead them to discover the word's meaning.

Different morphemes serve different purposes. Some morphemes create new words by either changing the meaning or part of speech. These are called derivational morphemes. Besides, Mc Manis et all (1987) states that "morphemes which serve a purely grammatical function, never creating a different word, but

only a different form of the same word, are called inflectional morphemes”. Both derivational and inflectional morphemes are bound forms and they are called affixes. When they are attracted to other morphemes they change the meaning or grammatical function of word in some ways, as just seen: when added to the beginning of a word or morpheme they are called prefixes, and when added to the end of a word or morpheme they are called suffixes. In English, derivational morphemes are either prefixes or suffixes, but the inflectional morphemes are all suffixes.

After students are familiar with the basic concepts of prefix, suffix, and roots, teaching specific word parts should be easier. This can be done within the context of other vocabulary instruction, as part of the discussion of particular word meanings, or using direct instruction.

**Table 2.1. Examples of Prefix**

<b>Prefix</b>	<b>Meaning</b>	<b>Example</b>
Inter	Between, among	International
Intra	Inside, within	Intramural
Mal (male)	Bad	Malefactor
Multi	Much, many	Multicolor
Non	Not	Nonsense
Pre	Before	Precede
Pro	To, towards, before	Proceed
Re	Again, back	Repeat
Sub	Under, beneath	Submarine
Super	Above, over	Superimpose
Trans	Across, over	Transfer
Tri	Three	Triangel
Ultra	Beyond,outside,unusual, extreme	Ultramodern
Uni	One	Unity
Amphi	On both	Amphibious
Anti (ant)	Opposed, against	Antonym
Hetero	Different	Heterogeneous
Homo	The same	Homogeneous
Hyper	Extreme, above, over	Hypersensitive
Poly	Many	Polysyllable

Based on the table, it can be said that knowing the meaning of prefix can make students define the meaning of the word, the examples are unity, international, repeat, amphibious and the others.

**Table 2.2. Examples of Suffix**

<b>Suffix</b>	<b>Meaning</b>	<b>Example</b>
Dom	Condition	Freedom
Fold	Number, quantity	Tenfold
Less	Lacking, wanting	Helpless
Ling	Related to, belonging to	Foundling
Ly	Like, similar	Hopefully
Y	Similiar, pertaining to	Slimy
Ward	In the direction of	Northward
Wise	Way, manner	Outherwise
Th	State of, quality of	Wealth

Based on the table above, it can be said that knowing the meaning of suffix can make students define the meaning of the word, the examples are freedom, helpless and the others.

## **2.6 Concept of Teaching and Learning Vocabulary Through Morphemic Analysis**

Teaching vocabulary is not easy as we think. Practically, the focus of that is how the students can gain many vocabularies through teachers' instruction without being unmotivated. To gain that purpose, teacher should apply the appropriate strategy in teaching vocabulary. In addition, a lot of strategies were discovered by experts to solve the problems of teaching vocabulary. One of them is morphemic analysis.

Morphemic analysis is a strategy to word learning that will help readers unlock the new meaning and challenge words by analyzing the meaningful parts within a word. In addition, morphemic analysis helps students to see more than just the

parts of words. Rather, they lead students to examine the word for its meaningful parts, which will lead them to discover the word's meaning. According to Nation (1990), morphemic analysis involves three skills: (a) breaking a new word into its morphological parts, (b) connecting a meaning to each of those parts, and (c) combining the meanings of the parts to determine the word's definition.

In this research, there are some implementations that students had to do by using morphemic analysis by Tiffany (2003):

1. Write some words that share the same prefix or suffix.
2. Then, discuss the meaning of each word, and how the prefix or suffix changes the word.
3. Scope and sequence chart on common prefixes or suffixes in a chart that lists the various prefixes or suffixes and meanings.
4. Have students create word webs using a root word, suffix or prefix as the target word. Once they brainstorm words, discuss the meaning of the words, and how the words were affected by the root word, suffix, or prefix.
5. Have students create new and unusual words using prefixes and suffixes and allow students to illustrate their new word.

From the steps above, the researcher used three steps from all steps to apply morphemic analysis in the teaching process. The first wrote five words that shared the same prefix or suffix. The second discussed the meaning of each word and how the prefix or suffix changed the word. The third scoped and sequenced



chart on command prefixes or suffixes in a chart that listed the various prefixes or suffixes and meanings.

From the explanation above, the researcher uses these three steps because these steps are considered easy to teach to junior high school students, and students can understand learning using morphemic analysis well. Because if junior high school students use all steps, students are considered unable and will find it difficult to analyze words in English

Besed on the theories mentioned above, using morphemic analysis in teaching can lead the students in mastering vocabulary become more active. Therefore, using morphemic analysis could be used in teaching and learning process to increase students' interest and to motivate students in learning English.

### **2.7 Concept of Vocabulary Self-Collection Strategy (VSS)**

Vocabulary Self-Collection (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The strategy was first introduced by Haggard (1986) and since then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class.

