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ABSTRACT

On-Going Morphosyntax Supplementary Material

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Studying morphosyntax is important in the study of linguistics and the topic of morphosyntax is very often considered as difficult to learn. However, several problems still occur in almost every linguistics class including problems from the students' characteristics, learning materials, teaching strategies, etc. Therefore, the researchers conducted a preliminary study in a linguistic class. Based on the preliminary study, it was discovered that most of the students involved in the study lacked motivation to study linguistic especially in studying morphosyntax and lacked sources to study morphosyntax. The lecturer also had some difficulties in providing morphosyntax material which could motivate the students to learn morphosyntax with ease and which was suitable for the curriculum standards well as the students' need.

Because of those problems, this research aimed to develop supplementary morphosyntax materials for university students which could help them to cope with their problems in studying morphosyntax through providing the easy-to-understand supplementary material which accommodated the students' needs. It is expected that this research can inspire the lecturers who teach linguistics to become more creative and innovative in providing materials which match the students' need and syllabus. However, this supplementary material is only one of the alternatives that can be used to assist the learning process. Thus, it can also be combined with other resources.

To achieve the aim of this study, the researcher used **research and development design by following Borg and Gall model**. The researcher did the preliminary study, designed the problem solving and developed the supplementary material since at the end of August 2017. The researcher also conducted expert validations for the product, revised the product draft, applied the product, revised the product again, conducted the second product implementation, had another product validation, and finally had the final product in the form of morphosyntax module.

Keywords: Morphosyntax, Supplementary Material

Linguistic experts claimed that linguistics had evolved over the time because of the unclear terminology of the nature of language (Stebbins, 2007; Nunn, 2006:6). To avoid the negative evolutions, linguistic description should be designed to keep up to the linguistic understanding related to the future speech development. Therefore, students who learn linguistics should know the nature of language start from the small part of linguistics like sounds and meaning including morphology and syntax (Hodges, Adam and friends: 2004). Understanding those parts related to linguistics refers to linguistics which concerned the aspect of grammar (Chomsky, N: 1986a).

In fact, study of linguistic is not just about grammar. The branches of linguistic are plenty and they need to be studied. This also includes learning morphology and syntax. Morphology is the study about word formation and word composition (Stebbins, Jeff : 2007). While syntax is the study about the formation and the composition of phrases and sentences from words (Stebbins, Jeff : 2007).

Based on the preliminary study, the researchers found some problems related to the learning material, the students' motivations, and the students' material understanding. The linguistics class involved in this study used Jim Miller's book as the core book to learn syntax, but later this book was not used anymore because the lesson description about morphosyntax in the syllabus was different from the content of Miller's book. Unfortunately, the currently used book for learning morphosyntax which was seen as suitable to the course syllabus was difficult to found especially around Nganjuk, Kediri, Jombang, Mojokerto and Surabaya. The worse was that even the morphosyntax material available online was too general for the students which made them faced difficulties in learning morphosyntax. The students needed simpler book to study English morphosyntax with clear learning objectives (Koteyko, 2006:132) to help them understand the material effectively. In short, linguistics subject is commonly seen as boring. This fact encouraged the linguistics lecturer to stimulate the students' motivation to learn by developing the most appropriate morphosyntax material and to change the nature of studying morphosyntax (Wang and Cheng, 2009:135-138).

In morphology, the focus of study is about words which are decomposed into smaller meaningful elements that linguistics called morphemes (Stebbins, 2007). However, syntax is the study of sentences and their structure, and the constructions within sentences. Both of syntax and grammar terms were about the rule of sentence (Stebbins, 2007). What needs to be explained clearly is that actually syntax and grammar are different. Grammar is a set of rules for organizing meaningful elements into sentences. One part of grammar is called morphology (internal), and the other part is called syntax (external).

Developing the simple hand out material to learn morphosyntax to stimulate students' motivation in learning linguistics should be followed by the effective teaching method. SQ3R method is one of the methods which supports the implementation of critical reading level (Robinson in 1970) which in this study was seen as appropriate to be implemented to help the students understand about the lesson. According to Brown (2007:375), reading comprehension with activities from survey, question, reading, recite and review are the activities that can improve the students' retention of material. During the learning process, this method will stimulate the students' thinking skill. For those reasons, the researcher developed a supplementary reading material of morphosyntax. Since the unique aspects are important for developing a supplementary material (Rosiana, 2015:555), the material developed in this study also had its own unique aspects.

