Intriguing Games to Enhance Students` Understanding of the Morphology Materials

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Abstract

The study aimed to enhance students` understanding of the morphology material through intriguing games. We conducted this research on the students at Tadris Bahasa Inggris IAIN Madura in 2019/2020 with 37 students. This report used the design of classroom action research (CAR) with interviews, observation, and questionnaires as the instrument to gain the data. We carried the CAR out based on Kurt. L style, they are planning, acting, observing, and reflecting. Throughout this report, the researchers carried out collaborative action research. The study results showed the average score of the pre-test is 58.8%, and the post-test score reached up to 74.1% by 29 students of 37 students who pass the completeness (reached for minimum score) in cycle I. For cycle II, it reached up to 81.1% or raised gradually from 19% to 26%, 35 students from 37 who pass the completeness in cycle II. besides, convincingly, implementing an intriguing game can make the students interested in learning, easy to understand, motivated to study more, and become competitive.

Keywords: CAR, games, morphology

Introduction

The classroom course should be an engaging instructional method and innovative for the various techniques, so the students will be interested in and understand the material comprehensively. Morphology is one material taught in the institute (higher education); it talked about how the word formed. Words play a pivotal component of mental grammar in linguistic knowledge. It can create and deliver the message to the receiver or listener creatively with various unique words.

The term morphology used initially in Biology, but since the mid-nineteenth century, it has used to describe language. There have been many definitions of morphology put forward by linguists, all of which relatively show a string of similarities. Morphology described as the study of word construction; it is including how the unfamiliar words invented in the language of words (Lieber, 2015). It strengthens by Huseyin Oz stated morphology characterized as the analysis of a word's inner structure and the regulations of surrounding word forming in a language (Oz, 2014). In line with the statement above, Haspelmath and Sims claimed morphology analyzes systematic intercorrelations in the shape and sense of words (Haspelmath, 2013). From the definition above, we can conclude that morphology is the study of how words formed. Akbulut stated that morphology substantially affects the development and perception of English words (Akbulut, 2017).

English morphology is one of the English materials taught in the even semester at IAIN Madura; this course led by a lecturer who is also the researcher—founded on the prior observations and interviews executed by researchers to the 37 students of the English teaching and learning program class. There we found several interesting facts related to the morphology learning process. First, students bored if they have to read the text from any sources such as books or articles, or at worst, they do not read at all, especially if the lecturer does not force them to read and learn. Second, even though their major is an English program, they thought that the English morphology course needs to memorize a lot because it is full of theories that stressed them. As an impact of it, they felt confused about working their test to measure the conceptual understanding. Next, the wrong perception made by students who said that English morphology would not teach at the school level; therefore, they have less motivation to learn. From the preliminary observation data, a lecturer's role will determine how effective learning patterns are to apply in the learning process. Forerunner of the emerging problems above, the researchers do not want to let it last longer. A way out should consider overcoming these problems. Since the students are in the English department that may become future English teachers, they have to be ideal for their prospective students. As it is widely known that English is an international language since it has been largely spoken among foreign language speakers (Abrar, Mukminin, Habibi, Asyrafi, Makmur, Marzulina, 2018). Their production of words while speaking and writing, take into consideration and imitation for their students. By learning morphology, they can produce a correct verb, noun, adjective, or pronoun. Regarding this consideration, the researchers proposed a game as the way out to make students more engaged in learning English morphology.

This article aimed to show the students' problems to enhance students` understanding of the morphology material by using intriguing games and

figuring out the students` understanding of morphology material using intriguing games.

