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### **Abstract**

Material design that fits students' needs is believed to be a good solution to assist and overcome students' writing problems. Therefore, teachers of English in *EFL* classroom are demanded to be able to design better writing material aimed at solving the aforementioned shortcomings. This study attempted to showcase how Design Based Research (*DBR*) proposed by Reeves (2006) was used to guide the researcher to design morphosyntactic material to support writing subject in higher education level. *DBR*, an iterative, interventionist and flexible research strategy, allowed cycles of developing theory of learning as well as implementing design principles in practice. Four phases of *DBR* by Reeves (2006) were iteratively carried out. In applying the strategy, the researcher and the practitioner collaborated to explore how the current learning designs work. The data for this exploration was collected from video, pictures, lessons, curriculum, syllabi, interviews, questionnaires, course assignments, feedback to document the designs as well as the learning processes and from book references as supporting data. The findings were then utilized in developing an improved writing material. This study revealed that *DBR* was very potential to provide new insights into learning and teaching that could affect educational practices.

**Keywords:** Design Based Research, Morphosyntactic, Writing Material, Higher education

### **1. Introduction**

Grammatical inaccuracies may have negative effects on the overall quality of students' writing. Grammatical rules between English and Indonesia have different typology from each other. The sources of error between languages cause students who are incompetent in English grammar tend to rely on Indonesian language structures when producing English sentences. The difference between the structure of Indonesian and the structure of English can confuse students. It causes them to make mistakes in writing English (Mukarromah, et.al, 2020). Therefore, teachers have to put a lot of efforts to help their students develop better writing skills. Unfortunately, in a way of helping the students with their writing problems, teachers

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 is of significance and it is for the mentioned reason that this study was conducted.

<sup>1</sup> In Indonesian situation, the low level of university rankings and International publication of Indonesian universities has forced Indonesian higher education institutions to make effort in escalating their quantity and quality publication despite the fact that some major issues still exist particularly English writing competence that need to be resolved (Hermansyah, 2016).

<sup>6</sup> Many teachers and lecturers sometimes tend to think how carry students in English education only they are such as how they carry their students comprehend the methods teaching learning, how the process teaching and learning will be active, innovative, attractive, creative and joyful. When we are in the class room, linguistic is very important for the students to be learnt. Knowledge that foster pedagogical creativity; another common theme is that teachers need to link their linguistic knowledge to the activities and behavior that help learners build capacity in talking, listening, reading and writing. (Mukarromah, 2016)

<sup>11</sup> Some writing issues deals with linguistics' knowledge such as morphological and syntactical complexities. Learners of writing class in *EFL* context still find some difficulties to comprehend them (Mukarromah, et.al, 2019). <sup>1</sup> Students learning English writing in their early year also find similar difficulties (Sukarno, 2016). <sup>1</sup> Due to its complication, morphology and syntax learning will have a big impact on their understanding of word formations in morphological or syntactical level (Mukarromah, et.al, 2019). <sup>1</sup> Morphology and syntax play a fundamental role in writing class in that they are the central of language forms. <sup>9</sup> It has a high impact on students' linguistic development. Booi (2007) stated that morphology and syntax interact in two ways; syntactic constructs may form parts of complex words, and syntax in turns governs the use of morphological case marking on word. Hence, among all the writing skill issues, the needs to master morphology and syntax, so called morphosyntactic, is definitely on the top list of the objective of the learning. <sup>1</sup> Badawi (2019) reports that *EFL* learners who comprehend the English word formations by combining prefixes, suffixes and roots are believed to acquire better achievement with their English than those who do not have such morphological knowledge.

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. <sup>1</sup> Morphosyntax combines

the two language forms, morphology and syntax, which make up a grammatical system. First, there is morphology, which is simply word formation, or how the parts of a word fit together, and then syntax, or the rules governing how words are then formed into clauses or sentences (Fiona, 2015). Morphosyntax competence can improve students' writing as it 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 must be designed to improve students' ability in this subject. But a critical question to be answered first is how to design a writing material which derives from students' need. For that purpose, this study brings up an issue of what stages to follow to create a student's problem-based writing material using Design Based Research by Reeves (2006).

## 2. Literature Review

### 2.1 Writing in Higher Education Context

Writing is an important skill that students need to master in order to succeed in school or college. In the second language contexts, writing poses enormous challenges to both teachers and learners of *EFL* especially those who lack motivation to write. 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 word into phrase and clause. Hence, the understanding of those linguistics aspects represents students' linguistic knowledge (Ali & Segaran, 2013).

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. Student become most skilled when they are provided with explicit knowledge about the types of texts they need to learn to read and to 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).

Writing needs many skills. It is not only based on the grammar and vocabulary but the variety of writing will need the variety of linguistics skill such as morphology and syntax. Writing ability must be supported by an understanding of basic morphology and syntax. Consequently, the students will get difficulties in writing if they do not have these foundations (Davis & Pearse, 2000). It will influence the process of writing. Whalen &

Menard (1995) stated that <sup>12</sup> different levels of L2 linguistics' competence influence the effective use of various composing strategies in the process of L2 writing.