METHOD

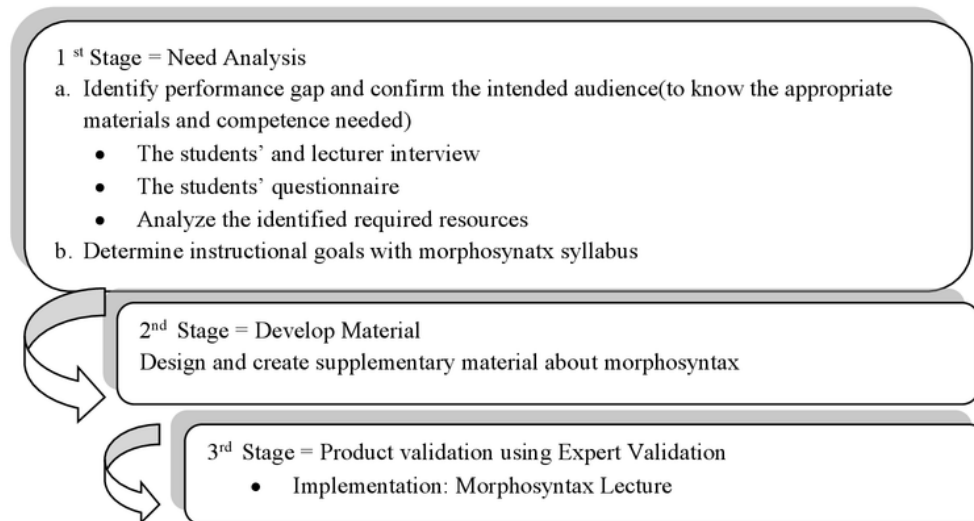
This chapter consists of the method used in this research including research design, model of development, and the procedures of development.

Research Design

Research and Development is seen as the most appropriate design for this research because it is used to develop educational products (Latief, 2013:171). The researcher had reviewed previous studies and theories to support this Research and Development

(R&D). In general, ¹⁴ Research and Development is the process to develop and to validate the educational product (Borg and Gall, 1983:772) which were formed in a set of steps (see Figure 1).

¹⁸ Figure.1 Steps of Research and Development (R&D) adapted from Borg and Gall (1983: 771-789)



Need analysis

Research and Development (R&D) activity starts from need assessment. This activity is the main activity which is intended to acquire information about the actual problems from both the lecturer and the students in an instructional education context. Need analysis is the concluding analyses of the instructional documents which is used as the basis to develop a research product (Latief, 2013:173). Branch (2009: 2) also describes that need analysis is the way to find the possible causes for a learning performance gap.

The gap happened because some aspects related to the learning are insufficient, and this can come from the learner, the lecturer or the instructional documents (Branch, 2009:24). The purpose of finding the gap in this Research and Development (R&D) was to identify the instructional documents (materials) which were available

for the students and to identify the learners' abilities, experience, preference, and motivation related to the instructional material (Branch, 2009: 37-41).

Need analysis and review of previous studies were conducted at the beginning of this study. Branch (2009: 43-46) stated that the sources of the available material can be found in book, students' work sheet and other media such as facilities, and human resources. This was done in need analysis and in review of previous studies.

The researcher also used guided interview or semi structured interview for all of interviews in this study. This type of interview was chosen because (Bogdan and Biklen, 2007:104) states that guided interview is the effective model for interviewer to comprehend the data. To get the clear data, the researcher designs the questionnaire with "yes" and "no" response. This was done to determine the problems of the instructional material and it was seen as important because determining the instructional goals was the main way to answer the problems (Branch, 2009:33-37). After describing the problems related to the instructional document, the researcher generates objectives as responses to some gaps found.

Material Development

the purpose of developing instructional materials is to describe the instructional strategy (Dick and Carey, 178:126). Before conducting the material development, the researcher designed the material development based on the standard competence in the curriculum (KKNI) to avoid the gap between the material developed and students' competence (Branch, 2009). Then, the researcher developed supplementary morphosyntax materials to stimulate the students' reading critical thinking based on the result of needs analysis and study of available references. The activity designed was based on the reference of study which was seen as appropriate to the standard competence and the basic competences of morphosyntax syllabus in the curriculum (KKNI).

Product Validation

The purpose of product validation is to make sure that the supplementary material is valid to be applied in the class (Latief, 2013:174). So, before using the supplementary material in the real classroom context, the quantity and the quality of the supplementary material was consulted to the expert because the feedbacks and suggestions from the expert was very crucial to improve the product.

The product of this research was validated by Sujono, S.S. M.Pd. as an educational practitioner. He is an English lecturer who has passion in linguistic subject. Then, the researcher improved the product based on the result of expert validation before it was tried out to the real classroom context.

