

EXPLORING DESIGN-BASED RESEARCH TO DEVELOP WRITING MATERIAL IN HIGHER EDUCATION

Ekspolarasi Metode Design-Based Research untuk Mengembangkan Materi Ajar Menulis di Perguruan Tinggi

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Abstrak

Desain materi ajar yang sesuai dengan kebutuhan mahasiswa diyakini dapat menjadi solusi yang tepat untuk mengatasi permasalahan menulis mahasiswa. Oleh karena itu, dosen yang mengajar matakuliah *English Foreign Language* (EFL) di kelas diharapkan dapat mendesain materi ajar yang bisa membantu mahasiswa dalam menulis. Tujuan dalam penelitian ini adalah untuk memberikan ilmu pengetahuan baru terhadap mahasiswa khususnya berkaitan dengan kemampuan menulis. Metode dalam penelitian ini menggunakan metode *Design-Based Research* (DBR). Metode ini dilakukan dengan cara mengadopsi metode yang pernah dilakukan oleh Reeves (2006). Adapun teknik pengumpulan dan analisis data dilakukan dengan cara; (1) menganalisis permasalahan dari praktik kolaborasi, metode ini dilakukan dengan berkolaborasi antara peneliti dan praktisi, (2) pengembangan dan inovasi terhadap materi ajar morfosintaksis untuk memecahkan permasalahan menulis mahasiswa, (3) uji siklus secara iteratif dan menyeleksi pengembangan inovasinya dari hasil tulisan mahasiswa, dan (4) refleksi teoritis terhadap hasil tulisan mahasiswa serta inovasi dan penerapannya. Sementara itu data dikumpulkan dari data tulisan paragraf mahasiswa di semester tiga program studi bahasa Inggris di IAIN Jember dan UNTAG Banyuwangi. Temuan dalam penelitian menyatakan bahwa 75%--85% mahasiswa masih salah dalam menulis paragraf, 85% dosen dan pemegang kebijakan berpendapat bahwa materi bahan ajar menulis sebaiknya berkaitan dengan morfosintaksis. Sekitar 65% hingga 85% mahasiswa membutuhkan peningkatan kemampuan dalam menulis.

Kata-kata kunci: desain, morfosintaksis, menulis, perguruan tinggi

Abstract

A material design suitable to the student's needs was believed to be an appropriate solution to solve students' writing problems. That is why the lecturer who taught English foreign language material or EFL in the classroom hoped can design material design that could help students in writing. The purpose of the research is to give new science and knowledge to the students, primarily related to the student's ability, while this method of analysis uses Design-based Research (DBR). This method was done through an adopted process by Reeves (2006). The technique of collecting and analyzing data was done by; (1) Analysis of problems from practice collaboration of researcher and practitioners. These methods are done by collaboration between researcher and lecturer who teach writing material, (2) Development and innovation of morphosyntactic solutions for solving problems in writing. These methods are done by giving and developing innovation through a morphosyntax approach to improving the basics of students' writing skills or knowledge, (3) Iterative cycles of testing and refining innovation in writing. These methods are done through repeated exercises (4) Reflection on the theoretical production of creation and its implementation into the lesson. Data were collected from the third semester of students' writing paragraphs in English Study Program. The research finding is (1) 75% to 85% of students were still errors in writing a paragraph. At the same time, 85% of lecturers and stakeholders stated that writing material design is better related to morphosyntax. Between 65% and 85% of students needed the

improvement of writing ability. The conclusion is Design-Based Research has an excellent potential method to assist in creating and developing a material design. DBR method is more suitable for creating a writing material design since it analyses the field problems before creating or developing it. Writing Material design was created by the student's needs analysis, curriculum, syllabi and lesson plan.

