THE EFFECTIVENESS OF SUPPLEMENTAL EXERCISES TEXTBOOK ON COMPREHENDING MORPHEMES

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ABSTRACT

This research is taken during the researcher has subjects of Morphology in the classroom. This research aims to find out whether supplemental exercises textbook is effective to be implemented on comprehending morpheme as well as gaining high achievement on learning morphology. All data were collected through a questionnaire and tests are given to twenty-five college students. Of twenty-five students, two students did not join the exercise, but in the final test, twenty-four students took part in the final exam. All data gained were analyzed by using descriptive quantitative study. The result shows that the supplemental exercises textbook was effective to be implemented. It can be seen from the result of a questionnaire which can be called a high category level. Further, the result of students' learning achievement was 83%. It means that students have improved their learning achievements.
Keywords: *Morpheme, Supplemental, Word Power*

INTRODUCTION

Indeed, opening and exploring learners' prior knowledge for gaining new knowledge is not as easy as one thought. Truly, when learning and teaching exist in the classroom, learners of the time do not focus on their learning. They tend to have to chat with their side seat or even they are passive. In other words, there is not scientific knowledge, critical and creative thinking happen on that such activity. So, it makes the conduciveness of learning is uncontrollable, less of the goals and surely, the output cannot be reached maximally. Hassoubah (2004) states that learners can be said less of thinking scientifically because students in doing their activity are less on the process of thinking itself. Therefore, the lecturer should be creative to attract learners' curiosity on learning for revealing critical and creative thinking of learners on learning.

In this research, the researcher researched the researcher holds learning of morphology subjects. Fromkin, Rodman & Hyams (2011) state that morphology is the words of a language. It looks simple at glance but in fact, when college students are given about morpheme, as the base of knowledge for recognizing morphosyntactic or syntactic categories, they look confused. They are even not able to identify such as; opened class, closed class, root, stem, a free morpheme (lexical and functional), and bound morpheme (derivational and inflectional).

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Morphemes as the smallest meaningful unit should be discussed well. It has uniqueness. One word has some morphemes. A Morpheme can be attached earlier (prefix), mid (infix), or and even at the end of a word (suffix). The attachment of morpheme can affect the name of the word itself (opened or closed class). As stated by Rice&Wexler (1996) in Paradis (2010); third person singular [-s] on the habitual present, he walks, past tense (regular [ed] and irregular) he walked/he ran, and BE (copula and auxiliary), he is happy/he is walking are morphemes mark as the grammatical feature tense, in some cases, agreement on the verb, in contrast to another verb morpheme [-ing], which marks progressive aspect. In fact, this set of tense marking morphemes is acquired relatively late compared to other grammatical morphemes such as the nominal morpheme plural [-s] and the aspectual verbal morpheme [-ing] (Brown, 1973; de Villers & de Villers, 1973; Dulay &Burt, 1974; Jia & fuse, 2007; Paradis, 2005; Rice&Wexler, 1996; Rice, Wexler, &Cleave,1995; Rice, Wexler, &Hersberger, 1998; Zobl&Liceras, 1994). They stated that the concept "acquired" was interpreted in terms of percent accurate use in obligatory context, and accurate use was found to be over 90% earlier in development for non tense than tense marking grammatical morphemes, on average, across children. When children made errors with these tense morphemes, they tended to omit them rather than making errors in form choice (e.g.He walking was a typical error, but he am walking was not, see especially, Rice&Wexler, (1996). Meanwhile, acquisition of verb morphology in a constructivist approach in considered to be piecemeal at first, meaning that children's first production of "correct" morphemes are not truly productive but are the result of item-based learning (Gathercole,2007; Gathercole, Sebastian, &Soto, 1999; Tomasello,2001, 2003; Wilson,2003).