Vocabulary Self-Collection (VSS) through modeling and discussion, teachers assist students in learning how to identify key vocabulary in texts they're reading. In pairs or groups, students select 2-3 key words they think are important to the study of a particular topic. The words become part of a class list, they are shared,

discussed, and re-visited throughout the unit. VSS has been shown to improve comprehension when students are taught how to find the key vocabulary, and then they are given the opportunity to discuss the words with others (Ruddell, 2005). It has a good procedure as follows:

1. Ask students to identify two words they believe everyone should learn that are related to specific topics the group is studying
2. Have students write their words on the board
3. Ask students to present their words to the group by defining them, explaining why the group should learn them, and telling where the words were found

Moderate a discussion through which class reduces the list to a predetermined number of most important words by eliminating words already known by many people. The final list becomes the focus of vocabulary activities for the next few days.

## **2.8 Concept of Teaching and Learning Vocabulary Through Vocabulary Self- Collection Strategy (VSS)**

English teacher should be creative in teaching vocabulary because words are very important in learning a language. In this research the researcher as also as the teacher used Vocabulary self-collection strategy (VSS) as the strategy in learning vocabulary. Wagner and Quinn (2016) state that the VSS is an effective approach to help students to understand the meanings of new words, use them in conversations and writing, and make personal connections with words while reading. Moreover, Sukisman (2013) says that vocabulary self-collection strategy

(VSS) is an alternative technique, it motivates students to be active in learning and it helps the students to be more interested in learning English.

Teaching vocabulary becomes challenging for some teacher. As teacher, they have to offer effective strategies to support students' motivation in learning vocabulary. Further, to develop a successful strategy, the stages of the activity must be well-organized. Haggard (1986) mentions some steps in implementing vocabulary self-collection strategy to increase the students' vocabulary. In whilst teaching activities, the lesson is introduced, delivered and practiced during the class. In implementing self-collection strategy, this phased consists of some stages, they are:

1. Teacher divides the students into several groups. Each group consists of four students maximum.
2. Teacher gives each group the simple text related to the topic. Teacher reads aloud the text and the students just listen. While listening, the students pay attention to the text that is already given by the teacher. Then, teacher reads aloud the text then followed by the students.
3. Teacher asks the students to read again and discuss the text. Teacher also asks the group to pick one word that is unfamiliar or one word that they are more curious to know about. The teacher also picks one word from the text. It is for demonstrated purpose.
4. Teacher gives the students some time for discussion. The students have to use context clues to determine what their word means. Yet, the teacher should not allow the students to use their dictionary to confirm the meaning of word.

5. Teacher asks the students to choose one member of the group to be the speaker.
6. A spokes person from each group should write down the word in the white board and present their word by answering the following questions:
  - Where is the word in the text?
  - What do members of the group think the meaning of the word?
  - Why do members of the group decide on that word and why do other students need to learn the word?

In presenting the word, the students combine English with their first language if they cannot speak English fluently.

7. Teacher gives clear definition about the word and adds some information related to the word.
8. Other groups present their words.
9. After all of presentation from each group, the teacher asks the students to review the list of new words. It is purposed to eliminate the duplication of word and unimportant words for the students to learn.
10. When the final words have been selected, the teacher asks the students to write the words into their own personal word list.

Besed on the theories mentioned above, using vocabulary self-collection strategy in teaching vocabulary can lead the students in mastering vocabulary more active and can motivate students in learning English.

## 2.9 Teaching and Learning Vocabulary by Combining Morphemic Analysis and Vocabulary Self-Collection Strategy (VSS)

Combination of learning is a new teaching and learning strategy for the 21st-century. The definition of combination learning is learning through the flexible combination of two or more learning components by Heick (2022). Combining two or more teaching strategies incorporates interactive elements between teacher and learners throughout a session by targeting a larger audiences' interest. Based on theory about the procedures of teaching morphemic analysis and vocabulary self-collection strategy (VSS), the researcher made a combined chart of both strategies. As follows:

**Table 2.3. Concept of Teaching and Learning Vocabulary by Combining Morphemic Analysis Tiffany (2003) and Vocabulary Self-Collection Strategy (VSS) Haggard (1986)**

No.	Steps
1	Teacher divides the students into several groups. Each group consist of four students maximum.
2	Teacher gives each group the simple text related to the topic. Teacher reads aloud the text and the students just listen. While listen, the students pay attention to the text that already given by the teacher. Then, teacher reads aloud the text then followed by the students.
3	Teacher asks the students to read again and discuss the text. Teacher also asks the group to pick one word that is unfamiliar or one word that they are more curious to know about. The teacher also picks one word from the text. It is for demonstrated purpose.
4	<b>Write some words that share the same prefix or suffix.</b>
5	<b>Then, discuss the meaning of each word, and how the prefix or suffix changes tha word.</b>
6	<b>Scope and sequence chart on comman prefixes or suffixes in a chart that list the various prefixes or suffixes and meanings.</b>
7	Teacher asks the students to choose one member of the group to be the speaker.
8	A spokes person from each group should write down the word in the white board and present their word by answering the following questions.
9	Teacher gives clear definition about the word and adds some information related to the word.
10	Other groups present their words.