Keywords: *design, morphosyntactic, writing, higher education*

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Material design is effective learning for the lecturer and students. This statement is suitable to the theory from Popham and Baker (1992), supported by Nunan (1992). They stated that material design is effective because it can change the ability and perception of students' learning from complex material to more accessible material. Besides that, material, design can determine the students' quality of learning in the classroom. In that case, material design, which they used in this research, is the material plan to increase students comprehend either theory and practice the material of grammatical such as morphology and syntax to improve students' ability in their writing.

Grammatical inaccuracies may have negative effects on the overall quality of students' writing. Grammatical rules between English and Indonesia have different typologies from each other. The differences between the structure of Indonesian and the structure of English make the students confuse. That's why students make mistakes in writing English (Mukarromah, et.al, 2020). Therefore, teachers have to put a lot of effort to help their students develop better writing skills. Unfortunately, teacher helping the students with their writing problems have limited correspondence with their learners in terms of the intention for grammar improvement in writing, as revealed by Zhou, et. al (2012). Consequently, a study on how to create a teaching material that synergizes both teacher and students' preference are significance and it is for the mentioned reason that this study was conducted. Based on the national issue of writing In Indonesia, the low level of university rankings and international publication of Indonesian

universities has forced Indonesian higher education institutions to make an effort to escalate the quantity and quality of the journal publication. However, some significant issues, mainly English writing competence, still need to be resolved (Hermansyah, 2016).

The process of teaching-learning method and linguistics ability supports the ability of students to write, such as morphology and syntax. Here, many teachers and lecturers sometimes think about how to carry out the students in English education, such as how they carry out their students comprehend the methods of teaching-learning, how the process of teaching and learning will be active, innovative, attractive, creative, and joyful. When we are in the classroom, linguistic is very important for the students to be learned. The knowledge that fosters pedagogical creativity; another common theme is that teachers need to link their linguistic knowledge to the activities and behavior, it helps learners build capacity in talking, listening, reading, and writing. (Mukarromah, 2016)

The mastery of derivational and inflectional affixes is intimately related to syntactic processes which highly affect the product of writing (Chomsky, 1965). Further, Chomsky (1965) said morphological features triggered syntactic operations. Morphosyntax combines the two language forms, morphology, and syntax, which make up a grammatical system. First is morphology, it is simply word-formation, or how the parts of a word fit together, and then syntax, or the rules governing how words formed into clauses or sentences (Fiona, 2015). Morphosyntax competence

can improve students' writing as involves morphology, vocabulary, syntax, and grammar competence. For such reason, English teachers have to find the best solution to overcome those writing problems. Any writing material should be designed to improve students' ability in this subject. But a critical question to be answered first is how to design a writing material that derives from students' needs. The problem is the prospect of DBR designing writing material through field study analysis. The purpose is to give new knowledge and science, especially for students writing. through morphosyntax approach.

Writing is an important skill that students need to master to succeed in school or college. In the second language context, writing poses enormous challenges to both teachers and learners of *EFL* especially those who lack the motivation to write. The writing varies in skills, such as how to understand the process of the word and its derivation or arrange the word into phrase and clause. Writing competence needs the ability of grammar, while grammar competence needs the ability of how to make words into phrases and clauses. Hence, the understanding of those linguistics aspects represents students' linguistic knowledge (Ali & Segaran, 2013). Writing needs grammatical competence.

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writing, as revealed by Zhou, et. al (2012). Consequently, a study on how to create a teaching material that synergizes both teacher and students' preference are significance and it is for the mentioned reason that this study was conducted.

Writing skills are multifaceted and occasionally difficult to teach. It requires mastery, not only on grammar and rhetorical devices but also of conceptual and judgment elements (Heaton, 1989). Brown (2001) states writing is the result of thinking, drafting, and revising procedures that require specialized skills. The student becomes most skilled when they are provided with explicit knowledge about the types of texts they need to learn, read and write, as well as language and structural features specific to those texts. Such knowledge can develop students' self-efficacy and improve writing performance (Early & de Costa-Smith, 2011).