On the other side, there is also the confusion that happened to the learners when they had material about bound morphemes. In this case, are derivational and inflectional bound morpheme. The learners are seldom able to identify whether the word given is derivational or inflectional. According to the British National Corpus (spoken corpora) (Paradis et al., 2008; Sorensom&Paradis, 2006), the confusion happened because for example inflectional tense morphemes like third-person singualr[-s] and past tense [-ed] have some properties that, taken together, it could make them more complex than other grammatical morphemes, hence late acquired. First, each of these inflectional morphemes is less frequent in the language than the BE morphemes is and are, and none of the tense morphemes is as frequent as non-tense grammatical morphemes like the plural [-s]. Second, past tense involves multiple-forms to one-function mapping because of the regular/irregular split, and third-person singular [-s] involves multiple functions to one form mapping because of the multiple grammatical functions the [-s] marks. Furthermore, the inflectional tense morphemes in English alternate with DO forms in interrogative and negative sentences and thus show more distributional inconsistency than

the BE morphemes, for example; He walks to school every day/ Does he walk to school every day versus He is walking to school now/ is he walking to school now? (Paradis et .,2008 Theakston et al., 2003)

In this circumstance, a supplemental textbook especially with the exercise is needed to make easier learning. This supplemental textbook has a significant role in learning. It has a function to support the learning for each learner {college students and even for lecturer}. Pannen, (2001) states that a textbook can also be said as one of the media which has a function to help the learners on learning systematically, and directive in line with the purpose of the content of the material which will be delivered. Therefore, the supplemental textbook which will be used must be able to arouse the learners' attention and motivation on learning. The availability of a supplemental textbook which is needed by learners whereas it is appropriate with what the lecturer's lesson can reinforce college students to comprehend the material given by the lecturer. So, it can be said that supplemental textbook is the core of learning. Its existence cannot be ignored in learning, even in this digital era.

The supplemental exercise textbook which is used by the researcher here is a word power book. Itis a kind of textbook which is designed by an oxford university press. This textbook consists of three kinds, they are words power 1500, 3000, and 4500. These textbooks are designed based on the level of the learner's ability. The content on these textbooks consists of six components, they are analyzing the picture, synonyms, opposites, derivatives, words in sentences, and prepositions and adverbial particles. These textbooks vividly give college students some exercises in increasing their vocabulary actually. Before using this supplemental textbook, the researcher did an analysis based on learners' needs. It seems that derivatives exercise on a word power textbook is appropriate to be given to comprehend the existence of morpheme. Before the exercise from a word power especially in derivative exercise is given, the researcher introduces a word power textbook. Based on the questionnaire given, surprisingly all college students in the academic year 2017-2018 did not know it and even they never did the exercise like what in a word power textbook. Therefore, as a trial, the researcher took derivatives to exercise in 1500. These exercises are the easiest than others from a supplemental textbook (word power). Also, what a surprise, from 25 numbers exercise in derivatives as the word-formation processes, there are only 1 college student get 80, 10 college students got under 70, and the rest were under 60 from 25 college students. So, from such matters, the researcher formulates the problem; "How effective is the implementation of supplemental exercises textbook on comprehending morpheme"?

METHOD

The research designed used in this research is a descriptive quantitative study whereas all aspects gained from questionnaire and test. They are counted quantitatively. Meanwhile, the procedure for obtaining the data is through C-ID,

R2D2 Model from Willis (2000), they are; Reflective, Recursive, Design, and Development. As a part of this model, there are three focal points that exist and are used by the researcher, they are defined, design and developed, and disseminated. These focal points as a part of Design and Development from R2D2. Meanwhile reflective and recursive are already stated in the background of the research. The researcher then uses those focal points as the procedures as below:

1. Define

In this step, first, the researcher determines the place of the research and college learners. All these components are from STKIP PGRI Pasuruan, East Java Indonesia. The college learners were from the academic year 2017-2018, the total number of college students are 25. Second, defines the material which has a big problem to be overcome, that was about morpheme. Third, defines the appropriate supplemental textbook.

2. Design and development

In this step, the researcher designs and develops some items which are relevant to the needs. In this case, before the learning process is conducted, the researcher designs and develops the learning through some steps, such as:

a) Designing and developing a lesson plan and material. The lesson plan and material were developed by the researcher himself based on the syllabus.

b) Designing and developing the exercise and test which will be given

c) Designing and developing the evaluation procedure. Here, the researcher used a questionnaire to calculate the college students' responses based on the questions given and also kinds of the test to college students.

d) Designing and developing the strategy of the learning.

