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Developing a teaching supplementary worksheet for Morphology Class

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ABSTRACT

Morphology is one of the classes that should be joined by English department students. However, the conventional way to measure the students' understanding seems unsuccessful. A lecturer of morphology class claimed that written exam in every material given in the classroom was less successful and students tend to be extremely bored when they faced the exam. Based on this phenomenon, the researcher and the lecturer came to the idea that students need to have a new method to measure their understanding. In addition, game is used because it is believed that game is an interesting tool to make students more excited so that they will give much attention on the exam. Research and Development design was used to produce the worksheet product. To finish this product, researcher adopted some steps invented by Borg and Gall which covered need analysis, product development, expert validation, revision, try out and revision. There are 11 games compiled in this worksheet product. Each game provides instructions to play the game and material needed. As the result, students stated that this method, using games, met their need in morphology class.

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1. Introduction

According to Godby, Jean, Wallace, and Jolley (1982) morphology is the study of the way when words are constructed out of smaller meaningful unit. In addition, Halawa, Rafli & Reni (2017) stated that this smallest unit was called morpheme having the uniqueness caused by derivation and morpheme inflection when combined with other morphemes. If the morpheme derivation is compared with the free morpheme, it will have a different meaning and sometimes even change the word class. While morpheme inflection is compared with free morpheme, it will have a grammatical function.

The most enjoyable study for the learners is through games. Arifin and Purwanti (2016) stated that games effected students on their creativity, activeness, and interest on learning process in the class. Another idea was given by Caganaga (2016) saying that Games should be applied in

the second language learning classrooms in terms of providing an atmosphere for English as a Foreign Language (EFL) learners in which there are fun, motivation and high learning performance.

An interview was done before the researcher decided to make this book. This interview was given to a lecturer who has tough morphology for two semesters in a university in Jombang, Unwaha. The lecturer stated that the learning process in the classroom ran quite well but learners did not look interested in the subject when attending the class. This influenced their academic achievement because it was easy for them to forget the materials given in the class. Consequently, the lecturer thinks that it is needed to add a media to support the learning process. Based on this need, the researcher feels that an additional reference as the source of study is needed to support learners to follow the learning process well in morphology class. This media is a game book to make them enjoy joining the class so that it will make them easier to understand the theory by playing games related to the topic. This game book becomes the researcher's choice because it is believed that games can be use for learners' different levels of ages, and when they are used with other teaching methods, they create diversity which is ideal for school work (Ingvar Sigurgeirsson. 1999. p. 80).

This research aims at developing a supplementary material for morphology class. This research is expected to be useful for not only lecturers but also learners. For lecturers, it will help them to create a more interesting and interactive class through some games and they will have some guidance in how to do the games written in the book in their classroom activity while for learners, it will meet their target to understand the materials given better through the more interesting way given by their lecturer. By developing the book using Research and Development method, it is hoped that the book produced can facilitate the language learning of the learners (Tomlinson, 2012).

Based on the previous statements, the researcher sums up that both lecturers and learners need an additional learning media to face the class target. This material development is focused on games which can support the teaching and learning process in morphology class.

In other words, material development becomes the main thing to produce the product. Based on Tomlinson (2011), material development is both a field study and a practical undertaking. The field study covers the principles and procedures to design, implement, and evaluate the language teaching materials while the practical undertaking plays in everything done by the teachers, writers, or learners to provide sources of language input. Material developers may create textbook, tell stories, give advertisements in the classroom, provide samples of language use, or read a poem aloud.

Learning media is another aspect that is extremely important because it is everything that can help teacher to deliver the lesson (message) to the students (receivers) to make the lesson clearer and easier to understand and absorb by the students (Baidawi, 2016). This media is expected to make students enjoy more in learning process so that they can understand better the materials delivered by the lecturer and meet the target.

Previous study relating to the Research and Development (R&D) of teaching media was found. Pradipta & Sadiq (2016) created student vocabulary worksheet by using affixes. It was made for students of Grammar for English teacher class. The result revealed that the aspect of validity has met the criteria development of students' vocabulary to learn the material additive that has been prepared to have a very good quality. Another study found is Riyadi, Degeng, & Junining (2019) who developed an instructional game "Adventure of Word" to improve morphological awareness on vocational higher students, and it was stated that their product was pretty good and was suited to be applied in morphology class. Hence, Sukirman (2018) designed a worksheet of English academic words for English students. This worksheet used forms of word search, puzzle, jumbled letters, and word formation, and everything was in applied in written exam. Differently, this study is aiming in developing worksheet book. However, this current study is trying to developing worksheet book for morphology class.

2. Method

The research design used by researcher in this research is Research and Development (R&D). Then, the researcher adapted some steps of research and development of ADDIE standing for Analysis, Design, Develop, Implement and Evaluate that was invented by (Borg & Gall, 2003).

The first step is analysis. In this step, the researcher interviewed both the lecturer and the learners to know what is needed in Morphology class to reach their target and whether they need additional references to make the class more effective. Basically, this phase is similar to need analysis where need analysis is a set of procedures used to collect information about learners' needs (Richards, 2003).

The second step is designing. After doing the analysis, the researcher started to design the game book as the additional source for the classroom activity. This design was based on the goals or objective of the learning process. The researcher made a blueprint of material framework and selected some games suiting the learning target.