In linguistics, morphology refers to the mental system involved in the word-formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed, while syntax discussed the relation of the word such as phrase and clause. The structure of syntax relates to the syntax function, syntax category, and unit of syntax (Fiona, 2015). Morphosyntactic is a term in linguistic used to refer to grammatical categories or properties for whose definition criteria of morphology and syntax both apply, as in describing the characteristic of words (Cristal, 1980).

The process of teaching-learning method and linguistics ability supports the ability of students to write, such as morphology and syntax. Here, many teachers and lecturers sometimes think about how to carry out the students in English education, such as how they carry out their students comprehend the methods of teaching-learning, how the process of teaching and learning will be active, innovative, attractive, creative, and joyful. When we are in the classroom, linguistic is

very important for the students to be learned. The knowledge that fosters pedagogical creativity; another common theme is that teachers need to link their linguistic knowledge to the activities and behavior, it helps learners build capacity in talking, listening, reading, and writing. (Mukarromah, 2016)

Students could start from a view of written language such as the organizational models of classification between words, phrases until clauses (Richard, 2002). It is the study of the structure of a word as the branch of linguistics aspects (Aronoff & Fudeman, 2005).

The students in the early year of higher education need basic units of writing including word formation, phrase and clause structure, part of speech, subject-verb agreement, and then apply them into their writing. In regards to word formation, the must-to-learn micro skill is morphology.

Fiona (2015) Morphosyntax competence can improve students' writing as involves morphology, vocabulary, syntax, and grammar competence. For such reason, English teachers have to find the best solution to overcome those writing problems. Any writing material should be designed to improve students' ability in this subject. But a critical question to be answered first is how to design a writing material that derives from students' needs.

Writing material is a micro and macro skill. When teaching in the classroom, it needs to be broken down into its micro linguistics skills, two of which are morphology and syntax (Nunan, 2004). All linguistics aspects that have been broken down should be recorded in a systematic way called curriculum, syllabi, lesson plan, and teaching materials.

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Language learning as the result of the interaction between teachers, students, and materials. Students will get knowledge from other sources, one of which is from the teacher's material. Grath (2013) mentions that language material for the teachers was used as core recourses in that it mediates students' learning and facilitates teacher development. To have teaching materials that suit students' needs and preferences, teachers should analyze both of them (Harman, 2013).

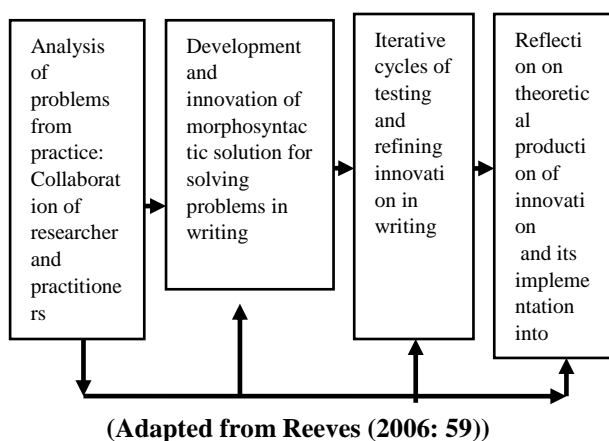
DBR is an approach specifically developed as a means to connect educational research to practice (Penuel et al., 2011; Coburn et al., 2013). Anderson and Shattuck (2012) suggest educators to use *DBR* in an effort to increase the impact, transfer, and translation of education research into improved practice. Design-based research (*DBR*) was conducted; this is a study method that aims to explore teaching and learning problems in real educational scenarios and to propose possible solutions through a long-term iterative experiment design for bridging the gap between theory and real educational problems (Collins, 1992; Juuti & Lavonen, 2012; Wang & Hannafin, 2005). Real educational scenarios and to propose possible solutions through a long-term iterative experiment design for bridging the gap between theory and real educational problems (Collins, 1992; Juuti & Lavonen, 2012; Wang & Hannafin, 2005). According to Reeves, Herrington, & Oliver (2005) and Wang & Hannafin, ((2005) they stated that Design-based research is an approach that supports the exploration of educational problems. It

refines theory and practice by defining a pedagogical outcome and then focusing on creating a learning environment that supports the product. While, According to Plomp (2007 that design-based research is “like all systematic educational and instructional design processes – therefore cyclical in character: analysis, design, evaluation and revision activities are iterated until a satisfying balance between ideas (‘the intended’ and realization has been achieved”.

