



Traditional Islamic boarding School Students' Experience in Learning English through Reading based on Morphological Awareness Background: A Narrative Inquiry

Yudi Wili Tama^{1*}, Dyah Sulistyanningrum¹, and Rizdika Mardiana¹

¹Universitas Negeri Jakarta, Jakarta, Indonesia

*E mail: yuditamaa.27@gmail.com

Permalink: <http://dx.doi.org/10.24036/ld.v18i1.124681>

Submitted: 15-07-2023

Accepted: 31-06-2024

DOI: 10.24036/ld.v18i1.124681

Published: 31-06-2024

Abstract

Previous studies had shown that morphological awareness has an important role in the development of English ESP students' reading skills. However, there is still a gap in studies that specifically focus on the experiences of students in learning English through reading in various educational contexts, especially in traditional Islamic boarding schools. Therefore, this study aims to investigate (1) Students' experience in learning English through reading in traditional Islamic boarding Schools, (2) the role of morphological awareness in learning to read, and (3) Impact of Morphological awareness on English reading ability. This research is a narrative inquiry study that aims to explore the experiences of three students from traditional Islamic boarding schools who took an English program where their morphological awareness background having an effect on learning English through reading. To collect data researchers use semi-structured interviews. Then, the data were analyzed using thematic analysis. The results of this study indicate that their morphological awareness plays an important role in their journey of learning English through reading, as indicated by their understanding of word forms, functions and structures. By integrating morphological awareness into language education, educators can enhance vocabulary development, improve reading comprehension, foster cross-linguistic transfer, and support language interrelations.

Keywords: *Learning English through Reading, Morphological Awareness, Traditional Islamic Boarding School*

INTRODUCTION

Learning English through reading involves using authentic texts to develop critical literacy and metadiscursive awareness (Brevik, 2019). It also can improve metacognitive knowledge (Kung, 2019), vocabulary (Pellicer-Sánchez et al., 2021), and enhance reading skills, language acquisition, and social adaptation (Lushchik et al., 2021).

A study found that reading enriched English texts better prepared students to express themselves creatively and effectively (Hui et al., 2019). Another study showed that English reading interventions have a positive effect on English language learners' skills, and they should not be postponed until having reached a certain level

of spoken English proficiency (Ludwig et al., 2019). It can be concluded that learning English through reading can be an effective strategy in improving students' English proficiency.

In certain educational contexts such as in Islamic boarding schools, English is part of English for Specific Purposes (ESP) (Latif, 2019). ESP focuses on teaching English tailored to specific academic or professional needs (Meilvinasvita et al., 2020), with an emphasis on lexical bundles and students' requirements (Estaji & Montazeri, 2022). It is corroborated by a study which shows that integrating English material into the Islamic boarding school curriculum contributes positively to developing students' general and Islamic-related knowledge (Habiburrahim et al., 2022). Thus, it can be concluded that ESP is a relevant approach in teaching English in Islamic boarding schools, because it provides a focus on specific academic or professional goals. The integration of English materials into the Islamic boarding school curriculum can provide significant benefits in developing students' knowledge, including general knowledge and knowledge related to Islam. This confirms the importance of teaching English that is relevant to the needs of students in the context of Islamic boarding school education.

One of the important factors that can influence the reading skills of English ESP students is morphological awareness (Goodwin et al., 2020). Morphological awareness is characterized as the ability to consider and alter language's tiniest elements of meaning (Apel, 2014). A study highlighted the significance of morphological awareness in reading growth rates: students with stronger early morphological awareness have a higher starting point in reading ability and, more significantly, a quicker development rate, culminating in bigger disparities. the degree to which poor and high performers develop (Lin et al., 2019). The results of another study showed that Morphological Awareness Instruction significantly improved students' vocabulary skills and their reading comprehension (Priskinanda et al., 2021). In addition, for Chinese students, morphological awareness plays a more important role than phonological awareness and orthographic skills in reading comprehension of Chinese and English characters (Dong et al., 2019). Findings from other studies supported the contribution of morphological processing to lexical access and understanding of complex English words in learning English through reading (Yablonski et al., 2019). These studies indicated that morphological awareness has an important role in the development of English ESP students' reading skills. Teaching and understanding morphological awareness can significantly improve students' reading skills, vocabulary, and reading comprehension. Knowledge of morphological awareness also impacts understanding of complex English words. However, there is still a gap of study that specifically focuses on students' experiences in learning English through reading in various educational contexts, especially in traditional Islamic boarding schools.

Traditional Islamic boarding schools, commonly known as madrasah or pesantren, serve as pillars of Islamic education and cultural preservation. These institutions provide a unique blend of religious instruction and secular education, fostering a holistic approach to learning that integrates Islamic teachings into every aspect of students' lives. By emphasizing moral character, community cohesion, and academic excellence, Islamic boarding schools not only nurture students' religious identity but also prepare them for active participation in society. Through a close-knit community environment and centuries-old teaching methods, these schools uphold Islamic heritage while equipping students with the skills and knowledge needed to navigate the modern world.

In the context of Islamic boarding schools, proficient reading skills hold paramount importance for students' academic, linguistic, and spiritual development. Reading serves as a gateway to accessing knowledge, understanding complex ideas, and engaging with diverse perspectives. Moreover, strong reading abilities are essential for mastering languages such as English, which is often taught alongside Arabic in many Islamic educational institutions. By enhancing morphological awareness and comprehension, students can delve deeper into religious texts, academic materials, and literary works, enriching their intellectual and spiritual growth. Ultimately, the cultivation of reading skills not only empowers students to succeed academically and professionally but also enables them to deepen their understanding of Islamic principles and values. Therefore, this study aims to investigate (1) Students' experience in learning English through reading in traditional Islamic boarding Schools, (2) the role of morphological awareness in learning to read, and (3) Impact of Morphological awareness on English reading ability.

METHODS

This is a narrative inquiry study offered by Barkhuizen et al (2013). This method seeks to inform readers by not just telling stories but by interpreting real-life experiences. It is the compilation of personal reflections on specific events, causes, and effects. We utilize narrative inquiry to investigate traditional Islamic boarding school students' experiences acquiring English reading based on their morphological awareness.

Research Design

This study used a narrative Inquiry to explore the experiences of traditional Islamic boarding school students in learning English through reading based on their morphological awareness background. The narrative Inquiry is a qualitative research method that focuses on deep understanding of individual experiences through narrative stories (Clandinin & Huber, 2010). In the context of this research, this approach is used to gain a rich and comprehensive understanding of the experience (Creswell, 2012) of Islamic boarding school students in learning English through reading.