Writing is a macro skill. Consequently, when it comes to teaching it in a 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.

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. It is the study of structure of word as the branch of linguistics aspects (Aronoff & Fudeman, 2005). <sup>7</sup> 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 <sup>8</sup> 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). Morphosynctic <sup>8</sup> 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).

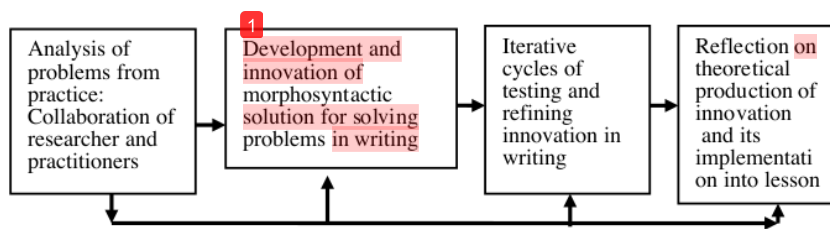
Language learning takes place as the result of the interaction between teachers, students, and materials. Students will take knowledge from other sources, one of which is from teacher's material. Teaching material is a companion for the teacher to assist students to comprehend the content. Grath (2013) mentions that language material for the teachers is used as core recourses in that it mediates students' learning and facilitate teacher development. In order to have teaching materials that suit student's need and preference, teachers must analyze both of them (Harman, 2013).

Meanwhile, this global era such as independent campus in education made the lecturers worked hard to increase their students to have good competences, knowledge and skill. The students graduated at their college automatically will try to find a job. The phenomenon of students study have different genre, it because they came from different area and different educational background. Students need the ability to the grammatical rules such as how to combine from word into phrase and clause, included morphology and syntax before they write. ( Mukarromah, 2020)

## 2.2 Design-Based Research in Educational Context

<sup>10</sup> *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. <sup>16</sup> 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). <sup>3</sup> 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). <sup>2</sup>

*DBR* has recently gained extensive attention by researchers in education as an emerging framework that can guide better educational research (Van den Akker, Gravemeijer, McKenney, & Nieveen, 2006; Brown, 1992; Cobb, Confrey, diSessa, Lehrer, & Schauble, 2003; Design-Based Research Collective, 2003).



<sup>4</sup> Figure 1. Design Based Research (adapted from Reeves (2006: 59))

The characteristic of *DBR* lies on the flexibility of its sequences which allows the designer to have iterative phases. In the analysis of practical problems, the researcher and practitioner collaborate <sup>1</sup> to investigate the problem through empirical methods and secondary sources, and synthesize the findings to examine the solution and to whom the product will serve. In the development of solutions, assessments are conducted and goals are decided as the design principles. In this step, <sup>1</sup> a plan for the solution is attentively designed based on the intended goal. In other words, <sup>1</sup> an indeterminate problem has been converted into a determinate problem that can be solved. <sup>19</sup> In the iterative cycles of testing and refinement of solutions, the researcher can implement the solution after the design has been visualized. In the reflection of the production of the innovation and its implementation, the researcher

<sup>1</sup> evaluates the efficacy of the solution. Iterative user-testing involves testing successive versions of the design at increasing levels of reliability.

### 3. Research Method

This project involved two English Departments. They are from <sup>1</sup> *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 <sup>2</sup> 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. <sup>14</sup> 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. <sup>2</sup> The development of design principles went in some series of testing and refinement cycles. 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. <sup>2</sup> 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.

### 4. Findings and Discussion

#### 4.1 Analysis of Problems from Practice

Evaluating the solution for writing teaching material products through the morphosyntactic approach <sup>1</sup> 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. <sup>23</sup> Students were also assigned to write a composition on provided topics for the purpose of understanding the level of their writing ability. <sup>22</sup> 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 <sup>18</sup>

<sup>18</sup> 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.

#### **4.2 Development of Solutions**

Based for the four issues set in the research topic, the researcher described the four research objectives, including the general research objectives, namely to analyze the results of student writing, especially on the morphological and syntactic aspects and how to design morphosyntactic based material. While specific objectives included; (1) making learning design of writing material aimed at improving morphosyntactic skill by referring to the



current curriculum, <sup>1</sup> 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, <sup>1</sup> 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.

#### <sup>21</sup> 43. Iterative Cycles of Testing and Refinement of Solutions

At this stage a new product had been visualized in the form of teaching material through the morphosyntactic approach. <sup>1</sup> 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. At the first cycle the researcher implemented the regular material, assigned composition writing, and analyzed students' composition to see students' writing ability. At the second cycle the researcher implemented the morphosyntactic-based learning material in the classroom, assigned composition writing, analyzed the results, and refined some shortcomings. At the last cycle, the refined morphosyntactic-based learning material was carried out again with the same procedures

<sup>1</sup> 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 steps 85% showed that students need writing material right rules grammar. It can be seen based from students writing error below;