DBR or Design research lends itself to educational research as the aim of this approach is to develop and refine the Design of artefacts, tools and curriculum and to advance existing theories or develop new ideas that can support and lead to a deepened understanding of learning.

RESEARCH METHOD

This research is qualitative research using Design Based Research or DBR approach which adapted from Reeves (2006: 59). The research method levels are done by developing material. Material Design had good potential, especially for the writing material through morphosyntax. The procedures or steps are as below;



(1) Analysis of problems from practice collaboration of researcher and practitioners. These methods are done by collaboration between researcher and lecturer who teach writing material, (2) Development and innovation of morphosyntactic solutions for solving

problems in writing. These methods are done by giving and developing innovation through a morphosyntax approach to improving the basics of students’ writing skills or knowledge, (3) Iterative cycles of testing and refining innovation in writing. These methods are done through repeated exercises (4) Reflection on the theoretical production of creation and its implementation into the lesson. These methods analyze the theory and practice of the writing students’ achievement.

This project involved two English Departments. They are from *IAIN* Jember and *UNTAG* Banyuwangi, two universities in Indonesia. Four iterative phases in Design Based Research were followed to create a writing material. The purpose of this research was to showcase phases in producing writing material using *DBR* aimed at improving students’ morphosyntactic skill to support students’ writing skill. Design-based research in this study began with the negotiation of research goals between researcher and lecturers (Figure 1). They worked in partnership to establish research questions and identified problems that merit investigation. Data from needs analysis, students’ composition, curriculum, syllabi, and lesson plan converged to the urgency of a better material design to improve students’ writing. The grammatical errors made by students were analyzed showing morphology and syntax as the most frequent errors. The researcher identified teaching learning gap in current curriculum, teaching strategy, syllabi and material used. Next, a design for the learning environment was proposed to address the concerns. The focus of the design has been envisioned which reflected on how morphosyntactic material was urgent and needed to improve students’ writing. The researcher made interviews to students, lecturers, and also stakeholders to understand in-depth how morphology and syntax could support students with their writing and what specific problems students faced. The development of design principles

went in some series of testing and refinement cycles. The Data were collected systematically in order to re-define the problems, possible solutions, and the principles that might best address them. As data were re-examined and reflected upon, new designs were created and implemented, producing a continuous cycle of design-reflection-design. The outcomes of design-based research were a set of morphosyntactic-based material derived empirically and richly described which could be implemented by others interested in solving similar problems.

RESULT AND DISCUSSION

Collaboration of researcher and practitioners

This collaboration can evaluate the solution for writing teaching material products through the morphosyntactic approach is indeed necessary. This aims to improve the findings of this product to the next finding product so that the deficiencies in this study can later be further developed by other authors or writers. In analyzing this problem, the author tries to conduct collaborative research with lecturers who teach subjects related to morphosyntactic, and always consult with practitioners. The first problem is seeing first the needs of students in developing writing. From the needs analysis survey states that there are almost 75% to 85% of students from the first semester to the sixth semester at *IAIN Jember* stated the need for writing development. While around 80% to 85% of *UNTAG Banyuwangi* students from semester one and three stated the same thing about the need for writing development material.