<b>11</b>	After all of presentation from each group, the teacher asks the students to review the list of new words. It is purposed to eliminate the duplication of word and unimportant words for the students to learn.
<b>12</b>	When the final words have been selected, the teacher asks the students to write the words into their own personal word list.

Based on the table above, the researcher combined both strategies and implemented the strategy in teaching and learning process in the classroom. In the treatments by using this combined strategy, the researcher used some vocabularies that were not tested and analyzed in vocabulary tests and a few vocabularies were taken from the tests.

### **2.10 Previous Relevant Researches**

Some previous studies revealed about morphemic analysis to improve students' vocabulary mastery that are conducted around the world. It has shown benefits for students towards increasing academic vocabulary, reading comprehension, and accuracy in spelling. The study conducted by Stowe (2019) showed that the morphological teaching strategies that had been implemented in the classroom can promote students to infer the important words from the reading text and narrow the gap for students' backgrounds.

Then, the study conducted by Brandes and McMaster (2017) about morphological analysis on students' vocabulary. The research result showed that the review of morphological analysis can promote students to read and enhance their vocabulary knowledge. After that, the research of Deacon and Bryant (2006) shows that students who understand root words and affixes have more accurate spelling patterns than those who do not. Children as young as six have exhibited the relationship between morphological awareness and general spelling ability.

Moreover, the study conducted by Fatonah (2015) shows that reading comprehension of most students improved after the vocabulary self-collection strategy was used in the teaching and learning process. It was indicated by the increase of the mean of students reading comprehension scores in the pre-test and post-test (58.9 to 78.0) and other improvements, i.e., improve the students' interest in learning English texts, facilitate the students in defining the unfamiliar words based on the context of the book, and improve interaction among the students by employing small group discussion and between the students and the teacher during the class.

Artoni (2013) explains that the vocabulary self-collection strategy (VSS) is a strategy that is guiding students to make a list of vocabulary. List of vocabulary depends on unfamiliar, and interest words of students' perception, and this strategy can increase students' vocabulary. This strategy is appropriate to apply before going to teach reading. The advantages of vocabulary self-collection strategy (VSS) are to increase students' vocabulary and suitable for pre and post-reading and help students to determine a purpose for reading. This strategy also can motivate the students by selecting the new word that makes them active in reading.

These previous studies' results indicate that morphological awareness is important to be implemented in the teaching-learning process and vocabulary self-collection strategy (VSS) was successfully implemented to improve the students' vocabulary learning. However, none of the studies above has investigated combining

morphemic analysis and vocabulary self-collection strategy (VSS) that can be implemented by teachers to enhance students' vocabulary mastery.

To fill this gap, this study was conducted to analyze how morphemic analysis and vocabulary self-collection strategies help students in overcoming those issues and improve students' vocabulary mastery. One research problem was formulated in this study, namely: "Is there a significant difference of students' vocabulary mastery after being taught by using morphemic analysis with vocabulary self-collection strategy (VSS) and original morphemic analysis ?".

### **2.11 The Theoretical Framework**

According to Richards (2001) Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. It is supported by Thornburry (2002) states that "without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed". It can be said that vocabulary has big contribution for supporting the successful of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

According to Tiffany (2003) morphemic analysis is a word attract skill that teacher can use to enhance vocabulary development. Moreover, morphemic analysis is the ability to derive meaning of a word through the use of prefix, root and suffix.

Vocabulary Self-Collection (VSS) is an interactive-learning instructional strategy that promotes word consciousness, as students are actively engaged in identifying important words from their reading to share with members of their class. The



strategy was first introduced by Haggard (1986) and since then has been adapted for various grade levels and instructional contexts. Students select words from their readings that are new and interesting, use the context and other resources to determine the meaning of the words, and nominate the words to be learned by others in the group or class.

From explanation above, teaching and learning vocabulary is very essential especially for understanding English in the class. Improving vocabulary can be taught by using morphemic analysis and vocabulary self-collection strategy because it can lead the students in mastering vocabulary more active. Therefore, combining morphemic analysis and vocabulary self-collection strategy (VSS) can be used in learning process to increase students' interest and to motivate students in learning English.

### III. RESEARCH METHODS

This chapter discusses design of the research, population and sample, variable, research instrument, data collecting technique, validity and reliability of the instruments, normality and homogeneity test, research procedures, data analysis and hypotheses testing.

#### 3.1 Research Design

The design of the research is mixed method, the mixed method research is a combination of qualitative and quantitative research methods. The quantitative research method handles data that is measurable, numerical and statistical in nature while the qualitative research method uses data that is more descriptive, dynamic and based on the perspective of the study's participants (Merriam, 2009). Quantitative study in form of true experimental design used *control group pretest-posttest design* to answer first research question and Qualitative study in form of open-ended questionnaire is to answer second research question. The researcher selected two classes, one class was the control class and the another one was the experimental class. The control class got the original morphemic analysis while the experimental class was taught by using morphemic analysis combined with vocabulary self-collection strategy (VSS). Pretest and posttest were also given to both classes before and after the treatments in order to find out the students' vocabulary mastery before and after receiving the treatments. The research design is on the table below:

**Table 3.1 Research Design**

Group/ Class	Pretest	Treatments	Posttest
G1	T <sub>1</sub>	X	T <sub>2</sub>
G2	T <sub>1</sub>	O	T <sub>2</sub>

Where:

G1 : Experimental Class      T<sub>1</sub> : Vocabulary pretest      T<sub>2</sub> : Vocabulary posttest  
 G2 : Control Class            T<sub>1</sub> : Vocabulary posttest      T<sub>2</sub> : Vocabulary posttest

X : Combining Morphemic Analysis and Vocabulary Self-Collection Strategy (VSS)

O : Original Morphemic Analysis

(Setiyadi, 2006: 143)

### 3.2 Population and Sample

The population of the research is all the individuals as the target of the research, while sample is individuals that represent the data of the population (Setiyadi, 2006). The population of the research was students in the 8<sup>th</sup> grade students' at SMPN Satu Atap 3 Sidomulyo. There were 45 students at the 8<sup>th</sup> grade which were categorized into two stratified class. The number of the students of each class was around 20 to 25 students. Random sampling was used by the researcher in determining the sample of the research. The researcher took two classes as an experimental group and control group. The samples of this research were 8A and 8B which had the same achievement and ability in English competence.

### 3.3 Variable

There are two types of variables in the research namely dependent variable and independent variable (Hatch and Farhady, 1982). Setiyadi (2006) elaborates the two variables are as follow:

### **3.3.1 Independent Variable**

Independent variable or (X) variable is a variable that probably influences the outcomes. In other word, it is the variable which affects the high or the low outcomes of dependent variable. There were two independent variables of the research, the first one was original morphemic analysis and the second one was morphemic analysis combined with vocabulary self-collection strategy (VSS).

### **3.3.2 Dependent Variable**

Dependent variable is simply known as (Y) variable the outcomes or the influence of independent variable which is measured at the end of the research. There were two dependent variables in this research. The first one was the different result between two classes and the second one was students' vocabulary improvement.

## **3.4 Research Instrument**

There were two instruments that were used in this research, they were:

### **3.4.1 Vocabulary test**

Vocabulary test was administrated in order to see the students' vocabulary mastery. The test was administrated two times, pretest and posttest. Pretest was given to the students before giving the treatments in teaching and learning process while posttest was given to them after receiving the treatments. The test contained information about student's mastery in vocabulary before and after treatments. The test was about 40 items of multiple choices with four options (A, B, C, and D). The test was

conducted for 60 minutes. Students' module was used as a reference to choose the words which were suitable with their level. The material for the test was about content words (nouns, verbs, adjectives, and adverbs). The following was the table of content words' distribution in the pretest and posttest.

**Table.3.2. Distribution of the Vocabulary Aspects in Pretest-Posttest**

No	Aspect	Number	Total	Percentage
1	Noun	1,5,9,13,17,21,25,29,33,37	10	25%
2	Verb	2,6,10,14,18,22,26,30,34,38	10	25%
3	Adjective	3,7,11,15,19,23,27,31,34,39	10	25%
4	Adverb	4,8,12,16,20,24,28,32,36,40	10	25%

### 3.4.2 Open-ended Questionnaire

Open-ended questionnaire was designed in order to find the problems that students faced in learning vocabulary by using morphemic analysis and vocabulary self-collection strategy (VSS) during learning process. The researcher used open-ended questionnaire which was used to find out the problems or difficulties which might appear during the process of learning vocabulary and gave the solutions to overcome the problems.

## 3.5 Data Collecting Technique

In collecting the data, the researcher used the instruments as follow:

### 3.5.1 Administering the pre-test

The pre-test was administered to the students before the treatments of teaching vocabulary through combining morphemic analysis and vocabulary self-collection strategy (VSS) and the original morphemic analysis. It was conducted to find out the students' basic vocabulary mastery. In answering the question, the students chose the correct answer

by crossing the letter “A”, “B”, “C”, or “D”. Sixty minutes were given to the students to finish this test.

### **3.5.2 Administering the post-test**

Post test was administered to the students after the treatments of teaching vocabulary through combining morphemic analysis and vocabulary self-collection strategy (VSS) and the original morphemic analysis. The form, time, and material in the post test were the same as the pre-test.

### **3.5.3 Distributing the questionnaire**

Questionnaire was administered to the students after all the treatments have done. This questionnaire distributed in order to know the problems that students faced in learning vocabulary by using morphemic analysis and vocabulary self-collection strategy (VSS) during learning vocabulary process.

## **3.6 Try Out of the Instrument**

In this research, to prove whether the vocabulary test had good quality, it was tried out first. A test would be said to have a good quality if it had good validity, reliability, level difficulty, discrimination power, normality, and homogeneity.

### **3.6.1 Validity**

A test is considered as a valid one if it measures the object to be measured and it is suitable with the criteria (Hatch and Farhady, 1982).

The validity of each item of vocabulary test in pretest and posttest had been tested to make sure the instruments used were appropriate.