As well as that, utilizing the Narrative Inquiry method, researchers delve into the personal narratives of students in traditional Islamic boarding schools as they recount their experiences learning English through reading. Through semi-structured interviews, students share stories encompassing their challenges, strategies, and the influence of morphological awareness on their English reading skills. This approach offers a holistic understanding of students' perspectives, allowing researchers to grasp the intricacies of English language acquisition within the unique context of Islamic boarding schools.

Moreover, the Narrative Inquiry method serves as a conduit to explore students' broader knowledge, attitudes, and values concerning English learning within their cultural and religious framework. By delving into students' narratives, researchers gain insights into the cultural nuances that shape their English learning experiences in traditional Islamic boarding schools. Ultimately, this research aims to provide educators and curriculum developers with valuable insights to enhance English language learning strategies tailored to the specific needs and contexts of Islamic educational institutions.

Participants

This research was conducted with three students from a traditional Islamic boarding school in Bogor Regency, West Java, Indonesia. They are students who take an English language program at their Islamic boarding school. The participants were selected by purposive sampling. We selected them because they fit the criteria for this study, whereas they participated in an English program where their awareness of morphology derived from Arabic and then associated with English helped them understand English texts. Therefore, we were curious to explore their experiences in learning English through reading. Selection was also based on the willingness of participants to participate in this study. The three participants were given the pseudonyms Ahmad, Fadli & Umar. Ahmad was 17 years old. He majored in nahwu study at a traditional Islamic boarding school in Bogor district. Then, Fadli was 18 years old. He majored in Fiqh study at a traditional Islamic boarding school in Bogor district. Meanwhile, Umar is around 19 years old. He also took the same major as Ahmad. In conclusion, the participants were familiar with Arabic grammar who also studied morphology in foreign languages.

Techniques in Data Collection and Analysis

The topic of this study was explored through semi-structured interviews to gather narratives about the experiences of learning English through reading, focusing on participants' morphological awareness. Participants were encouraged to share their stories in Indonesian to foster a sense of comfort and enjoyment during the process. The interviews, which centered on the experiences of traditional Islamic boarding school students in learning English reading based on morphological awareness, were conducted in May 2023, with each participant allocated one hour. To minimize data loss, the interviews were recorded using a digital voice recorder. Following the compilation of the narratives based on the interview responses, validation of the stories was carried out with the participants. Data analysis commenced upon validation of the stories.

Theme analysis was employed to investigate the multiple case study data during the assessment of narrative data. Thematic analysis, chosen for its ability to contrast stories within datasets, identify shared themes, and highlight individual differences, was deemed suitable for a diverse range of case studies. The thematic analysis technique outlined by Barkhuizen et al. (2013) was utilized, involving three key steps: iteratively reading the data, coding and categorizing data extracts, and selecting themes. The participants' narratives were then coded into three main themes: (1) Students' experiences in learning English through reading in traditional Islamic boarding schools, (2) the role of morphological awareness in learning English through reading, and (3) the impact of morphological awareness on English reading ability. Subsequently, the data was organized and tabulated under these themes to facilitate interpretation. Finally, by using the study questions as headers, the data was evaluated through the connection of codes and identification of overarching themes.

RESULTS AND DISCUSSION

Results

In this section, we retell the stories of students about their experiences learning English through reading based on their morphological background in the context of a traditional Islamic boarding school in Bogor. The narratives of each participant include, (1) Students' experience in learning English through reading in traditional Islamic boarding schools, (2) the role of morphological awareness in learning English

through reading, and (3) Impact of Morphological awareness on English reading ability. We present all these themes separately.

Ahmad's story: his experience in learning English through reading in traditional Islamic boarding schools

Ahmad, a 17-year-old student majoring in Nahwu studies, had an intriguing experience in learning English through reading at his traditional Islamic boarding school in Bogor. Despite the primary focus on religious education, the school provided opportunities for its students to learn English. With limited resources, Ahmad's dedicated teachers strived to deliver the best instruction they could. In their English classes, they relied on simple textbooks and encouraged practical reading skills through daily conversations. Although not yet fluent, Ahmad felt delighted to acquire English knowledge within the walls of his traditional Islamic boarding school. As presented in the interview transcript below:

Excerpt 1

R: *"Pagi, Ahmad. Makasih udah mau cerita sama saya hari ini. Bisa mulai dengan certain pengalaman belajar Bahasa Inggris di pesantren di Bogor?"*

A: *"Ya gitu deh. Pakai buku teks yang sederhana, terus diajakin ngobrol Bahasa Inggris tiap hari. Meski gak punya banyak buku Bahasa Inggris, tapi seru juga sih."*

R: *"Good morning, Ahmad. Thank you for your willingness to share your story with me today. Can you start by telling me about your experience of learning English at an Islamic boarding school in Bogor?"*

A: *"Sure. My experience is using simple textbooks and taking part in English speaking activities every day. Even though the sources of English reading materials are limited, I find this experience very interesting."*

However, he faced specific challenges in learning English through reading at the boarding school due to the scarcity of available resources. The school primarily emphasized religious education, resulting in limited facilities and English books. This situation compelled Ahmad and his fellow students to exert more effort in seeking additional materials and expanding their understanding of the language. Nonetheless, he learned to become more independent and creative in utilizing the existing resources to overcome these challenges. As presented in the interview transcript below:

Excerpt 2

R: *"Ada ngalamin tantangan apa aja pas belajar Bahasa Inggris lewat bacaan di pesantren?"*

A: *"Tantangannya sih utamanya karena sumber dayanya kurang. Karena lebih focus ke pelajaran agama, jadi gak banyak buku atau fasilitas Bahasa Inggris. Jadi, kita harus cari materi tambahan dan usaha lebih keras buat bias lebih paham Bahasa Inggris"*

R: *"Gimana cara kamu atasin tantangan-tantangan itu?"*

A: *"Kita jadi lebih mandiri dan kreatif. Manfaatin aja yang ada, kayak buku bahasa Inggris yang ada yang dari pesantren Gontor dan ngobrol sama temen-temen, buat latihan bacaan dan ningkatin Bahasa Inggris kita. Gak gampang sih, tapi akhirnya kita bisa juga."*

R: *"Did you experience any challenges when learning English through reading at the Islamic boarding school?"*

A: *"The main challenge is because there are not enough resources. Because it focuses more on religious studies, there aren't many English books or facilities. So, we have to look for additional material and try harder to understand English better."*

R: *"How do you overcome these challenges?"*

A: *"We become more independent and creative. Just take advantage of what is available, such as English books from the Gontor Islamic boarding school and chat with friends, to practice reading and improve our English. It wasn't easy, but in the end we did it."*

Ahmad's experience reflects the dedication and passion of his teachers, who wholeheartedly taught English despite the limitations. Their commitment to providing holistic education, encompassing both religious and language skills, nurtured students like Ahmad to broaden their horizons and embrace the diverse world beyond the walls of their traditional Islamic boarding school in Bogor.