Literature review

There is a common perception that all learning should be serious and solemn. It is not learning is a misconception. Learning should be full of fun, hilarity, and laughter. Games take a vital role in the teaching and learning process. A game is an interaction with rules, aim, and an enjoyable aspect (Deesri, 2002). It is a prepared movement that typically has had the additional sections, including a particular task, aim, a series of orders played competition, and spoken or written language contact among competitors (Richards, 2013). Learning English can be done by playing the game; students encouraged to enhance their engagement and progress (Adi & Wijaya, 2018). In line with that statement, Deesri stated that the central core of using games in teaching is to allow students to understand and have enjoyment (Deesri, 2002). For such comments, the game provides enjoyment for events that also have aims and regulations at a particular time (Gozcu & Caganaga, 2016).

As the educator (teacher and lecturer), we should choose the game to use in our class appropriately; not all kinds of games can use in learning. Especially in teaching English morphology, we can use for several rounds, such as guess the affixed word, papers on walls, categorizing suffixes on the board, four walls, circle brainstorming, FCE-style Gap Fill, word formation scavenger hunt, jeopardy, word building card game, word formation family feud, guess the affix. Other games that teacher or lecturer can use in their teaching are identifying affixes, affix card, affix board game, and the authentic example of morphology cases in the environment (Giyatmi, 2019).

Students and teachers have their awareness of learning a language called linguistics awareness. The term linguistics awareness denotes the personal practical capability to understand specific linguistics activities such as speaking and listening (Petrovska, 2011). The linguistic awareness area covers phonological awareness, phonemic awareness, and morphological awareness (Petrovska, 2011). Morphological awareness (MA) interpreted as the most crucial to literacy (Carlisle, 2003). MA is a metalinguistic skill that assures beneficial outcomes and allows persons to study a distinct language, including English it selves (Carlisle, McBride-Chang, Nagy, & Nunes, 2010). MA brings a powerful device for developing many literacy ranges, such as; vocabulary comprehension, reading aloud, spelling, and phonological awareness (Zeh, 2017). MA offers us to increase vocabulary improvement and increase reading skills, writing development, and speech production comprehension (Giyatmi, 2019). Another MA beneficial; it facilitates students to inspect the meaning of words through their fundamental component analytically; however, a diverse

morphological understanding enables them to realize the writing system (Oz, 2014).

There are many advantages to using the game in teaching; they are: 1) increase motivation, 2) students more pay attention to completing the task, 3) develop students ability, 4) getting basic instruction and goals, 5) improving logical reasoning, 6) offer a dynamic form of teaching, 7) adaptable for different levels of knowledge, 8) easy to understand and use, 9) immediate review for either the students and the teachers (Gozcu & Caganaga, 2016). Whereas the disadvantages of using games in EFL: 1) students play too much and they can easily forget the primary goal, 2) sometimes the students cannot control so there will be noise in the class, 3) the teachers and the students are not familiar enough to the method, 4) the teacher does not have enough time to implement, 5) the teachers worry about parents and their colleagues negative perspective (Stojkovi & Jeroti, 2011). In short, games can provide great value in the pedagogic to language teachers with many advantages when they introduced to the foreign language classroom. Study reports on language games have shown how language games play a vital component in teaching and studying in most other areas.

Methods

This report used the design of classroom action research (CAR) design. The core reason for conducting action research was helping the "actor" develop and refine their activities as the primary justification for performing action testing (Sagor, 2000). It organized the study through two cycles. There were four steps of each cycle: planning, execution, observation /evaluation, and contemplation. The goal of this research was to expose the difficulties and try to encounter for improving students` comprehension of morphology content by implementing intriguing games and also to address the problem of students in the morphology class. It mentioned by Adnan Latif CAR for English teaching, which aims to establish a creative teaching technique which could significantly increase progress (Latief, 2009).

Research Design

The researchers used collaborative action research in this report, which he (researcher 1) collaborated with IAIN Madura's English lecturer. She (researcher 2) served as a viewer, while he served as a lecturer who had used intriguing games to teach. The lecturer was also an enthusiastic member who served as an analyst and created a study guide and offer evaluations. Then, along with the researchers, he tabulated and analyzed the result. It comprises the following cycles whereby the four steps used in any cycle; preparing, performing, analyzing, and reflecting.

