

## V. CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents conclusions and suggestions. The suggestions are proposed for students, for teacher and the last for other researcher who are going to conduct any similar researches.

### 5.1 Conclusion

Based on the analysis and the result of the data calculation, the researcher draws conclusion as follow:

There is a significant correlation between students' morphological awareness (X) and their English vocabulary size (Y) at the third grade of SMA Al - Azhar 3 Bandar Lampung. The hypothesis testing shows that the coefficient correlation is very high, 0.789 at significant level of 0.01. The coefficient correlation is higher than the critical value of  $r$  table ( $0.789 > 0.418$ ). Therefore the null hypothesis is rejected and the research hypothesis is accepted, which states that if the students obtained high score in morphological awareness, they tended to get high score in English vocabulary size. The result of simple regression showed that the coefficient determination was 0.623. This implies that, morphological awareness contributes 62,3% to their vocabulary size and 37,7% was influenced by other factors. It implies that morphological awareness can be applied as vocabulary learning strategy to improve students' vocabulary size.

## 5.2 Suggestions

Based on the result and the conclusion of the research, the writer proposes suggestions as follows:

1. For the students, the significant correlation of morphological awareness to vocabulary size suggests the need to apply this strategy for English vocabulary learning.
2. For the teachers, they should introduce aspects of morphological knowledge to the students. Initially, teacher should give explicit instruction and ask the students to apply their morphological awareness automatically when faced with new vocabulary which has the possibility of morphological analysis. For example, disassembling and reassembling words is one of the methods in which learners are trained on how to chunk meaningful parts of complex words and use those parts to create new words.

The method of affixes removal and replacement can be used to introduce morphological analysis to adult learners. Disassembling and reassembling words is concerned with dissecting complex words into small meaningful units, finding the meaning of stem and affixes, and finally reassembling the meaningful parts to come up with new complex words. In this sense, morphemic analysis instruction can make the learners to independently learn new vocabulary and to take the charge of their own vocabulary development.

Overall, research showed that teaching morphological units explicitly is effective in deriving the learners to unlock the meaning of complex words. Teaching morphological information can be done with various ways such as, morphological analysis and posters of affixes and related word pictures. Teacher should utilize the method that better suit the students' level and needs. Before deciding whether the learners need an explicit morphological analysis to boost their vocabulary size, the learners' morphological awareness and their vocabulary size should be investigated.

3. Future study should focus on controlling previous vocabulary knowledge, ensuring that the test results are based on morphological analysis rather than the ability to memorize vocabulary. It is necessary to focus on the five separate components of morphological knowledge more systematically, for example, by clearly dividing the morphological awareness test into separate sections covering root words, inflected words, derived words, literal compounds and idioms. This separation will show whether participants can perform equally for each part and hopefully these modifications will give truer result.