The role of Ahmad's morphological awareness in learning English through reading

Through the part-of-speech approach, Ahmad has come to understand the concept of morphology in both Arabic and English by studying the different categories of words in each language. In his Arabic studies, Ahmad learned about various types of words such as isim (nouns), fi'il (verbs), and harf (prepositions). In English, he delved into part-of-speech categories like noun, verb, adjective, and more. This morphological awareness has greatly assisted him in his English reading comprehension, as it enables him to understand the relationships between words in a sentence. He can also utilize this knowledge to recognize new words based on common morphological patterns. As presented in the interview transcript below:

Excerpt 3

R: *"Hari ini, saya mau nanyain soal pemahaman kamu tentang pembagian kata dalam Bahasa Arab dan Inggris. Bisa cerita pengalamanmu sama saya?"*

A: *"Oh iya. Di pelajaran Bahasa Arab, saya sudah belajar tentang kategori kata macam isim (kata benda), fi'il (kata kerja), dan harf (kata depan). Paham sama pembagian-pembagian ini penting banget buat ngerti teks Arab dan bikin kalimat."*

R: *"Terus, bagaimana dengan bahasa Inggris itu sendiri?"*

A: *"Nah, sebenarnya lumayan bermanfaat juga. Di pelajaran Bahasa Inggris, Saya juga belajar tentang kategori kata kayak noun (kata benda), verb (kata kerja), dan adjective (kata sifat). Dengan bandingin kedua bahasa itu, saya jadi lebih ngerti tentang morfologi dan gimana kata-kata berfungsi dalam kalimat."*

R: *"Today, I want to ask about your understanding of the division of words in Arabic and English. Can you tell me about your experience?"*

A: *"Oh yeah. In Arabic lessons, I have learned about the categories of words such as isim (noun), fi'il (verb), and harf (preposition). Understanding these divisions is very important for understanding Arabic text and making sentences."*

R: *"Then, what about English itself?"*

A: *“Well, actually it's quite useful too. In English lessons, I also learn about word categories such as noun (noun), verb (verb), and adjective (adjective). By comparing the two languages, I understand more about morphology and how words function in sentences.”*

According to Ahmad, one challenging aspect of morphological awareness based on part of speech in learning English through reading is the usage of adjectives and adverbs. Sometimes, it can be difficult to differentiate between the two types of words and understand their roles and usage in a sentence. For instance, some words can function as both an adjective and an adverb, depending on the context. This can lead to confusion and errors in comprehension while reading English texts. However, with consistent practice and an increased awareness of morphology, Ahmad believes he can overcome these difficulties. As presented in the interview transcript below:

Excerpt 4

R: *“Apakah ada tantangan yang kamu temukan saat mengaplikasikan pengetahuan tentang kategori kata-kata dalam bahasa Arab dan Inggris?”*

A: *“salah satu tantangan yang sering aku temui itu ada di kata sifat dan kata keterangan. Kadang-kadang, susah banget bedain keduanya dan ngertiin gimana cara mereka digunain dalam satu kalimat.”*

R: *“Hmm, nggak gampang ya. Gimana caranya kamu atasi tantangan ini?”*

A: *“Aku coba lebih perhatiin banget konteks kalimatnya dan usaha keras buat ngertiin perbedaan antara kata sifat dan kata keterangan. Terus, aku juga rajin latihan biar lebih nyaman pake keduanya dalam berbagai situasi.”*

R: *“Are there any challenges you encounter when applying your knowledge of categories of words in Arabic and English?”*

A: *“One of the challenges I often encounter is in adjectives and adverbs. Sometimes, it's really hard to differentiate between the two and understand how they are used in one sentence.”*

R: *“Hmm, it's not easy, isn't it? How do you overcome this challenge?”*

A: *“I try to pay more attention to the context of the sentence and try hard to understand the difference between adjectives and adverbs. Then, I also practice diligently so that I am more comfortable using both in various situations.”*

Ahmad's experience underscores the significance of morphological awareness in language learning, particularly in reading comprehension. By understanding the various word categories and their functions, Ahmad can navigate English texts more effectively and enhance his overall language proficiency. His experience serves as an inspiration for other students in traditional Islamic boarding schools, emphasizing the value of incorporating morphological awareness into language education.

Impact of his morphological awareness on English reading ability

With his profound knowledge of Arabic morphology, Ahmad has developed a unique set of skills in word analysis and understanding morphological patterns. The richness and complexity of Arabic morphology have familiarized Ahmad with the analysis of words and the comprehension of morphological patterns. This knowledge has greatly facilitated his ability to recognize root words. He can make connections between new English words and Arabic words that share the same root or morphological form. This cross-linguistic understanding enables him to expand his

vocabulary and decipher the meaning of unfamiliar English words by leveraging his knowledge of Arabic morphology. As presented in the interview transcript below:

Excerpt 5

R: *“Ada contoh konkret gimana skill kamu dalam bahasa Arab bantu kamu dalam ngertiin kata-kata dalam bahasa Inggris?”*

A: *“Nah, contohnya gini nih. Misalnya, ada kata "friendship" dalam bahasa Inggris. Nah, saya tau bahwa kata ini berasal dari akar kata "friend" yang artinya "teman" dalam bahasa Inggris. Nah, di bahasa Arab, ada kata "صديق" yang artinya juga "teman". Nah keduanya itu contoh Isim untuk bahasa Arab dan Noun untuk bahasa Inggris.”*

R: *"Is there a concrete example of how your skills in Arabic help you understand words in English?"*

A: *"Well, for example like this. There is the word "friendship" in English. Well, I know that this word comes from the root word "friend" which means "friend" in English. Well, in Arabic, there is the word "صديق" which also means "friend". Well, both are examples of Isim for Arabic and Noun for English."*

Moreover, Ahmad's understanding of Arabic morphology has also aided him in comprehending changes in word forms within sentences and predicting the meaning of words based on their morphological structures. By recognizing the morphological transformations in English words, he can anticipate their functions and nuances within the context of a sentence. The impact of Ahmad's morphological awareness on his English reading ability is remarkable. It has provided him with a solid foundation for word analysis, vocabulary expansion, and comprehension of complex sentence structures. His proficiency in Arabic morphology has equipped him with valuable transferable skills that enhance his overall language acquisition and reading skills in English. As Ahmad mentioned in an interview:

Excerpt 6

“Misalnya, kalo saya ngeliat kata-kata dalam bahasa Inggris, saya bisa langsung ngertiin perubahan bentuknya dan memprediksi gimana kata-kata itu bakal dipakai dalam kalimat”

"For example, if I see words in English, I can immediately understand the changes in their form and predict how the words will be used in a sentence."

Ahmad's story highlights the immense benefits of incorporating morphological awareness in language education. By recognizing the interconnectedness between languages and leveraging his existing knowledge, Ahmad has become a proficient English reader, demonstrating the power of morphological awareness in language learning.

