

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions. The conclusion summarizes the key findings and their significance. The suggestions offer practical recommendations for students, teachers, and future researchers to enhance learning and teaching strategies.

5.1 Conclusion

The purpose of this study was to find out the correlation between morphological awareness and vocabulary mastery of the fourth-semester students of English Education Study Program at Artha Wacana Christian University. The calculation of the correlation used IBM SPSS for Windows version 29. The researcher conducted a quantitative method to find out the correlation. For the instrument, the researcher used test to collect the data.

Based on the research findings in the previous chapter, it is found that the Spearman rho correlation coefficient between two variables is 0.802. The criteria of the correlation is between 0.80 – 1.000 which considered high. Thus, it means that there is a high correlation between morphological awareness and vocabulary mastery of fourth-semester students in the English Education Study Program at Artha Wacana Christian University.

This result indicates that the Alternative Hypothesis (H_a) which is there is a correlation between morphological awareness and vocabulary mastery of fourth-semester students of English Education Study Program at Artha Wacana Christian University is accepted, and the Null Hypothesis (H_0) which is there is no

correlation is rejected. In conclusion, students with good morphological awareness tend to have good vocabulary mastery, while students with poor morphological awareness tend to lack good vocabulary mastery.

5.2 Suggestions

After knowing the results of this study, the researcher pointed out several recommendations to improve conditions for people involved in the community including students, teachers, and other researchers.

1. The Students

Students should actively engage in learning and applying morphological awareness as a strategy to enhance their vocabulary mastery. By breaking down words into their roots, prefixes, and suffixes, students can better understand and retain new vocabulary, leading to improved proficiency in reading, writing, speaking, and listening in English. Practical exercises, such as analysing the structure of new words encountered in various contexts, can significantly aid in this learning process.

2. The Teachers

Teachers are encouraged to incorporate morphological instruction into their vocabulary teaching strategies. By explicitly teaching the structure and formation of words, educators can help students gain a more profound understanding of word meanings and language patterns. This can be achieved through various activities, such as word formation games, morpheme analysis exercises, and discussions on the meanings and uses of different prefixes, suffixes, and root words. Such activities not only enhance

students' vocabulary but also promote a deeper understanding of how words function in different contexts, thus improving their overall language proficiency and confidence.

3. The Other Researchers

Future researchers should explore the various dimensions of morphological awareness and its impact on different aspects of language learning. Longitudinal studies could provide insights into how morphological knowledge develops over time and its long-term effects on vocabulary mastery. Additionally, research could focus on comparing the effectiveness of different instructional methods for teaching morphology, providing valuable data to inform educational practices and curriculum development.