The next step is product development. This process was done by consulting the product that the researcher made to some experts get suggestions and critics related to the feasibility of the product. There were two experts that got involved in this research; material expert and media expert. After getting some comments and suggestion, the researcher did the product revision.

The fourth step is implementation. This phase deals with the trying-out the product. In this case, the product is tried out to the learners in morphology class. After learners had got the material from the lecturer, the researcher did the games based on the game book. The researcher used questionnaire to obtain some suggestions from the user and to analyze whether games given were suitable with the learning target.

The last step is evaluation. In this part, the researcher evaluated the product based on the suggestion from the experts and the users. This phase is designed to measure the quality rate of the materials after being implemented. It measures the content of the developed materials.

Some instruments used in this study were interview and questionnaire. Interview was used to obtain the data from the lecturer to know what was needed in the classroom activity to support students to reach their goal while questionnaire was given to students to attain the data about what learners needed and some problems they faced in morphology class. In addition, validation sheet from the experts played an important role in designing the game book for the learners. After having some data, the researcher started to develop the game book which could be used by the lecture to create a more interesting and attractive class for the learners so that it could help learners to understand the material well through games given.

3. Results and discussion

The research finding was gotten from questionnaire, interview and validation from experts. The questionnaire, which is given to 25 learners who joined morphology class, showed that the learners thought that morphology class should have been fun because it needed deep understanding. When the class was too serious and was only done by lecturing and discussion method, it would not help them to understand the material easily. They said that game involving some materials they learnt were needed. Table 1 shows the result on students' questionnaires.

The developed product was consulted to the experts several times. Some aspects were evaluated; content appropriateness, presentation appropriateness, language appropriateness, and lay-out appropriateness. After getting evaluation, the product was tried out in a class. These learners were given questionnaire to give some suggestions or criticize the games given in the class. After this product was consulted to the expert, she recommended to give more order sentences so that the instruction in the worksheet book would have clearer instruction. Then, this book was revised after getting suggestion from expert and being tried out to the class. The suggestion and critics from both expert and students can be seen in table 2. Finally, this worksheet book has 11 games that can be applied in morphology class. Each game has some components such as objectives of the study after doing games, instruction, instruction, game board, answer key of the games played, and how to choose the winner of the games. The book map of game book can be described in table 3.

Table 1 – Students’ Questionnaire

Question	Percentage of “Yes”	Percentage of “No”	Percentage of “Middle”
Do you enjoy your morpholo, class?	75%	8%	17%
Are you bored of written exam in morphology class?	92%	4%	4%
Do you think that games will make your class more interesting?	100%	-	-
Do you need a more modern way your exam?	96%	-	4%

Table 2 – Expert’s and Students’ Suggestions and Critics

Expert	Students
Pictures are needed to make it more interesting.	Instructions given in games should be clear.
The component in each unit should be consistent.	The game board in lexical and derivational gam should be printed out in bigger or larger paper
Additional morphemes for some games.	Some games take too much time.
Grammatical errors were found in some instructions given in the book.	
The instruction must be in detail.	
Some errors in defining inflectional and derivational	

Finally, this worksheet book, definitely, has strength and weakness. The strength of this product is that this game book has many varieties of games so that the lecturer can easily choose which games are suitable for his class and this product mentions games which are attractive for the learners so that they can enjoy studying morpheme while the weakness of this product is that this provides games focusing on morpheme only so that other subjects cannot use this product.

Table 3 – Book Map of Worksheet Book

Games	Theme	Objectives
Find word	Lexical morpheme	Learners are able to identify some words having lexical morphemes correctly.
	Derivational morpheme	Learners are able to identify some words having derivational morphemes correctly.
Snakes and ladders	Kinds of Morpheme	Learners are able to mention how many morphemes are, what kinds of morphemes are based on the phrases given.
	Inflectional and derivational morpheme	Learners are able to identify whether a word given has inflectional or derivational morpheme well.
Change question	Inflectional and derivational morpheme	Learners are able to identify whether a word given has inflectional or derivational morpheme correctly.
Build a pyramid	Free morpheme	Learners are able to implement free morpheme well based on the number of alphabets given.
My reading	Derivational morpheme	Learners are able to find some derivational in the reading text showed correctly.
Crossword	Derivational morpheme	Learners are able to identify the word class of derivational morphemes from the original meaning well
	Inflectional morpheme	Learners are able to identify suffix or affix without changing the word class of Inflectional Morphemes well
Find your couple	Bound morpheme	Learners are able to identify Inflectional and derivational morphemes correctly.
Matching word	Derivational morpheme	Learners are able to combine and identify the derivational morpheme by adding affix or suffix in words given.
Moving place	Bound morpheme	Learners are able to categorize inflectional and derivational morpheme well
	Free morpheme	Learners are able to identify free and bound morphemes of words given correctly (lexical or functional).
Yes no question	Free morpheme	Learners are able to categorize lexical morpheme and functional morpheme well.
	Bound morpheme	Learners are able to categorize inflectional and functional morpheme correctly.
Alphabet finger	Kinds of morpheme	Learners are able to mentioning some words based on the kinds of morpheme stated by the lecturers.

4. Conclusion and Suggestions

This worksheet book based on games is highly needed so that the evaluation section can run much more effectively and enjoyably than using conventional way, written exam. This product is considered as a good book because it faces some aspects studied in morphology class. Besides, some suggestions can be given for those who want to develop this kind of worksheet in morphology class; giving more varied games and adding some other materials that are needed in morphology class, not only focusing on morpheme.

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