Fadli's story: his experience in learning English through reading in traditional islamic boarding schools

Fadli, an 18-year-old student studying Fiqh at a traditional Islamic boarding school in Bogor, embarked on a challenging journey to learn how to read English. Being part of a religious-focused institution, Fadli discovered that the resources available for learning English were limited. However, this did not deter him and his fellow students from giving their utmost efforts to succeed. In their pursuit of

knowledge, Fadli and his peers relied on simple books as their primary learning materials. They understood that even with minimal resources, they could still make progress. Additionally, they turned to the internet, utilizing its vast array of resources to find supplementary materials for their studies. Through online platforms and websites, they discovered articles, videos, and exercises that complemented their reading lessons.

Throughout this challenging process, Fadli expressed his gratitude for the unwavering support of their teachers. Despite the limitations faced by the boarding school, the educators remained committed to fostering their students' growth and never ceased to provide encouragement and guidance. They understood the importance of language proficiency in today's interconnected world and recognized the value of expanding their students' horizons beyond their traditional curriculum. Although the journey was undoubtedly difficult, Fadli felt a profound sense of satisfaction with his progress in reading English at the boarding school. He witnessed his skills improve over time, and his newfound ability to read English texts filled him with a sense of accomplishment. Fadli and his fellow students celebrated each milestone, cherishing the small victories they achieved along the way. As presented in the interview transcript below:

Excerpt 7

R : Assalamu'alakum Mas Fadli terima kasih telah mau diinterview hari ini. Kami ingin mengetahui pengalaman Anda belajar bahasa Inggris di pesantren tradisional. Bisakah Anda memberi tahu saya bagaimana hal itu dimulai?

F: Wa'alaikumussalam. Awalnya karena saya menyadari pentingnya bisa berbahasa Inggris untuk masa depan. Walaupun saya berada di pesantren yang lebih fokus pada agama dan memiliki sumber daya bahasa Inggris yang terbatas, saya tetap mempunyai niat untuk belajar. Jadi, saya mulai dengan membaca buku-buku sederhana yang tersedia.

R: "Wah, tantangannya berat banget. Bagaimana kamu dan temanmu menghadapi situasi terbatas seperti ini?"

F: "Tantangannya memang berat, tapi kami tidak akan menyerah. Kami menyadari bahwa meskipun sumber daya kami terbatas, kami masih dapat maju jika kami berusaha. Selain buku, kami juga mencoba mencari bahan tambahan di internet. Dari sana kami mendapatkan artikel, video, dan latihan online untuk membantu Anda belajar."

R: "Itu keren sekali. Bagaimana Anda bisa menemukan materi yang cocok dari internet yang kontennya begitu banyak?"

F: "Ini benar-benar merupakan proses pembelajaran bagi kami. Kita harus selektif dalam memilih sumber daya yang benar-benar bermanfaat. Kami fokus pada platform dan situs yang menyediakan konten hebat yang sesuai dengan kebutuhan Anda. "Lanjutkan, kami juga aktif mengikuti pelatihan dan diskusi untuk meningkatkan kemampuan belajar kami."

R: Assalamu'alakum, Mas Fadli, thank you for being interviewed today. We want to know your experience learning English at a traditional Islamic boarding school. Can you tell me how it started?

F: Wa'alaikumussalam. Initially because I realized the importance of being able to speak English for the future. Even though I was in an Islamic boarding school that focused more on religion and had limited English

language resources, I still had the intention to learn. So, I started by reading simple books that were available.

R: "Wow, the challenge is really tough. How do you and your friends deal with a limited situation like this?"

F: "The challenges are tough, but we will not give up. We realize that even though our resources are limited, we can still progress if we try. Apart from books, we also try to find additional materials on the internet. From there we get articles, videos and online exercises to help you learn."

R: "That's really cool. How can you find suitable material from the internet where there is so much content?"

F: "It's definitely been a learning process for us. We must be selective in choosing resources that are truly useful. We focus on platforms and sites that provide great content that suits your needs. "Continue, we also actively participate in training and discussions to improve our learning abilities."

Fadli's story exemplifies the determination and resilience of students in traditional Islamic boarding schools who aspire to broaden their horizons beyond religious studies. Despite the limited resources, they prove that with perseverance, dedication, and the support of their teachers, they can overcome obstacles and succeed in their pursuit of knowledge. Fadli's experience serves as an inspiration for others facing similar challenges, demonstrating that even in the face of adversity, one can achieve remarkable progress.

The role of Fadli's morphological awareness in learning English through reading

Fadli understood the significance of grasping the concept of morphology in both the Arabic and English languages, employing a part-of-speech approach to enhance his understanding. In his Arabic studies, Fadli delved into the different categories of words, such as isim (nouns), fi'il (verbs), and harf (prepositions). Similarly, in his English studies, he explored part-of-speech categories like nouns, verbs, adjectives, and so on. Fadli acknowledged that morphological awareness played a crucial role in his English reading comprehension. By recognizing the types of words and their functions, he could identify common morphological patterns. This knowledge empowered him to easily discern the roles of words within sentences, enriching his overall understanding of English texts.

Fadli found that one challenging aspect of morphological awareness, based on part of speech, in learning English through reading was the usage of verbs with various forms and conjugation patterns. English has a plethora of verbs that exhibit different forms based on tense, aspect, and other factors. Understanding these differences and identifying their forms within texts could prove difficult, especially for beginners. Additionally, irregular verbs presented a unique challenge as they deviated from the common conjugation patterns. However, with continuously improving morphological awareness and consistent practice, Fadli believed he could overcome these challenges and strengthen his reading comprehension of the English language. As presented in the interview transcript below:

Excerpt 8

R: Saya masih penasaran dengan pengalaman Anda dalam menangkap konsep morfologi dalam bahasa Arab dan Inggris. Katakan padaku, bagaimana pendekatanmu terhadap masalah ini dalam pembelajaran?