<b>Students' error in writing</b>
Fork is a tool for eating foods. <i>Fork usually made from aluminium or plastics. The shape of the fork like thorn. Fork help spoon. For Indonesian society it very familiar especially for the city society. But village society very ready use it</i>
<i>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</i>
<i>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>
<i>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</i>
<i>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</i>
<i>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.</i>
<i>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.</i>
<i>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</i>
<i>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</i>
<i>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</i>

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;

<b>Students' error in writing</b>
<i>Many competition for this sport and every circuits have differents</i>
<i>There are a lot of mountain one of them is Bromo. The sunrise and sunset is beautiful</i>

Entertainment is the best place for someone who <i>want</i> to entertain other people. There are many <i>program</i> like talkshow, stand up comedy, movie, news etc. We <i>can watching</i> a stand up comedy program or a movie that can make me <i>relax</i>
Everyone always <i>have some sweet memory</i> 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 <i>have</i> sweet memory with us do mistake
Traffic rules <i>must be strictly followed by</i> the road users. <i>Because, but also to</i> avoid the accidents. Traffic <i>have</i> a lot of symbols which must be undrestood and obeyed. Someone <i>who do not</i> obey the traffic rules will get punishment.
Every person <i>have</i> 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 <i>realization</i> to do may task. It can <i>be motivate</i> my self self to be better
Many Prince <i>want</i> to be her partner. Princess is the girl that has been pampered. Ussually she never do the hard things, because she <i>can ordered</i> her assistant if <i>she lazy</i> . Shes has <i>many</i> good <i>dress</i>
Traveling is interesting moment because of travelling we <i>can together</i> with our friend and our families and we can get <i>many experient</i> from it. Every people like travelling. Many <i>experient</i> and something that <i>have many story</i>
There are many <i>tourism</i> visit Kuta beach, because sceneray is very beautiful. In Kuta beach , very <i>correct</i> for holiday with family, In weekend day many <i>visitor</i> or come in Kuta beach for enjoy ambience in Kuta beach. Many a tour or scenary can enjoy anytime. Only in Indonesia own sceneary very beautiful
We have to take care if we <i>driving</i> like a car or something else. Many people <i>has</i> ignored about it. If someone who <i>driving</i> a car using a helmet, 2 mirrors, <i>dicipline to the traffic also dicipline to the light</i>

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;

Analisis kesalahan tulisan mahasiswa (Error made by students)
Sometimes <i>our parents</i> prohibited their daughter to get married with someone from <i>another culture</i> . <i>To get a permit from our parents is not easy as we thought</i> . We have <i>to believed</i> our <i>parents</i> first.
When I visit the tourism place <i>I get information is there a dragon in the water so</i> , I am shock I didn't know <i>the information a fact or a trick</i> . Many people go fishing in that place, then someone dissappear when <i>his friend want</i> to buy food. <i>His comeback</i> and he compused <i>where my friend go</i> . Then he ask the people there. <i>There is one of society who see</i> that his friend plugged into the water

*She usually from Jember and she wants to know about red island. She goes to Banyuwangi on motorcycle. When she arrived in my house, she looks so tired and directly orders her to take a rest. The beach is so very quiet, maybe at the time it is Friday so many people are doing pray jumat, so me and my friends walk around around Island after that we sit down in a chair. Suddenly there are two tourists come to us and sit beside us. And they ask us about our name and me too ask to him because they are all boys from America and Brazil*

*Cheap dictionary from Pare may be just there I have the best book because easy to pronounce some of the sound I find comfortable 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 until the new edition of Oxford dictionary until the new edition.*

*Many people who has relationship with someone from another country out there have passed so many struggles to get to know each other. But, there are also who are successful 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 watch as gift. I also have a watch, the color is brown and grey*

*Actually I have been watering a flower in the park. Usually 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 beautiful scenery*

*Now days. Smartphone is important tool for human. Because smartphone can help the human live more easy. Like when human want something we doesn't have to go to shop. But we can something in online shop. And many advantage using important.*

*Words are like seeds. When you speak something. It means you give life to what you are saying. If you continue to say it. Eventually that it become reality*

*President Joko Widodo see directly locations earthquake in Pidie Jaya, Aceh. There is 8 people still many victims that not be found. The houses and highway is very broken.*

<sup>1</sup> The last test revealed that the students' writing from three classes at IAIN Jember and one class at UNTAG Banyuwangi- East Java in Indonesia <sup>1</sup> 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 <sup>1</sup> 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.

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

Table 1. The percentage students made error on writing and the Percentage students not make error in writing.

#### 4.4 Reflection of the Production of the Innovation and Its Implementation

The iterative processes in *DBR* allowed the researcher to analyze and revised any shortcomings from practice along the phases. 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 iterative cycles was conducted to refine the innovation in writing and to evaluate the morphosyntactic material design product. The purpose was to improve the finding product to be better. The strong collaboration and dedication to the

<sup>2</sup> 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.

## 5. 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 <sup>1</sup> 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 <sup>20</sup> be able to use it as their new references to build up the ability of their writing. This product will be a good novelty for *IAIN Jember* and *UNTAG Banyuwangi*, East Java in Indonesia, the two universities involved in this study.

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