In this first stage the researcher conducted some analysis on; (1) student outputs and inputs, teacher output and input, curriculum, syllabi and reference books, (2) students' needs for courses related to their writing ability. Some interviews with students, lecturers, and heads of the study programs were also carried to support

previous findings. Students were also assigned to write a composition on provided topics for the purpose of understanding the level of their writing ability. Based on the result of the students' compositions, only 40% of students have the capability on writing based on the rules and the rest 60 % still got difficulties. The students' error covered word formation, inflection, phrase and clause. Morphology and syntax were found to be very urgent and need particular attention in the writing class. Those findings were used as the guide of material design to increase students' writing.

Based on the observation and the interview to fulfill the needs analysis, the researcher found that 75% to 85% of students, 85% of the lecturers and stakeholders urged a better writing material particularly in morphosyntactic cases as reflected in students' grammatical errors in their paragraph writing. At the end of this stage the researcher coined five issues as follows; (a) how to design writing material focused at improving morphosyntactic skill, (b) how can the morphosyntactic-based learning help student to write better, (c) to what extent the success of morphosyntactic-based learning applied in this study and, (e) what is the final product of the academic text.

Those five issues related to the theory from the statement of Ali and Segaran (2013) writing skills associated with the process of the word, derivation, phrase and clause. This statement was also supported by the statement from Davis & Pearse (2000) that writing is not only on grammar and vocabulary but also on the variety of linguistic skills from morphology and syntax or morphosyntactic. While (Richard,2002) stated that Students could start from a view of written language, such as the organizational models of classification between words and phrases until clauses. The Statement from Richard was also supported by the theory of (Nunan, 2004). Writing is a micro linguistics skill, two of which are morphology and syntax. All

linguistics aspects should be included in teaching material. They are teaching material related to the product's academic text. It is essential for the students because the material in language teaching is a source for learners' practice and a reference a source on grammatical. This statement was also stated by (Richard. 2006). The Statement from Richard is nearly the same as the statement from (Tomlinson, 2007a, p. 2) that material design is made by the rules to achieve a goal, such as producing kinds of writing text

Development and innovation of morphosyntactic for writing

To develop the student's writing innovation, students used the ability of morphology and syntax. So that is why the researcher described the four research objectives, including the general research objectives, analyzing the results of students' writing, morphological and syntactic aspects and how to design morphosyntactic-based material. While specific goals included; (1) making learning design of writing material aimed to improving morphosyntactic skill by referring to the current curriculum, so that the expected products would be beneficial for both institutions as well as for other universities, (2) implementing the design on morphosyntactic-based learning, (3) knowing the success the use of morphosyntactic-based learning and, (4) producing academic texts in the form of handouts which would then be extended to the material book. The assessment in this phase included the results of student writing before and after being introduced to the morphosyntactic-based learning material.

To reach those objectives, it was important for the researcher to produce teaching materials according to the skills needed by students. Based on the findings of the empirical evidences and following *DBR* phases, this study proposed new product in the form of instructional materials to improve students' writing skills especially in Morphosyntactic mastery. This learning

handout was aimed for students at the third semester who participated in the Paragraph Writing Class. The resulting product is in the form of teaching material in order to improve writing skills through a morphosyntactic approach. This chart is designed by the researcher to find the best solution for the convenience of students in writing, especially those related to the stages of embracing, phrases and clauses. To produce teaching writing material automatically, the students needed skills. It is related to morphosyntactic mastery. Morphosyntax can improve students' writing skills, especially in phrases and clauses. Writing teaching material is the form of consideration between learners, lecturers and teachers. It is suitable to the statement (Tomlinson, 2011), While (Mukarromah, 2020) that students or learners need the ability of grammatical before they combine words (morphology) into Phrases and clauses (syntax) in their writing.

Iterative cycles of testing and refining innovation in writing

In this stage a new product had been visualized in the form of teaching material through the morphosyntactic approach. The most important thing in this stage was implementing teaching materials to students in class. The researcher carried out three cycles in delivering the product. The first cycle the researcher implemented the regular material, assigned composition writing, and analyzed students' composition to see students' writing ability. The second cycle the researcher implemented the morphosyntactic-based learning material in the classroom, assigned composition writing, analyzed the results, and refined some shortcomings. The last cycle, the refined morphosyntactic-based learning material was carried out again with the same procedures. By comparing the results of the first test, the second test, and the third test the benefit of the product could then be measured.