- F: Nah, jadi dalam studi saya, saya menemukan bahwa pemahaman morfologi itu sangat penting untuk memperkuat bahasa Arab dan Inggris. Saya hanya menggunakan metode sederhana, seperti bagian kata, untuk meningkatkan pemahaman saya. Dalam bahasa Arab, saya mencoba memeriksa kategori kata seperti kata benda, kata kerja, dan preposisi, dan dalam bahasa Inggris, saya mencoba memeriksa kategori seperti kata benda, kata kerja, kata sifat, dll.*
- R: "Pendekatan yang sangat keren. Bagaimana kesadaran morfologis ini mempengaruhi Anda dalam memahami bahasa Inggris?"*
- F: "Nah, kesadaran mengetahui pembagian kata sangat membantu dalam pemahaman bacaan bahasa Inggris saya. Dengan melihat jenis-jenis kata dan fungsinya, saya dapat mengenali pola-pola umum. Hal ini membantu saya memahami peran kata dalam kalimat, jadi pemahaman saya terhadap teks bahasa Inggris menjadi lebih kaya. Misalnya, ketika saya membaca kata "walked" dalam sebuah kalimat, saya dapat mengidentifikasi bahwa "walked" adalah bentuk lampau dari kata kerja "walk"."*
- R: I'm still curious about your experience in capturing morphological concepts in Arabic and English. Tell me, how do you approach this problem in learning?*
- F: Well, so in my studies, I found that understanding morphology is very important to strengthen Arabic and English. I only use simple methods, such as word parts, to improve my understanding. In Arabic, I try to check categories of words like nouns, verbs, and prepositions, and in English, I try to check categories like nouns, verbs, adjectives, etc.*
- R: "Very cool approach. How does this morphological awareness affect your understanding of English?"*
- F: "Well, the awareness of knowing the division of words is very helpful in my English reading comprehension. By looking at types of words and their functions, I can recognize general patterns. This helps me understand the role of words in sentences, so my understanding of English texts becomes richer. For example, when I read the word "walked" in a sentence, I can identify that "walked" is the past tense of the verb "walk"."*

Fadli's recognition of the role of morphological awareness in learning English through reading showcases his dedication to mastering the language. His understanding of part of speech and its impact on word forms and functions enriches his reading skills, allowing him to decipher morphological patterns and navigate complex sentence structures. Through perseverance and consistent efforts, Fadli is confident in his ability to overcome the hurdles posed by verb variations and irregularities, further enhancing his understanding and proficiency in reading the English language.

Impact of his morphological awareness on English reading ability

In Arabic, the structure and morphological patterns play a vital role in comprehending word meanings and sentence constructions. This knowledge equips Fadli with the ability to recognize and understand morphological patterns in English, such as word formation using prefixes and suffixes. Moreover, Fadli can apply his understanding of Arabic morphology to establish connections between English words

and their similar counterparts in Arabic. This expands his vocabulary and enhances his comprehension of English language structures.

Fadli's knowledge of Arabic morphology serves as a foundation for his English reading skills. By grasping the principles of word formation and structure in Arabic, he develops a keen eye for identifying morphological patterns in English words. This allows him to decipher unfamiliar words and predict their meanings based on their morphological components. Fadli's proficiency in Arabic morphology provides him with a unique advantage in expanding his English vocabulary and understanding the underlying structure of the language.

Additionally, Fadli's ability to connect English words with their Arabic counterparts enhances his overall language comprehension. By recognizing similarities between the two languages, he can make associations and draw upon his existing knowledge of Arabic vocabulary to aid in understanding English terms. This cross-linguistic approach broadens Fadli's understanding of both languages, facilitating a deeper appreciation of their interconnectedness. As presented in the interview transcript below:

Excerpt 9

R : *"Bagaimana cara anda memanfaatkan pengetahuan morfologi bahasa arab untuk meningkatkan pemahaman bahasa inggris?"*

F : *"Itu sangat membantu. Saya bisa menghubungkan kata-kata bahasa Inggris, misalnya kata kerja yang diakhiri dengan "ed" bisa mempunyai arti pasif, namun dalam bahasa Arab yang menggunakan kata "maf'ul" juga berpola pasif. Jadi, ini tidak hanya meningkatkan kosa kata saya, tetapi juga membantu saya memahami struktur bahasa Inggris dengan lebih baik."*

R: *"Nah, jadi bisa dibilang, kemampuanmu dalam bidang morfologi bahasa Arab sangat membantu untuk mengembangkan kemampuan membaca bahasa Inggrismu?"*

F: *"Benar. Memahami prinsip pembentukan dan struktur kata dalam bahasa Arab juga melatih saya dalam mengenali pola kata dalam kata bahasa Inggris. Jadi, saya bisa menguraikan kata-kata yang tidak diketahui dan menebak maknanya dari komponen pembentuknya."*

R: *"How do you use your knowledge of Arabic morphology to improve your understanding of English?"*

F: *"That was very helpful. I can connect English words, for example verbs that end with "ed" can have a passive meaning, but in Arabic the word "maf'ul" is also passive. So, this not only improves my vocabulary, but also helps me understand the structure of the English language better."*

R: *"So, you could say that your skills in Arabic morphology are very helpful for developing your English reading skills?"*

F: *"Right. Understanding the principles of word formation and structure in Arabic also trains me in recognizing word patterns in English words. So, I can decipher unknown words and guess their meaning from their constituent components."*

Fadli's morphological awareness in Arabic has a profound impact on his English reading ability. It empowers him to dissect words, identify morphological patterns, and draw connections between languages. Through his enriched vocabulary and enhanced comprehension of language structures, Fadli navigates English texts

with greater ease and confidence. His mastery of morphological awareness serves as a testament to the invaluable contribution of linguistic knowledge across different languages, facilitating a comprehensive understanding and proficiency in English reading.

Umar's story: his experience in learning English through reading in traditional Islamic boarding schools

Umar, a 19-year-old student specializing in Nahwu studies, was a dedicated santri in one of the traditional Islamic boarding schools in Bogor. His journey in learning English through reading within the confines of the Islamic boarding school was an enlightening experience. Despite English not being the main focus of their curriculum, Umar's Islamic boarding school provided an opportunity for him and his fellow students to delve into the language.

The approach to English language learning at their Islamic boarding school was both creative and interactive. Umar and his peers engaged in activities such as reading short stories in English and participating in discussions revolving around them. The dedicated teachers were instrumental in supporting their endeavors and always made extra time to assist the students in comprehending English texts. Umar felt fortunate to have such an opportunity within the walls of his Islamic boarding school.

However, there were unique challenges that Umar encountered in his pursuit of English literacy within the Islamic boarding school. The limited access to technology and the internet proved to be a significant hurdle. Computers and internet connectivity were not easily accessible in their Islamic boarding school, making it difficult for Umar and his peers to tap into online resources and leverage digital media for English language learning. Nonetheless, they learned not to solely rely on technology and instead focused on utilizing the resources available to them within their immediate surroundings, such as books and printed materials. Despite these challenges, their enthusiasm remained unwavering, and they strived to maximize their English reading abilities to the best of their abilities. As mentioned in his interview:

Excerpt 10

“Salah satunya adalah terbatasnya akses terhadap teknologi dan internet. Komputer dan koneksi internet tidak mudah diakses di pesantren kami, sehingga sulit bagi kami untuk mengakses sumber online dan media digital untuk belajar bahasa Inggris. Meskipun demikian, kami belajar untuk tidak hanya mengandalkan teknologi dan fokus pada sumber daya di sekitar kami, seperti buku dan bahan cetakan. Meski ada tantangan, kami berusaha semaksimal mungkin untuk mengembangkan kemampuan membaca bahasa Inggris.”