3. Dissemination

After the first and second focal points are already ready, then it is disseminated in the classroom in 4 meetings. The 5 meetings are taken after the theory of the subjects is already conveyed in the preceding meetings.

Then, after 5 meetings were already held, the researcher calculated the result quantitatively based on the aspects from the questionnaire sheets and test. Then the researcher did his analysis through the formula and percentage category. All data obtained are analyzed by using a descriptive quantitative study. Below are some steps in calculating the data for gaining the effectiveness of a supplemental textbook:

1. from the questionnaire

The researcher calculates all scores from the questionnaire gained through the use of a formula adapted from Sugiyono (2010) as below:

Percentage of the students who choose a particular option $= \dfrac{\text{the number of the students choosing the option}}{\text{total number of the students}} \times 100\%$

2. from learners' learning test achievement

Scoring for the test is based on the test given. Below are some steps on calculating the score obtained from learners:

a. Calculating the score and determining percentage category from speaking test performance given by using the pattern below:

Achievement level $= \dfrac{\text{score from A+F+P+V (Total Speaking Score)}}{\text{Total Meeting}}$ x 100%

Criteria:

90 – 100% = excellent

80 – 89% = satisfying

70 – 79% = satisfying enough

< 70% = low

b. Determining college students' competence level category from the result of the test. In this case, learners can be said master by defining the competence level category as follow:

1. if $\geq 80\%$ from total college students have mastered, it can be categorized "success"

2. if $< 80\%$ from total college students have mastered, it can be categorized "not success"

RESULTS AND DISCUSSION

For recognizing the effectiveness of a supplemental textbook, the researcher uses all data from the questionnaire and learner's result test. Then the researcher calculates and counts the result. There are 5 items number of a questionnaire, but in this case, there is only 2 item number which will be analyzed and counted. It is because 3 items number earlier are already stated in the background of the research and the rest are given at the end of the implementation of a supplementary textbook. Here are below2 items number which already analyzed quantitatively:

Table 1. Data from questionnaire

No	Question	Option	Chooser	Total college students	Percentage
4.	Does this supplemental textbook help you in comprehending morpheme?	a. yes b. no	25	25	100%

From the percentage score above, it can be seen that all college students give a response 'YES'. No wonder why, they choose it. When the researcher asks them, they respond that they never do such kind of test before. Besides that, the supplemental exercises textbook is seen as a new supplemental exercise

textbook. It seems that they are happy with the supplemental exercises textbook.

Table 2. Data from questionnaire

No	Question	Option	Chooser	Total college students	Percentage
5.	Is the exercise from supplemental textbook especially about word formation process to recognize morpheme effective to be implemented?	a. yes b. no	25	25	100%

Again, from the percentage score above, it can be seen that all college students give a response YES. As stated earlier in one of three focal points above, there are design and development. In this case, the researcher develops the exercise that existed in derivative by analyzing the morpheme. The morphemes in the derivatives themselves are obtained from word-formation or the process of alternation verb to noun, noun to adjective, Singular to plural, grammatical function, etc. After gaining the process of alternation, the researcher asks college students to analyze the base, root, open /close class, and its morpheme. It seems that college students are so enthusiastic to have the challenge. No wonder, they respond 'Yes' to question number 5.

Table 3. Data from exercise result on analyzing morpheme

Before conducting the real test as the final test, during 5 meetings the researcher only gives 1 exercise after having a pre-test in the earlier and an explanation. It is taken because, in the rest of the 2 meetings, the researcher gives the material of morphosyntactic (morphemes [free and bound] and syntax]). Morphosyntactic here meant the college students have to know the syntactically of each morpheme in a word which are composed in a sentence. Here is below the result of pre-test, exercise, and final test:

Students number	Score pre-test and exercise		Final test result
	1	2	
1	60	80	95
2	40	92	70
3	76	76	60
4	56	76	86