Here the following examples of students test result from the first until third test. The First step. For this step 85% showed that students need writing material right rules grammar. It can be seen based from students writing error below;

Students' error in writing

Fork is a tool for eating foods. *Fork usually made from aluminium or plastics. The shape of the fork like thorn. Fork help spoon. For for Indonesian society it very familiar especially for the city society. But village society very ready use it*

Music in an art from person creativity even definition of music very according to culture and social who have created the music. We can listen the music if there is sound and another voice silence. It has many style . I 'am fanatic person on listen music

Mouse is one of kind animal in this world. Mouse scare to cat because cat very like to eat the mouse. Mouse become a symbol of someone who was corrupt, because the corruptor have a character like mouse that he / she take everything.

I like write . I write little by little and beside that I read book too for add my knowledge. I think become the writer make be happiness. My reason write that write can make tell all about story who I am doing everyday. Usually I write my activity in the bedroom, but often I write, when I on the way because I like write about reality

Lesti D'academy a young girl. Who was sitting on the bench SMA besides her pretty, cute, fanny. She was also smart. She girl cheerful and friendly to another. Including to fans. And she also multitalent

It is a wallet we can use it for save money, but not only that , wallet can for everything that important like KTP, SIM, STNK etc. Usually people bring a wallet to anymore they go, and they are put on bag or pocket.

Do you know about table ? what that is ? table is a foundation to put something. More people used a table to foundation to study. Many kind of table made in wood. Everyone certain have the table.

Every home have this furniture and even in school office etc. This thing can use to relax when we tired. Chair has many kind, like chair that made by wood. In production of chair have many benefit because in every where always need it

This is guitar, with it we can make a melody and make song. Usually many people plays guitar when sad, because when sad people always need entertainment. According to teeneger, plays guitar very cool, if boy he so handsome if girls she so beauty because plays guitar not easy

Many people said that candy cookies is delicious. There are many colors of candy cookies. This cookies is very delicious and creamy because uses full of

milk. You can find this cookies easily in every city but center store of this cookies is in Jember

The second test for these steps 70 % showed that students need writing material right rules grammar. It can be seen based from students writing error below;

Students' error in writing

Many competition for this sport and every circuits have different

There are a lot of mountain one of them is Bromo. The sunrise and sunset is beautiful

Entertainment is the best place for someone who want to entertain other people. There are many program like talkshow, stand up comedy, movie, news etc. We can watching a stand up comedy program or a movie that can make me relax

Everyone always have some sweet memory in their life. They will smile. The sweat memory can make relationship more long lasting. It can be a reminder for us. If someone who have sweet memory with us do mistake

Traffic rules must be strictly followed by the road users. Because, but also to avoid the accidents. Trafic have a lot of symbols which must be undrestood and obeyed. Someone who do not obey the traffic rules will get punishment.

Every person have problem. Our God created us to survive in this world which is there are many difference that obliged to rival in other. All of my realization to do may task. It can be motivate my self self to be better

Many Prince want to be her partner. Princess is the girl that has been pampered. Usually she never do the hard things, because she can ordered her assistant if she lazy . Shes has many good dress

Traveling is interesting moment because of travelling we can together with our friend and our families and we can get many experient from it. Every people like travelling. Many experient and something that have many story

There are many tourism visit Kuta beach, because sceneray is very beautiful. In Kuta beach , very correct for holiday with family, In weekend day many visitor or come in Kuta beach for enjoy ambience in Kuta beach. Many a tour or scenary can enjoy anytime. Only in Indonesia own scenary very beautiful