“One of them is limited access to technology and the internet. Computers and internet connections are not easily accessible in our Islamic boarding school, so it is difficult for us to access online resources and digital media to learn English. However, we learned not to rely solely on technology and to focus on the resources around us, such as books and printed materials. Even though there are challenges, we are trying our best to develop English reading skills.”

Umar's experience in learning English through reading in a traditional Islamic boarding school was a testament to the resilience and adaptability of both the students and the educational system. Through creative and interactive teaching methods, as

well as the unwavering support of their teachers, Umar and his fellow santri were able to navigate the obstacles that arose due to limited access to technology. Their determination and resourcefulness paved the way for their continued growth in English literacy, enriching their educational journey within the traditional Islamic boarding school environment.

The role of Umar's morphological awareness in learning English through reading

Umar's morphological awareness played a crucial role in his journey of learning English through reading. His understanding of part of speech proved to be instrumental in comprehending the concepts of morphology in both Arabic and English languages. In Arabic, he delved into categories such as isim (noun), fi'il (verb), and harf (preposition). In English, Umar learned about part of speech, including nouns, verbs, adjectives, and others. This morphological awareness significantly benefited his English reading skills, as it allowed him to better recognize sentence structures by understanding the roles of different parts of speech.

Furthermore, Umar utilized his knowledge of morphological categories and patterns to decipher unfamiliar words. By identifying the part of speech and applying the corresponding morphological rules, he could break down unknown words and gain insights into their meanings.

While Umar found the morphological aspect of part of speech valuable in learning English through reading, he also encountered challenges. Specifically, he struggled with the usage of prepositions and conjunctions. Prepositions often possess variations in form and can significantly affect the meaning and structure of a sentence. Recognizing the appropriate preposition and using it correctly within the context of reading posed a challenge for Umar. Additionally, conjunctions played a vital role in forming relationships between words and phrases in sentences. Being aware of the different usages of conjunctions across various contexts proved to be difficult. As he mentioned in his interview:

Excerpt 11

"Saya bingung banget soal preposisi, Pak. Misalnya, saya membaca teks yang menyebutkan kata "on" atau "at", lalu saya berpikir, "Yang mana yang kamu pakai? Apa bedanya?" Bentuknya bisa berbeda-beda, dan memang bisa mengubah makna serta struktur kalimatnya. Jadi, ketika saya sedang membaca, saya harus berpikir keras untuk menggunakan kata depan yang benar dalam konteks bacaannya."

"I'm really confused about prepositions, sir. For example, I read a text that says "on" or "at," and then I think, "Which do you use? What's the difference?" The form can be different, and can indeed change the meaning and structure of the sentence. So, when I'm reading, I have to think hard to use the correct prepositions in the context of the reading."

However, Umar remained determined to overcome these difficulties and enhance his English reading skills. He recognized that continuous practice and a deep understanding of morphology would be key in addressing these challenges. With increased morphological awareness and thorough comprehension gained through persistent exercises, Umar was confident in his ability to improve his reading proficiency in the English language.

Umar's story highlights the significance of morphological awareness, particularly in terms of part of speech, in the process of learning English through

reading. By grasping the role and significance of different parts of speech, Umar not only enhanced his understanding of sentence structures but also developed strategies to decipher unfamiliar words. Despite the challenges posed by prepositions and conjunctions, his determination and commitment to continuous learning paved the way for his progress in reading English.

Discussion

Their experiences in learning English through reading in traditional Islamic boarding school

Ahmad's experience reflects the dedication and enthusiasm of his teachers who wholeheartedly teach English through reading despite their limitations. Their commitment to providing a holistic education, which includes religious and language skills, nurtures students like Ahmad to broaden their horizons and embrace a diverse world outside the walls of their traditional pesantren in Bogor. Ahmad's journey exemplifies the potential for growth and knowledge acquisition in the unique context of traditional Islamic boarding school. In a study conducted by Brevik (2019), it was emphasized that developing critical literacy through authentic texts in learning English can greatly improve students' language skills. This approach resonates with Ahmad's experience, as his teacher included authentic texts to engage and challenge students. By exposing them to a variety of materials, they create an immersive learning environment that encourages the development of critical thinking and analytical skills. According to Treve (2023), exposure to authentic materials has a positive impact on language learning outcomes, improving vocabulary acquisition, listening comprehension, reading comprehension, writing skills, and overall language proficiency.

Fadli's story exemplifies the perseverance and resilience of a student in a traditional Islamic boarding school who aims to broaden his horizons beyond religious studies. Despite limited resources, Fadli and his peers prove that with perseverance, dedication, and support from their teachers, they can overcome obstacles and succeed in their pursuit of knowledge. Fadli's experience serves as an inspiration to others facing similar challenges, demonstrating that even amidst difficulties, remarkable progress is achievable. Moreover, the role of metacognitive knowledge in the development of English reading, as studied by Kung (2019), highlights how students like Fadli approach their English reading journey. Metacognitive strategies such as goal-setting, comprehension monitoring, and self-regulation are crucial in enhancing reading skills. Fadli's determination to overcome limitations involved in utilizing such strategies enables him to maximize his learning potential despite constraints imposed by the traditional Islamic boarding school environment. Additionally, Teng & Zang (2021) found that students with strong metacognitive skills have predictive effects on their reading and writing performance.

Umar's experience in learning English through reading at a traditional Islamic boarding school highlights the importance of perseverance and adaptability in facing educational challenges. Creative teaching methods and tireless teacher support helped Umar and his peers overcome technological limitations, paving the way for sustained growth in English literacy. Additionally, systematic reviews by Pellicer-Sánchez et al. (2021) and research by Ezeh & Olalu (2023) assert that extensive reading plays a crucial role in vocabulary development and academic success for English language learners. In conclusion, extensive reading is an effective strategy for enhancing language proficiency, particularly in the context of learning English as a foreign language.

The studies provided offer valuable insights into various aspects related to learning English through reading. While the specific context of learning English in traditional Islamic boarding schools is not covered as extensively, the study of English for Special Purposes (ESP) in Islamic traditional boarding school by Latif (2019) and the integration of English material into the Islamic boarding school curriculum by Habiburrahim et al. (2022) provide a broader understanding of language education in this context.

In conclusion, the experiences of Ahmad, Fadli and Umar highlight the unique challenges and successes faced by students learning English through reading in traditional pesantren. Their stories demonstrate the dedication of teachers, the resilience of students and the adaptability of the education system. The integration of reading practice, critical literacy, metacognitive strategies, and extensive reading can improve students' English skills, promote their growth, and empower them to navigate a global world while maintaining their cultural identity as students from a traditional Islamic boarding school.