Experts’ judgments were used to check the validity of the instruments, after the vocabulary test and questionnaire were checked by experts, it

was found that the vocabulary tests and questionnaire were valid. It happened because the used material in the instruments was included in curriculum 2013 and they consisted the used theory to construct the items of the instruments. Therefore, the items were in accordance with the 2013 syllabus and curriculum to teach English for class VIII, covered all vocabulary aspects (Nouns, Verbs, Adjectives and Adjectives). There are two basic types of validity, content validity and construct validity.

#### **3.6.1.1 Content Validity**

Content validity was used to measure whether the test is sufficiently representative and comprehensive for the test. In content validity, the material provided must be in accordance with the curriculum (Setiyadi, 2013: 23). Content validity was also used to measure the extent to which test could represent a sample of subjects as a real situation. In this research the items were developed based on the competencies that achieved in curriculum 2013 through student modules. After that, the data were collected to see if the instrument was suitable and how the students' responses to the instrument used. The used instruments have been checked by experts, and the result showed that the used material was appropriate with curriculum 2013.

#### **3.6.1.2 Construct Validity**

If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton, 1988). It was examined whether the test is actually in

line with the theory. In addition, vocabulary tests are limited on the content words that some researchers have mentioned in the division of words (Carter, 1998; Crystal, 2008; Katamba, 2005; Read, 2000; Thornbury, 2002); they are nouns, verbs, adjectives, and adverbs.

In order to check the validity, expert judgment was used. It was consulted with some experts to ask their opinion about the instrument. Meanwhile, for the questionnaire, the researcher used questionnaire which was adapted from Yoshepine, Hidayat, and Susanto (2018). To see the distribution of items on the try out test used that fulfill the vocabulary aspects, can be seen in the following table:

**Table.3.3. Distribution of the Vocabulary Aspects in the Try Out Test**

No	Aspect	Number	Total	Percentage
1	Noun	1,5,9,13,17,21,25,29,33,37,41,45,49	13	28%
2	Verb	2,6,10,14,18,22,26,30,34,38,42,46,50	13	28%
3	Adjective	3,7,11,15,19,23,27,31,34,39,43,47	12	22%
4	Adverb	4,8,12,16,20,24,28,32,36,40,44,48	12	22%

### 3.6.2 Reliability

Reliability is the degree of consistency of a measure. A test will be reliable when it gives the same repeated result under the same conditions (Hatch and Farhady, 1982). The concept of reliability stems from the idea that no measurement is perfect even if we go to the same scale there is always to be concluded. To estimate the reliability of the vocabulary test, the split-half technique is used in this research. Based on Pearson Product Moment Formula (Arikunto, 1977), the formula could be seen as follow:



$$r_1 = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}}$$

The Reliability of the Half Test:

$$r_1 = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}}$$

$$r_1 = \frac{1906}{\sqrt{(1995)(2046)}}$$

$$r_1 = \frac{1906}{\sqrt{4081770}}$$

$$r_1 = \frac{1906}{2020,33}$$

$$r_1 = 0,94$$

Where,

$r_1$  : the coefficient of reliability between the first half and the second half

Items

X : odd number

Y : even number

XY : odd and even numbers

X<sup>2</sup> : the square of

X Y<sup>2</sup> : the square of Y

n : number of tested

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows:

$$r_k = \frac{2rl}{1 + rl}$$

The Reliability of the Whole Test:

$$r_k = \frac{2rl}{1 + rl}$$

$$r_k = \frac{2(0,94)}{1 + 0,94}$$

$$r_k = \frac{1,88}{1,94}$$

$$r_k = 0,97$$

Where:

rk = The reliability of the test

rl : The reliability of half the test

The criteria of reliability are:

0.00- 0.19 : very low

0.20- 0.39 : low

0.40- 0.59 : average

0.60- 0.79 : high

0.80- 1.00 : very high

After conducting the try out test, the researcher calculated the reliability of the vocabulary test. It showed that the reliability coefficient of the test was 0.9775. This instrument was regarded as a very high reliable test since the range of very high criteria in the criteria of reliability is 0.80 – 1.00 (Arikunto, 1997).

### 3.6.3 Level of Difficulty

From the students who took the exam, the level of difficulty refers to how simple or difficult the item is. It is important because test items that are too basic can tell us little about differences in the population of the test (Shohamy, 1985). This study used the following formula in order to find out the level of difficulty:

$$LD = \frac{U - L}{N}$$

Where,

LD : level of difficulty

U : the proportion of upper group students who answer correctly

L : the proportion of lower group students who answer correctly

N : the total number of students who take the test

The criteria are:

<0.30 : difficult

0.31- 0.70 : average

>0.71 : easy (Shohamy, 1985)

### 3.6.4 Discrimination Power

Sometimes, the ability to differentiate between the various candidates and to represent the discrepancies in the performance of the individuals in the category is an essential feature of a test (Heaton, 1988). Under this criteria, a good item is one in which good students perform well and poor students fail. This analysis used the following formula to work out the discrimination power:

$$DP = \frac{U - L}{1/2N}$$

Where,

DP : discrimination power

U : the proportion of “high group” students getting the item correct

L : the proportion of “low group” students getting the item correct

N : total number of students

The criteria are:

0.00- 0.20 : poor

0.21- 0.40 : satisfactory

0.41- 0.70 : good

0.71- 1.00 : excellent

(Negative) : bad items (should be omitted)

(Heaton, 1975)

### 3.7 Normality and Homogeneity Test

The researcher tried to find out the normality and homogeneity tests.