We have to take care if we driving like a car or something else. Many people has ignored about it. If someone who driving a car using a helmet, 2 mirrors, dicipline to the traffic also dicipline to the light

The third test for these steps 65% showed that students need writing material

right rules grammar. It can be seen based from students writing error below;

Error made by students
Sometimes <i>our parents</i> prohibited their daughter to get married with someone from <i>another culture</i> . To get a permit from our parents is not easy as we thought. We have to <i>believed</i> our parents first.
When I visit the tourism place I get information is there a dragon in the water so, I am shock I didn't know the information a fact or a trick. Many people go fishing in that place, then someone dissappear when his friend want to buy food. His comeback and he compused where my friend go. Then he ask the people there. There is one of society who see that his friend plugged into the water
She usually from Jember and she wants to known about red island. She go to Banyuwangi on motorcycle. When she arrived in my house, she look so tired and directly order she to take a rest. The beach so very quiet, may be at the time time is Friday so many people doing pray jumat, so me and my friends walk around rend Island after that we sit down in a chair. Suddenly there is two touris come to us and sit in beside us. And they ask to us about our name and me too ask to his because they all boy from Ameica and Brazil
Cheap dictionary from pare may be just there I have the beat book because easy to pronoun some of the sound I confortable to read this dictionary. People must know about this dictionary. The cheap dictionary place in Pare, Kediri Jawa Timur. There are much attention dictionary. Once there are the first edition of oxford dictionary untill the new edition of oxford dictionary untill the new edition.
Many people who has relationship with someone from another country out there have passed so many strygles to get to know each other But, there are also who are succesful to get through the struggles to the level of marriage even to old.
I really sure that the person of the world like with watches. But man and woman, they love watches. You can give a watches as gift. I also have a watches, the color is brown and grey
Actually I have been watering a flower in the park. Ussually twice days coming start to enter the door. First I take a wash my hand shaking ground put the floor. Looking for smaller a flower with my father is beautif scenary
Now days. Smartphone is important tool for human. Because smartphone can help the human live more easy. Like when human wanna boy something we doesn't have to go to shop. But we can something in online shop. And many advantage using important.
Word are like seeds. When you speak something. It's mean you give life to what you are say. If you continue the say it. Eventually that it become reality
President Joko widodo see directly locations

eratquake in Pidie Jaya, Aceh. There is 8 people still many victims that not be found. The houses and highway is very broken.

The last test revealed that the students' writing from three classes at IAIN Jember and one class at UNTAG Banyuwangi- East Java in Indonesia showed significant improvement than the first and the second test. Now only 25% of students in class TBI 1, 32 % of students in class TBI 2, 30 % of students in class TBI 3, and 30 % of students in class III A were still in need of improvement in their writing. Accordingly, It can be inferred that 65% to 85% of third semester students at both universities in the academic year of 2017 have shown improvement of writing especially in arranging word into phrase and clause (morphosyntactic cases) in their compositions.

Table 1.

The percentage students made error on writing and the Percentage students not make error in writing.

No	Class	Class/Semester	% of students Made Error writing	% of students Do not make Error Writing	Grammatical errors prior to intervention
1	TBI III (Semester III)	Paragraph Writing/III (Cycles 1)	75 %	25 %	Inflection, Word Formation, Phrase, Clause
2	TBI III (Semester III)	Paragraph Writing/III (Cycles 2)	85 %	15 %	Inflection, Word Formation, Phrase, Clause
3	TBI III (Semester III)	Paragraph Writing/III (Cycles 3)	70 %	30 %	Inflection, Word Formation, Phrase, Clause
4	Class A (Semester III)	Writing III /III	85 %	25 %	Inflection, Word Formation, Phrase, Clause

Students needed the improvement of writing. Nearly 65% to 85% of students needed improvement in writing. That is why it is suitable to the statement from (Richard, 2002) and (Aronoff & Fudeman, 2005). They stated that written material could start from a view of writing such as kinds of words or word formation, part of speech, phrases and clauses or linguistics. Both theories or statements are supported by the theory from (Ali & Segaran, 2013) that writing skills are related to the process of word, derivation, phrase and clause.