The role of their morphological awareness in learning English through reading

Morphological awareness plays an important role in language learning, especially in learning English through reading. This can be seen from the experience of Ahmad, Fadli and Umar who have shown the importance of understanding the form, function and structure of words. Their stories explain the value of incorporating morphological awareness into language education, especially for students in traditional Islamic boarding school.

Ahmad's experience exemplifies the impact of morphological awareness on language proficiency. By understanding the various categories of words and their functions, Ahmad can navigate English texts more effectively. This understanding improves his overall language skills and serves as inspiration for other students. Ahmad's story emphasizes the importance of integrating morphological awareness into language education to foster better reading comprehension. This is in accordance with a study conducted by Goodwin et al. (2020), his study investigates the role of morphological awareness in reading development through cross-language research. The finding from his study that morphological awareness provides insights relevant to the role of learning English through reading. Furthermore, a study conducted by Apel (2014) discussed what is known about the role of morphological awareness in literacy development.

Fadli, on the other hand, demonstrates his dedication to mastering English through his recognition of the role of morphological awareness. His understanding of the parts of speech and their influence on the form and function of words enriches his reading skills. Fadli can decipher morphological patterns and navigate complex sentence structures, improving overall reading ability. His consistent tenacity and effort empower him to overcome the challenges posed by the variations and irregularities of verbs. Fadli's experience highlights the importance of morphological awareness in learning English through reading. This is consistent with findings from Lin et al. (2019) study, where they found that complex sentence structures in Chinese strongly influence their morphological awareness in a language, thus, morphological awareness in their native language has a positive effect on learning English as a second language through reading activities. Additionally, Lee et al. (2022) found that morphological awareness is moderately related to phonological awareness, orthographic awareness, vocabulary, word reading, spelling, text reading fluency, and

reading comprehension, with varying relations depending on language depth and the nature of morphological awareness.

Umar's story emphasizes the importance of morphological awareness in learning English through reading, especially in understanding parts of speech. Umar's understanding of various types of words not only enhances his comprehension of sentence structure but also provides him with strategies to decipher foreign words. Despite facing challenges with prepositions and conjunctions, Umar's determination and commitment to continuous learning drive his progress in English reading. His story reflects the contribution of morphological awareness to language development and comprehension. This experience aligns with a study by Priskinanda et al. (2021), which indicates that morphological awareness aids in understanding sentence structures in English, consequently influencing vocabulary comprehension as the basis for understanding English texts. These findings are supported by Bratlie et al. (2022), which state that morphological awareness strengthens variations in adolescent reading comprehension.

Impact of their morphological awareness on English reading ability

Ahmad's story shows the significant impact of incorporating morphological awareness in language education. His recognition of the interrelationship between language and his ability to make use of his existing knowledge has made him a proficient reader of English. This highlights the power of morphological awareness in language learning. The findings of Goodwin et al. (2020) support this, emphasizing that morphological awareness is an important factor influencing students' reading skills in English for Specific Purposes (ESP).

Similarly, Fadli's morphological awareness in Arabic had a major impact on his English reading ability. By dissecting words, identifying morphological patterns, and drawing relationships between languages, Fadli demonstrated vocabulary enrichment and increased understanding of language structures. His mastery of morphological awareness demonstrates the invaluable contribution of linguistic knowledge across multiple languages, facilitating a comprehensive understanding and proficiency in reading English. This is in line with Apel's findings (2014) which describe morphological awareness as the ability to consider and change the smallest elements of language related to meaning. Likewise, Umar's morphological awareness of Arabic greatly influenced his English reading ability. Through his knowledge of morphology, Umar has acquired a valuable tool for deciphering and understanding the structure and meaning of English words. This has expanded his vocabulary and improved his overall reading comprehension. Umar's experience supports the notion of language interrelations and the benefits of leveraging morphological knowledge to strengthen reading skills in multiple languages.

Furthermore, studies conducted by Lin et al. (2019) and Priskinanda et al. (2021) further reinforces the importance of morphological awareness in reading development. Lin et al. (2019) highlighted the importance of early morphological awareness in reading growth rates, while Priskinanda et al. (2021) demonstrated that instruction in morphological awareness significantly improved vocabulary skills and reading comprehension. This finding emphasizes the positive impact of morphological awareness on English reading ability.

In addition, the study by Dong et al. (2019) showed that for Chinese students, morphological awareness played a more important role than phonological awareness and orthographic skills in reading comprehension of Chinese and English characters. This highlights the relevance of morphological awareness in specific language

contexts and supports the importance of considering an individual's linguistic background when tackling English reading skills.

Furthermore, the findings of Yablonski et al. (2019) showed that morphological processing contributes to lexical access and understanding of complex English words in learning English through reading. This further supports the idea that awareness of morphology has a positive impact on English reading ability.

The combination of the experiences of Ahmad, Fadli, and Umar, as well as the results of these studies, emphasizes the significant impact of morphological awareness on English reading ability. Incorporating morphological awareness in language education can improve vocabulary, comprehension and overall reading skills in English. This insight highlights the importance of considering morphological awareness in language teaching and provides practical recommendations for improving English learning in various educational contexts such as in traditional Islamic boarding schools.

CONCLUSION

The experiences of Ahmad, Fadli, and Umar shed light on the challenges and triumphs encountered by students learning English through reading in traditional Islamic boarding schools. Their narratives underscore the commitment of educators, the resilience of learners, and the adaptability of the educational system within this context. Through the amalgamation of reading practice, critical literacy, metacognitive strategies, and extensive reading, students' English proficiency can be enhanced, fostering their development and empowering them to navigate a globalized world while upholding their cultural identity as students of traditional pesantren. Furthermore, their morphological awareness emerges as a crucial component in their language acquisition journey, evident in their grasp of word forms, functions, and structures.

However, it's important to acknowledge the limitations of this study. Firstly, the sample size might be relatively small and not representative of all students in traditional Islamic boarding schools. Secondly, the study's scope may not have fully explored other factors influencing English language learning outcomes beyond morphological awareness.

To address these weaknesses, future research could employ larger and more diverse samples to provide a comprehensive understanding of the experiences of students in traditional pesantren. Additionally, incorporating qualitative methods such as interviews or focus groups could offer deeper insights into the nuanced aspects of language learning experiences. Moreover, longitudinal studies could track students' progress over time to assess the long-term impact of morphological awareness on English language proficiency. Finally, comparative studies could explore variations in language learning approaches and outcomes across different types of educational institutions to identify effective strategies for English language instruction in traditional Islamic boarding schools.

ACKNOWLEDGEMENTS

We would like to express our deepest gratitude and appreciation to all those who have contributed to the completion of this research project entitled "Traditional Islamic Boarding School Students' Experience in Learning English through Reading based on Morphological Awareness Background: A Narrative Inquiry." Without their valuable support, guidance, and encouragement, this study would not have been

possible. Also, We would like to thank the Master of English Education Program of Universitas Negeri Jakarta for giving us access and supporting our research efforts.