#### 3.7.1 Normality Test

Normality distribution test is a test to measure whether our data have a normal distribution. To find out the normality, the researcher used the Kolmogorov-Smirnov test with SPSS 26.0. The hypothesis for testing normality is:

H<sub>0</sub> : The data are normally distributed.

H<sub>a</sub> : The data are not normally distributed.

The criteria are as follows:

1. H<sub>0</sub> is accepted if alpha level is higher than 0.05 (p>0.05).

2.  $H_a$  is accepted if alpha level is lower than 0.05 ( $p < 0.05$ ).

### 3.7.2 Homogeneity Test

Homogeneity testing is used to measure the obtained score whether it is homogeneous or not. To test the assumption of homogeneity of variance, Levene's test is used with SPSS 26.0. It is used to assess if the groups had equal variances. The hypothesis for testing homogeneity is:

$H_0$ : The variance of the data is homogeneous.

$H_a$ : The variance of the data is not homogeneous.

The criteria are as follows:

1.  $H_0$  is accepted if alpha level is higher than 0.05 ( $p > 0.05$ ).
2.  $H_a$  is accepted if alpha level is lower than 0.05 ( $p < 0.05$ ).

### 3.8 Scoring System

The students' scores of pretest and posttest were calculated by using formula as follows:

$$S = \frac{R \times 100}{N}$$

Where,

S : the score of the test

R : the total of the right answers

N : the total items

### 3.9 Research Procedures

The procedures taken in conducting this research were as follows:

1. Determine the topics to be explored in some schools with observations to see some of the phenomena around them, both the experiences of relatives and news in the media on how students strive to become fluent in English in order to face the demands of the times with all limitations and minimal basic knowledge of obtaining their vocabulary. Research questions and goals to be accomplished were then created.
2. Determine the instruments that were used to respond to the problem that has been developed in the form of research questions by using two instruments: vocabulary test, and open-ended questionnaire.
3. Determine the subject, researcher chose two classes randomly in 8<sup>th</sup> Grade Students of SMPN Satu Atap 3 Sidomulyo. Two classes were divided into two groups (experimental class and control class)
4. To assess the level of difficulty, validity and reliability, try out test was administered.
5. Review of the refining try out test results.
6. Giving vocabulary pre-test to experimental class
7. Giving experimental class treatments by applying the combination of morphemic analysis and vocabulary self-collection strategy (VSS) to see the increase of students' vocabulary mastery.
8. After treatments were given, students were given a post-test to measure their understanding of the vocabulary test.

9. After experimental class done, the teacher giving vocabulary pre-test to control class
10. Giving control class treatments by applying the original morphemic analysis to see the increase of students' vocabulary mastery.
11. After treatments were given, students were given a post-test to measure their understanding of the vocabulary test.
12. The results of the pre-test and post-tests which were then referred to as the first data were tabulated in table form.
13. Data collected were analyzed using independent group t-test through SPSS application to answer the first research question.
14. After all treatments and vocabulary tests, the researcher distributed the questionnaire to students in experimental class in order to find out the problems or difficulties which appeared during and after the process of learning vocabulary using combining morphemic analysis and vocabulary self-collection strategy (VSS). The researcher put the result of the questionnaire form to answer the second research question.
15. The found results were summarized to provide a brief explanation about improving students' vocabulary mastery by combining morphemic analysis and vocabulary self-collection strategy (VSS) before and after treatments and the problems which students faced during teaching and learning process.

### **3.10 Teaching and Learning Process**

Teaching and learning process was conducted in the control and experimental class. Both of classes were taught by different teaching techniques. Experimental

class was taught using morphemic analysis and vocabulary self-collection strategy (VSS) and control class was taught using original morphemic analysis.

### **3.10.1 Teaching Learning Process in Experimental Class**

The teaching learning process in experimental class was conducted for five times. This research employed 8A class as the experimental class. The treatments started from February 23<sup>rd</sup>, 2022 to March 10<sup>th</sup>, 2022. Technique used in this class was combining morphemic analysis and vocabulary self-collection strategy (VSS).

In the first meeting, the researcher implemented morphemic analysis and vocabulary self-collection strategy (VSS) to the experimental class. The researcher introduced both strategy to the students before the treatments to make students know the strategy. At the beginning of the treatment, the students who followed teaching learning activity seemed to be confused.

In pre-activity, the teacher explained the first material, namely recount text, the teacher explained the material before using the strategy. The teacher gave several questions related to the material as an opening in learning.

In whilst activity, after the teacher gave the material, students were asked to work in groups. Students were divided into 5 groups consisting of 4-5 people in one group. Each group was given the same topic, the teacher gave a text related to the material to each group, then the teacher read the text and it listened by each student. After that, students were asked to look for difficult words or words they did not understand to look for prefixes, suffixes and meanings. At that time, there were several students working individually, to overcome this, the teacher approached the students and asked them to work together. Students were looked



very confused to determine which words they wrote and which words had prefixes and suffixes.