Subject of Try Out

The population of this research was the English department students in the fifth semester who took English Morphosyntax subject in academic year 2017/2018. The subjects for the try out were twenty-five students or one class, so the researcher used purposive sampling technique to collect the data. The subjects for product try out were not selected based on their problems in learning English, but they were chosen based on their interest on the subject and their academic score. The researcher used non-probability sampling technique to make sure that the data collection during the learning process was effective. (see table 1)

Table 1. The Subject of Needs Analysis

No	Audience	Number	Data Collection
1.	Linguistic Lecturer	1	Guided Interview
2.	The fifth semester students at English Department in the academic year 2017-2018	25	Questionnaire

The Instruments

After product try out was applied to the students, the researcher gave them guided questionnaire to identify the students' opinion, comment, critics, and suggestions related to the product (morphosyntax supplementary materials). The students were also interviewed to get deeper information about their opinion about the materials. After the questionnaires and interview were administered and the results were compiled, the product was checked again by the expert. The expert was given checklist to measure the quality of the product. The expert validation checklist had five points: the language used, the organization of the materials, the instructional of the objectives, content of the material, and task design.

An interview was also conducted to the lecturer to identify the lecturer's perspective about the product. Finally, the researcher fixed the materials based on the checklist, the questionnaire and the interview results. According to Latief (2013), the instrument in research and development study did not need to be discussed during the validation process.

Final Product

The results of second product validity, interview, and questionnaires were used to revise and improve the product which was in the form of morphosyntax supplementary material. The revision which had been done previously had great influence in determining the quality of the final product. If the revised product were attained, then the final product was officially ready to release. Unfortunately, the researcher could not implement the final product to the real classroom context because of the limited time. But, in the upcoming research, the researcher will implement the final product to know whether the product is exactly applicable to the learning process.

FINDINGS AND DISCUSSIONS

7 This chapter presents the research findings and discussions of the process in developing the supplementary morpho-syntax materials to stimulate university students' critical thinking.

The Needs Analysis and Study of References.

The result of the needs analysis in the R &D is the first step to do and in this study, the needs analysis was derived from the questionnaire and interview results from students who took morphosyntax subject and also from the lecturer's interview results. These were done to know both students' and lecturer's point of view of the problems related to the instructional materials.

To identify gap and to confirm the intended audience, the researcher analysed the document through inductive steps. The researcher analysed the students' problem started from the specific aspects to the general aspects. The results of the students' interview which were administered before the lesson (August 2017) were used to unveil more specific information about their linguistic skill related to the morphosyntax lesson. The researcher gave six questions and took a note for the important information. The results implied that the twenty-five students could not enjoy studying linguistics. It was because the materials given were difficult to understand and because the class activities were just in the form of class presentation. They also had problems in studying linguistics especially morphosyntax subject. Even though the students learnt linguistic subject before they were in the fifth semester, unfortunately they mentioned that they still found linguistics as difficult to learn. This happened because the linguistic core book used language with many difficult terms which made the students found it hard to understand and made them felt bored to read it. Therefore, most students preferred to learn linguistics from the available online sources which unfortunately were also too general and had few detailed explanations about the subject. Knowing these problems, the researcher designed the questionnaire. It was in the form of "yes and no" response to help the

researcher to get the clear answer. The twenty-five students were asked to respond the questions which were focused on the students' problem in linguistics skill. The contents of the questionnaire are as follows.

Table 2. Responses "yes" of Instructional Documents

No	Items question	Instructional Document	
		English core book	
		Frequency	Percentage
1.	think that the book is interesting	5	15%
2.	Understand materials using dictionary	10	40%
3.	Understand materials without dictionary	-	0%
4.	Understand the material of morphosyntax	10	40%
5.	Think that the material supports the formative test	15	60%

² From the result of the questionnaire, it was clear that most of the students received the core book as their instructional document in the learning process. The results indicated that 15% of the students' stated that the core book was uninteresting because it used scientific language and difficult to understand. Besides, the book was also hard to find. Then, ten students (40% respondents) mentioned that understanding the book without dictionary was difficult for them. In term of understanding the linguistic skill, around 15 students could understand the lesson from studying the morphosyntax core book. When asked about the appropriate of material in formative test, fifteen students (60%) explained that the materials in the morphosyntax core book were almost suitable to help them in formative test.

Table 3. The Morphosyntax Material

No	Items question	Reading sub Skill	
		Frequency	Percentage
1.	Word Attack	12	48%
2.	Sentence Attack Skill	12	48%
3.	Text Attack Skill	13	52%
4.	Concluding factual information	8	32%
5.	Evaluating expressions in a context	9	36%
6.	Understanding the information of the text	1	4%

Table 3 indicated that less than 50% students understood morphosyntax material, and only 48 % understood the material with Sentence Attack Skill while 52% respondents understood using Text Attack Skill. In addition, only 32% students could conclude factual information from text and only 36 % of the students could evaluate expressions in a context. Thus, it indicated that most students involved in this study needed to learn how to identify expressions containing fact and opinions, evidence, and definition. However only a student (4%) did the assignment in time. This happened because the students rarely had assignment which had deadline, so they needed more practice. Even though this aspect did not include on the material, but this could be used to provide activity which supported the standard curriculum (KKNI) to stimulate students' critical thinking.