REFERENCES

- Apel, K. (2014). A Comprehensive Definition of Morphological Awareness. *Topics in Language Disorders*, 34, 197–209. <https://doi.org/10.1097/TLD.0000000000000019>
- Barkhuizen, G., Benson, P., & Chik, A. (2013). *Research, Narrative Inquiry in Language Teaching and Learning*. Routledge. <https://doi.org/https://doi.org/10.4324/9780203124994>
- Bratlie, S., Brinchmann, E., Melby-Lervåg, M., & Torkildsen, J. (2022). Morphology—A Gateway to Advanced Language: Meta-Analysis of Morphological Knowledge in Language-Minority Children. *Review of Educational Research*, 92, 614 - 650. <https://doi.org/10.3102/00346543211073186>.
- Brevik, L. M. (2019). Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2. *Reading and Writing*, 32(9), 2281–2310. <https://doi.org/10.1007/s11145-019-09951-w>
- Clandinin, D. J., & Huber, J. (2010). Narrative Inquiry. In P. Peterson, E. Baker, & B. B. T.-I. E. of E. (Third E. McGaw (Eds.), *International Encyclopedia of Education* (3rd ed., pp. 436–441). Elsevier. <https://doi.org/https://doi.org/10.1016/B978-0-08-044894-7.01387-7>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson. <https://books.google.co.id/books?id=4PywcQAACAAJ>
- Dong, Y., Peng, S.-N., Sun, Y.-K., Wu, S. X.-Y., & Wang, W.-S. (2019). Reading Comprehension and Metalinguistic Knowledge in Chinese Readers: A Meta-Analysis. In *Frontiers in psychology* (Vol. 10, p. 3037). <https://doi.org/10.3389/fpsyg.2019.03037>
- Estaji, M., & Montazeri, M. R. (2022). Native English and non-native authors' utilisation of lexical bundles: A corpus-based study of scholarly public health papers. *Southern African Linguistics and Applied Language Studies*, 40(2), 177–199. <https://doi.org/10.2989/16073614.2022.2043169>
- Ezeh, N., & Olaolu, T. (2023). Extensive reading as a means of vocabulary development amongst English language learners in Nigeria: Consolidating on knowledge. *English Language Teaching*. <https://doi.org/10.5539/elt.v17n1p65>.
- Goodwin, A. P., Petscher, Y., & Tock, J. (2020). Morphological Supports: Investigating Differences in How Morphological Knowledge Supports Reading Comprehension for Middle School Students With Limited Reading Vocabulary. *Language, Speech, and Hearing Services in Schools*, 51(3), 589–602.

https://doi.org/10.1044/2020_LSHSS-19-00031

- Habiburrahim, Muhammad, Auni, L., Hafidhah, & Trisnawati, I. K. (2022). Integrating English Subject Materials into Islamic Boarding School Curriculum Context: Insights from Aceh, Indonesia. *Studies in English Language and Education*, 9(2), 667–684. <https://doi.org/10.24815/siele.v9i2.23279>
- Hui, A. N. N., Chow, B. W.-Y., Chan, E. S. M., & Leung, M.-T. (2019). Reading Picture Books With Elements of Positive Psychology for Enhancing the Learning of English as a Second Language in Young Children. *Frontiers in Psychology*, 10, 2899. <https://doi.org/10.3389/fpsyg.2019.02899>
- Kung, F.-W. (2019). Teaching second language reading comprehension: the effects of classroom materials and reading strategy use. *Innovation in Language Learning and Teaching*, 13(1), 93–104. <https://doi.org/10.1080/17501229.2017.1364252>
- Latif, H. A. (2019). Needs Analysis of English for Specific Purposes on Islamic Boarding School Students. *VELES Voices of English Language Education Society*, 3(2), 136. <https://doi.org/10.29408/veles.v3i2.1568>
- Lee, J., Wolters, A., & Kim, Y. (2022). The relations of morphological awareness with language and literacy skills vary depending on orthographic depth and nature of morphological awareness. *Review of Educational Research*, 93, 528–558. <https://doi.org/10.3102/00346543221123816>
- Lin, D., Sun, H., & McBride, C. (2019). Morphological awareness predicts the growth rate of Chinese character reading. *Developmental Science*, 22(4), e12793. <https://doi.org/10.1111/desc.12793>
- Ludwig, C., Guo, K., & Georgiou, G. K. (2019). Are Reading Interventions for English Language Learners Effective? A Meta-Analysis. *Journal of Learning Disabilities*, 52(3), 220–231. <https://doi.org/10.1177/0022219419825855>
- Lushchik, Y., Pikulytska, L., & Tsyhanok, H. (2021). Authentic Social-Cultural Reading in Foreign Language Learning and Teaching. *Revista Romaneasca Pentru Educatie Multidimensionala*, 13(4), 524–542. <https://doi.org/10.18662/rrem/13.4/496>
- Meilvinasvita, D., Safaruddin, & Yuliana. (2020). Implementation of General English and English For Specific Purposes in Higher Education, Especially in Vocational Education. *Vocational Education and Technology Journal*, 1(2), 21–27. <http://ojs.aknacehbarat.ac.id/index.php/vocatech/index>
- Pellicer-Sánchez, A., Conklin, K., & Vilkaitė-Lozdienė, L. (2021). The Effect of Pre-reading Instruction on Vocabulary Learning: An Investigation of L1 and L2 Readers' Eye Movements. *Language Learning*, 71(1), 162–203. <https://doi.org/10.1111/lang.12430>
- Priskinanda, A. A., Nahak, Y., Wea, T. N., & Bram, B. (2021). Morphological Awareness Instruction for ESP Students' Vocabulary Development and

Reading Comprehension. *ELT Worldwide: Journal of English Language Teaching*, 8(1), 41. <https://doi.org/10.26858/eltww.v8i1.19210>

Teng, M., & Zhang, L. (2021). Development of children's metacognitive knowledge, reading, and writing in English as a foreign language: Evidence from longitudinal data using multilevel models. *The British Journal of Educational Psychology*. <https://doi.org/10.1111/bjep.12413>.

Treve, M. (2023). Examining the impact of using authentic materials on ESL/EFL learners. *International Journal of Empirical Research Methods*. <https://doi.org/10.59762/ijerm205275791120231005151352>.

Yablonski, M., Rastle, K., Taylor, J. S. H., & Ben-Shachar, M. (2019). Structural properties of the ventral reading pathways are associated with morphological processing in adult English readers. *Cortex*, 116, 268–285. <https://doi.org/https://doi.org/10.1016/j.cortex.2018.06.011>