In post activity, students listened to the teacher's explanation regarding the material that had been learned. To find out students' understanding, the teacher gave some questions to students and also provided opportunities for students to ask questions. There were only a few students who could answer and asked questions.

At the second meeting, students still used the same strategy and material as the previous day, but they also had to present their work.

In pre activity, the teacher reviewed the previous material to make it easier for students to remember the material they have learned.

In whilst activity, it was still the same as the previous activity, students were asked to work in groups to discuss and look for difficult words that they wanted to learn in a recount text and then analyzed and looked for words that had the same prefix and suffix. After that, the teacher asked the students to present their work. Each group had a representative, but students were still shy to present their work in front of the class.

In post activity, students listened to the teacher's explanation regarding the material being learned. To find out students' understanding, the teacher asked students a number of questions, and students could ask questions related to material that they still did not understand.

At the third meeting, students were still using the same strategy and material, but students started to understand the learning process better than the previous day.

In pre activity, the teacher still asked students about the previous material to arouse students' memories and enthusiasm to learn.

In whilst activity, which was still related to the previous activity, students still worked in groups with different texts to look for difficult words and words they wanted to know, followed by looking for the same prefix and suffix and then finding the meaning. In these activities students were familiar with the strategy used so that students could easily work in groups. After searching for words and analyzing them, students presented their work in front of the class and then wrote them on the whiteboard, so that other groups could see the results of their friends' work.

In post activity, students rewrote the new words, then the teacher gave an explanation related to the material and students' works. Students could listen and ask questions related to learning.

At the fourth meeting, students learnt new material about narrative text. Then the learning continued to use the same strategy, namely combining morphemic analysis and vocabulary self-collection strategy (VSS).

In pre activity, students were given an explanation and understanding related to narrative text material. Students actively asked questions and understood the material well.

In whilst activity, students were randomly divided into four groups consisting of 4-5 people in each group. Each group was given the same text related to narrative text material. The teacher read the text again and the students listened carefully. Students began to cooperate in the activity so that it went well. Students then

looked for difficult words and words they wanted to know in a text and then analyzed the text by looking for the prefix and suffix of a word so that they got the meaning of the word.

In post activity, students listened well when the teacher reviewed the activities that have been carried out. The teacher gave some questions to check students' understanding. Then students asked questions related to the confusion they felt in learning process.

At the last meeting, all students were able to follow the activities well. They knew what to do in learning and did a very good job.

In pre activity, the teacher reviewed the previous lesson to reactivate students' memories and provide enthusiasm for learning.

In whilst activity, students still worked in groups to do some steps with the same material and strategy. Students did the job well together. Students did not look confused in finding words and analyzing words in the text. They could easily find the meaning of words and then wrote them in student worksheets. After that, students boldly presented their work and wrote it on the blackboard so that other students could know and learn the new word. Other students began to actively asked other groups about the words they found. Then wrote back on the individual student worksheets.

In post activity, students listened carefully to the teacher's explanation regarding the material and strategies they have learned, the teacher checked students' understanding by asking questions about vocabulary and also students asked questions about the material they did not understand.

### 3.10.2 Teaching Learning Process in Control Class

Teaching learning process in the control class was conducted for five times. This research employed 8B class as the control group. The treatments were started from February 23<sup>rd</sup>, 2022 to March 10<sup>th</sup>,2022. Technique used in this class was original morphemic analysis.

In the first meeting, the students in control class seemed to be confused in following the teaching and learning process. The activity was divided into three section which are pre-activity, while activity and post activity.

In pre-activity, At the beginning of the lesson, the teacher gave some opening questions to the students regarding the material to be taught, the students looked confused and could not answer the questions.

In whilst activity, students were given an explanation regarding the material and the used strategies during the learning process. The material was about recount text using morphemic analysis. After being given an explanation, students were given several examples of text related to the material. Students looked confused by the lesson.

In post activity, students listened to the teacher's explanation about the studied material, students were given time to ask questions but some students still looked confused with the material.

At the second meeting, students were taught by the same material and strategy as the previous meeting.

In pre activity, students were given questions related to recount text material to reopen students' memories and to make students active in learning.

In whilst activity, students were asked to work in groups. Students were divided into 5 groups consisting of 4-5 students in one group. Students were given a text related to the material, then analyzed the text to look for the same prefix and suffix and look for the meaning of the word. In this lesson, students still had difficulty in finding the word, the teacher helped them by taking turns visiting each group to help.

In post activity, students listened to the teacher in reviewing the material that has been taught. To checked students' understanding, the teacher gave some questions to students and some students could answer these questions.

At the third meeting, students began to understand the material and strategies they were learning. But some students still had a little difficulty to understand the lesson.

In pre activity, the teacher asked questions related to the material being taught to recall students' memories and to encourage students to learn.

In whilst activity, students still worked in groups to analyze a text about recount text, looked for the same prefix and suffix and the meaning of the word. After getting the results, students were asked to present the results of their work in front of the class and wrote them on the whiteboard, when one group came forward to present, the other group could ask questions and provide opinions. At this time, students were still shy and not confident and they were helped by the teacher to answer. After the group's presentation, students could rewrite the new words they get on the student worksheets individually.