The lecturer interview results also showed that there were still problems in the teaching of morphosyntax although the lesson was carried based on the students' competence and the standard curriculum. These problems occurred because the book was considered old and needed update and the core book for the linguistics lesson was too difficult for the students to learn since it was mostly in the form of long text which made this less interesting for the students. Another cause was because the

lecturer rarely gave lesson about morphosyntax in the linguistics subject which resulted in students' lack of morphosyntax knowledge. Additionally, students also had problem to complete the assignment on time which was caused by no deadline given by the lecturer.

Developing Material

The materials were developed based on the need analysis which was obtained from the students' questionnaire, teacher interview, and books analyses. All the materials were adopted from various sources such as from the internet and books and then they were modified by the researcher. All of the materials chosen were seen as suitable to the Morphosyntax core book. After material selection process, the following step was developing the materials which had difficulty level that matched to the students' level in the University. The materials were also designed to be used in certain activities which could motivate the students, stimulate the students' critical thinking and helped them to learn morphosyntax better. The researcher reduced the number of materials which required remembering level of thinking and developed materials which focused on the critical thinking level question and assignment.

Product validation as a result from expert validation was useful to revise and improve the product. The validator was a lecturer from STKIP PGRI Nganjuk and he is a specialist in Linguistics. The expert validation was done on December, 2017. In the expert validation process, the checklist related to the aspects of the product was developed by the researcher and it was given to the validator. First aspect to be examined was the language used which referred to the text or conversation that was used in the supplementary morphosyntax materials. The results showed that the language used in the product was good because it was well-typed and neat although some mistypes were still found. The font in the supplementary morphosyntax material was rated as excellent because it was intelligible in term of the font type and size. The researcher used "Comic Sans MC" size ten. The validation results also implied that the notion of language used in the product was suitable to the students'

interest, and students' ability to understand the supplementary material and the grammatical used.

In term of the organization of the materials, the validation result was the same as the language used. The organization of the materials in this product was easy to be accessed by the lecturer and the students. Moreover, the organization of material in this product referred to the SQ3R method which combined several unique aspects (smart key, my extraordinary thinking, and crazy fact). The organization of material which was set in the texts was also rated as appropriate to stimulate the students' interest during the learning process and to stimulate the students' critical thinking.

The instructional objective validation also got a good result because the instructional objectives were clear enough. First of all, the instructional objective was consistent to stimulate the students' critical thinking and the students could follow the instruction. It implied that the material should be displayed in a short and clear instruction and should had goal to make this product more useful. similar to this, Esbensen (1971:11) also stated that the simple and clear instructional made the students felt easier to understand what they should do in the learning process.

The fourth aspect included in the validation task design had several variables: text, vocabulary, comprehension question, grammar review, and activities. The result of the text in general was good. The product displayed the material with various texts and the performance tasks. Next, the grammar review aimed to give the structure which was meaningful which showed that it did not present grammar such as in the grammar translation method (GTM). This part was seen as relevant and appropriate to the content of material. It was also good because appropriate examples were used as a model of meaningful grammatical structure.

The activities presented in the product were also appropriate to the learning process and got excellent validation result. Focus on the critical thinking level to integrate the students' knowledge and the students' target language by doing analysing, showing the differences, summarizing and so forth had made the students to become more active and creative in the learning process.

CONCLUSIONS AND SUGGESTIONS

This chapter is devoted to present the conclusions and suggestion of the study.

Conclusions

This supplementary material had several parts including cover, preface, book discourse, book mapping, and the table of content, also main material which was developed into four chapters. The chapters covered the analysis of word structure, free and bound allomorph, inflectional and derivational morphemes, and word categories & function.

Suggestions

For the lecturers and students, this supplementary material can be used in class activities to teach linguistics for the university students' especially to improve the students' linguistics skill. This product can also be used to help the lecturers in providing the materials which were suitable to the students' need and the standard curriculum. Moreover, this product is only one of the alternatives for the lecturers and the students to help the learning process. Therefore, it is also possible to combine this supplementary material with other sources. Another suggestion is given by the expert validator. The suggestion is to use this supplementary material for the next academic year lesson to know better about the quality of the product when used in the learning process.

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