Students number	Score pre-test and exercise		Final test result
	1	2	
5	32	84	90
6	64	84	72
7	60	84	89
8	60	80	77
9	60	68	55
10	36		
11	48	60	82
12	56	64	76
13	60	72	87
14	44	60	72
15	60	76	73
16	36	80	82
17	48	68	80
18	60	64	85
19	80	76	97
20	52	76	72
21	60	64	74
22	44	80	72
23	52	72	67
24	52	80	55
25	52		74

As stated earlier when the researcher holds a pre-test, there is only 1 student who got 80, 1 got 76, 1 got 64, 8 got 60 and the rest got under 60. From the data of the pre-test gained above, it can be said that there is 96% of college students fail or are not success. After finding the problems that occurred, the researcher gives an explanation about the alternation from noun to verb, verb to noun, adjective to a noun, adding –s as plural, -s as the third person singular in a verb, etc. During the explanation college students so enthusiastic listening on in. The next day, when the researcher is really sure that college students understood them, the researcher asks college students to do the exercise from the supplemental exercises textbook. From the result of the exercise above, it can be seen that 1 student gets 92, 2 students get 84, 5 students get 80, and under 80 that is average 76, 72, 64,60, there is not students get under 60. It meant there is significant changing happened. The next day, the researcher gives

directly the material about morphemes and its syntactically in a word in a sentence. Satisfying enough knowing college students so vigorous and full pay attention. There is good feedback in learning when the researcher asks some questions related root or base, the class of word, the alternation of a word as warming up before continuing on morphemes. Feeling so sure, the next day the researcher gives a final test. The result shows that3 college students get excellent, 7 college students get satisfied, 10 college students get satisfied enough and the rest are low. Unluckily, there is 1 student who did not join the test. So, from the calculation above can be stated that 83 % of college students can be categorized success.

A good atmosphere in the learning process will create critical and creative thinking not only for students, lecturers but also the college itself. In this case, first, the lecturers have to prepare their preparation well, such as; material, media, strategy, lesson plan, etc. Second, College students must be ready with all apparatus they need, not only the hard (book, electronic learning) but also their psychology (mental, motivation). Last, college itself must provide the learners with its good infrastructure. In another word, all those components are blended for making the smooth learning comes true.

Undeniable, people assume that the use of a supplemental textbook in learning is not appropriate any longer. They assume that E-book or E Textbook is more useful, easier, and faster to be implemented. Basically, it can be said true, but in some other cases, it has a negative impact on learning. Some other times, learners face some difficulties in accomplishing the task given through digital. They even have to bring a laptop in a heavy bag and also they need the web of the internet on. Therefore, they need to do the task through task writing on paper. A paper or in this case is an exercise on a supplemental textbook that can be taken anywhere in anyplace. Instead, when the college students have a task, they can accomplish in anyplace without turning on the laptop.

Exercises or drilling tasks need to be given on paper (in a supplementary book) to college students to construct their knowledge. Even they make a mistake in answering the questions given, they can revise it many times in writing on paper. Simply for arousing students' participation and making the learning process effective, the lecturer should give a broad chance to college students to construct their own learning and to solve the problems that occur, in this case, is by giving a task. In other words, lecturers and college students must collaborate in the learning process for avoiding boredom. As stated byMustadji, (2009) the constructivism approach sees that students individually and or collaboratively can construct their knowledge. Vividly, the core of constructivism is authentic learning, but, if the lecturer and college students do not know their position, the learning process cannot run well, Nemati (2016). So, the effectiveness and high achievement on the learning process can be obtained.

CONCLUSIONS

Learning morpheme is so attractive. Learners can make a mistake in determining the class of words after being attached by morpheme if they are still not careful. Therefore, after distributing the questionnaire to college students, the researcher deduced that a supplemental exercise book is effective, helpful, and can be implemented in the classroom. It can be proven from the percentage which is gained above. Meanwhile, based on the result of the test which is already obtained and calculated by the researcher, it shows that the use of a supplemental exercise book can be said effective. It can be seen from the final test score above that is 83% of college learners gain the criteria of success. So, it is suggested for other researchers to do similar research in different subjects to make this research objectively can be proven.

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