In post activity, students listened carefully when the teacher gave a review regarding the material that has been learned. To check students' understanding, the teacher gave some questions to students, and students could answer these questions well.

At the fourth meeting, Students could easily follow the learning steps that were taught.

In pre activity, the teacher explained the new material about narrative text. And gave some questions related to the material to open the lesson.

In whilst activity, students were asked to make new groups consisting of 4 groups of 5-6 students in one group. Each group was given the same text then students could read and analyze the text to look for the same prefix and suffix and look for the meaning of the words they got. Students looked easy to find the word although sometimes they still hesitated and asked the teacher.

In post activity, students were given the opportunity to ask questions about the lessons they had learned to clear up any confusion they felt.

At the last meeting, students did a very good job, students could understand the learning and carry out the learning comfortably.

In pre activity, students were given opening questions related to the material that has been taught previously to recall the material.

In whilst activity, students still worked in groups to analyze a narrative text, looked for the same prefix and suffix and the meaning of the word. Students were seem active to do these activities. After getting the results, students were asked to

present the results of their discussions in front of the class and wrote them on the whiteboard, then students did a question and answer session with the group. After all groups have made a very good presentation, students could rewrite the new words they got on their individual worksheets.

In post activity, students listened to the teacher's explanation of the material they have learned, to check students' understanding, the teacher gave several questions and students could answer these questions well. Then students were given the opportunity to ask questions about the lesson.

### 3.11 Data Analysis

In analyzing the data of the students' mean score in the pretest and posttest, the researcher computes them by using the formula as follows:

$$M = \frac{X}{N}$$

Notes:

M = Mean (the average score)

X = Students score

N = Total number of students (Arikunto, 1999)

Then the mean of pre-test was compared to the mean of post-test to see whether combining morphemic analysis and vocabulary self-collection strategy (VSS) had positive impact toward students' vocabulary mastery. In order to find out whether the students get an improvement, the researcher used the following formula.

$$I = M2 - M1$$

Notes:

I = the improvement of students' writing achievement.

M2 = the average score of post-test

M1 = the average score of pre-test

In order to find out the significant difference of students' vocabulary mastery after being taught through morphemic analysis and vocabulary self-collection strategy (VSS) and original morphemic analysis, the researcher compared the improvement from control and experimental classes. At the end, they were analyzed by using independent sample t-test in SPSS.

Data from Open-ended Questionnaire will analyze. The researcher try to find out the problems or difficulties which might appear after the implementation of morphemic analysis and vocabulary self-collection strategy (VSS) in learning vocabulary process.

### **3.12 Hypothesis Testing**

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not.

For the first research question, the hypothesis was analyzed by using Independent Group T-test of Statistical Package for Social Sciences (SPSS) windows version 26.0. The researcher used the level of significance 0,05 in which the hypothesis was approved if  $\alpha < 0,05$ . It meant that the probability of error in the hypothesis was only 5%. The hypothesis testing stated as follow:

$H_0$  : There is no significant difference of students' vocabulary mastery after being taught using morphemic analysis and vocabulary self-collection (VSS) and original morphemic analysis.

$H_1$  : There is a significant difference of students' vocabulary mastery after being taught using morphemic analysis and vocabulary self-collection (VSS) and original morphemic analysis.



For the second research question, this research question was belonging to descriptive analysis. Therefore, the researcher explained the result descriptively since the data was qualitative.

## **V. CONCLUSIONS AND SUGGESTION**

This chapter offers the conclusions of the research findings and suggestions for teacher learner, and further researcher.

### **5.1. Conclusions**

Based on the results and findings, it could be concluded that there is a significant difference in students' vocabulary mastery after being taught using combined morphemic analysis with vocabulary self-collection strategy and the original morphemic analysis. It indicated that morphemic analysis combined with vocabulary self-collection strategy (VSS) had more advantages in improving students' vocabulary mastery than original morphemic analysis.

Furthermore, another result showed that the problems which students faced during the implementation of morphemic analysis and vocabulary self-collection strategy in learning vocabulary were problems in understanding the meaning of words, spelling the word, pronouncing the vocabulary, identifying the word parts and creating word webs and new word and also found difficulties in students' self-confidence. By using morphemic analysis and vocabulary self-collection strategy (VSS), it might be easy for students to overcome their problems and improve their vocabulary mastery.

### **5.2. Suggestions**

Referring to the conclusion above, some suggestions could be listed for the teachers, learners, and further researchers:

**5.2.1. For the Teacher**

It is suggested to apply morphemic analysis and vocabulary self-collection strategy (VSS) in the class to enhance the students' vocabulary mastery.

**5.2.2. For the Learners**

It is suggested to utilize the morphemic analysis and vocabulary self-collection strategy (VSS) as the students' vocabulary learning strategy, and also use it to reduce the difficulties in learning vocabulary.

**5.2.3. For Further Researcher**

It is suggested to conduct morphemic analysis and vocabulary self-collection strategy (VSS) in the classroom to create a teaching and learning process become more effective.

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