In developing solutions, assessments are conducted, and goals are decided as the design principles. In this step, a plan for the answer is attentively designed based on the intended purpose. In other words, an indeterminate problem has been converted into a determinate problem that can be solved by iterative cycles of testing and refinement of solutions. The researcher can implement the answer after the design has been visualized. In the reflection on the production of the innovation and its implementation, the researcher evaluates the solution's efficacy. Iterative user testing involves testing successive versions of the design at increasing levels of reliability. The iterative cycles were conducted to refine the innovation in writing and to evaluate the morphosyntactic material design product. The researcher could carry out empirical investigations through (a) observation; included curriculum, syllabi, lesson plan, book references, students' input and output, (b) interviewing; included to the lecturers, stakeholders and students, and (c) collaboration with lecturers at any phases iteratively to reach the proposed objectives. The purpose was to improve the finding product to be better.

The iterative processes in *DBR* allowed the researcher to analyze and revised any shortcomings from practice along the phases.

Reflection on theoretical production of innovation and its implementation into lesson

The validation, reflection and innovation of a teaching material product are carried out by: first, validating curriculum development; second, validating teaching material products; third, reflecting through student and lecturer responses or responses; and fourth, revising the product. The grid draft validation was divided into curriculum validation and draft teaching material development.

The strong collaboration and dedication to the intervention in real-world settings and its orientation towards utility brought the concern with values in educational research and at the end the partnerships would have strong pedagogical implications.

This reflection method was used to propose how to develop students to practice, and the lecturer can increase, improve or transfer students to practice in writing. *DBR* method here aims to teach writing learning problems in real education. Many of the statements either from Penuel et al. (2011), Coburn (2013) and, Anderson and Shattuck (2012), Collins (1992), Juuti & Lavonne (2012). Wang Hannafin (2005) has the same opinion about *DBR* in teaching-learning. Many aspects of teaching materials, such as morphology and syntax, must be understood, not only the theory of writing but, most importantly, how to carry writing into practice. Students have to comprehend in practice how to combine words into phrases and clauses. Writing needs morphology and syntax aspects. These statements are suitable to Richard (2002), Aronoff & Fudeman (2005) dan Fiona (2015), and Davis & Pearse (2000). *DBR* method is used to the teaching writing material students can develop to increase or develop students writing in practice.

CONCLUSION

Writing material design through morphosyntactic analysis in this study was utilized as the main source to mediate and to facilitate students and lecturers' learning development for better writing ability. Since the material design was made based on the students' need and qualification, it will surely bring good impact for their writing skill. The material produced in this study for learning. Morphosyntactic in writing was concluded helpful to help students solve their writing problems. Other than its usefulness, evaluation on the product is indeed necessary, in this case, to improve the product so that the shortcomings found in this study can be further covered. As the material was designed based on the field research, the students and lecturers will be able to use it as their new references to build up the ability of their writing. Students will write more manageably and more confidently when they can increase their ability how to arrange morphology rules such as word formation, derivation and inflexion and how to arrange them into phrases, clauses and sentences they were teaching writing material by exploring the Design-Based. This product will be a good novelty for IAIN Jember and UNTAG Banyuwangi, East Java in Indonesia, the two universities involved in this study. Students revealed that DBR could provide new insights into learning and teaching that could affect educational practices.

Based on the problem and purpose of the research can be concluded that Design-Based Research has an excellent potential method to assist in creating and developing a material design. Many steps of the DBR method are used here. The DBR method is more suitable for creating a writing material design since it analyses the field problems before creating or developing it. Writing Material design was created by the student's needs analysis, curriculum, syllabi and lesson plan. It will be a new experience, science and knowledge of creating a writing

material design for the morphosyntax approach.

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