Research site and participants

This study used in an English Morphology D Class Prodi TBI IAIN Madura, there was an English lecturer and 37 students being respondents in this research. Because based on the results of observations in the pre-cycle stage, were out of the five classes that taught the Morphology course, the average result of the class D formative test was deficient. Also, the non-academic abilities of class D, such as the ability to use English, the to speak in public, take part in lectures and answer questions given either by lecturers or their student friends, seem to be very low. The following is the statistical data for calculating the average formative score of students at the pre-cycle stage.

Table 1. Statistics

		Kelas_A	Kelas_B	Kelas_C	Kelas_D	Kelas_E
N	Valid	37	33	28	37	35
	Missing	0	4	9	0	2
Mean		77.4000	77.2818	80.8250	69.0730	78.6200
Median		77.6000	77.5000	81.5000	72.1000	78.9000
Mode		74.00	71.00[a]	85.70	65.00	80.00
Sum		2863.80	2550.30	2263.10	2555.70	2751.70

a. Multiple modes exist. It shows the smallest value.

Data collection and analysis

We performed the assessment (post-test 1 and 2) throughout every period since applying the CAR in the fourth semester of Tadris Bahasa Inggris IAIN Madura. We used several measures to analyze the research outcome with the pre-test and the studies in each cycle. We calculate the students' mean academic achievement, determine the amount of the class, and determine the exact enhancement score of the students for pre-test to post-test 1 and post-test 2. Interviewing through the English lecturer mostly undertaken to clarify her reaction to the action's application. The questionnaire eventually conducted to explain the students' reactions to the execution of an intriguing game.

Findings

Some items relevant to the application of intriguing games have seen in personal observation. There will still be positives and disadvantages. Any of them has already addressed by the lecturer and researchers to be the subject for assessment. Throughout the final, it may solve these several vulnerabilities. For example, initially, for the procedure, the lecturer also had trouble with various items, such as time management and class discipline. Still, shortly afterwards, he changed his mistake, so it will not happen during the next process. Initially, they

seemed confused, embarrassed and scared when questioned about the stuff from the students' hands. They also had trouble voicing their thoughts, views and knowing the content properly. Other than that, they are even less inclined to play games. These issues studied and analyzed, and then an intriguing game arrived mostly as answers such that problems might solve. However, the researchers could hardly claim that intriguing games have had a beneficial effect on either the teaching-learning process. After the questionnaire survey got from the second act of cycle 2, the result tabulated in the table.

Table 2. Post questionnaire result

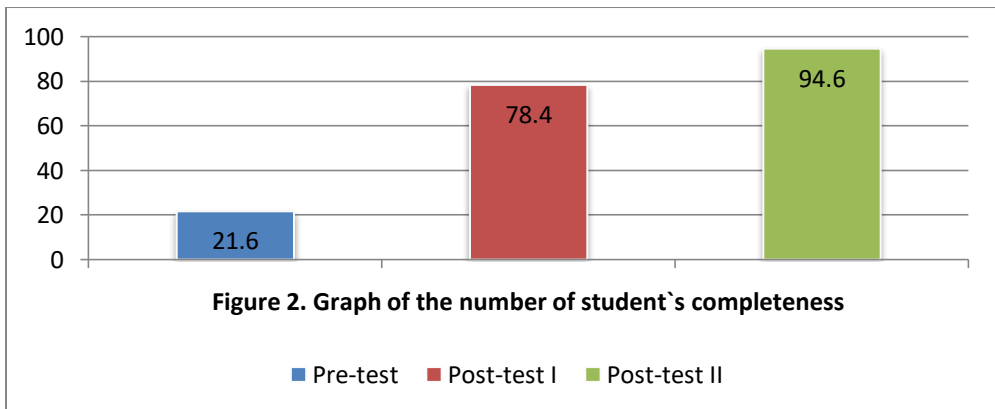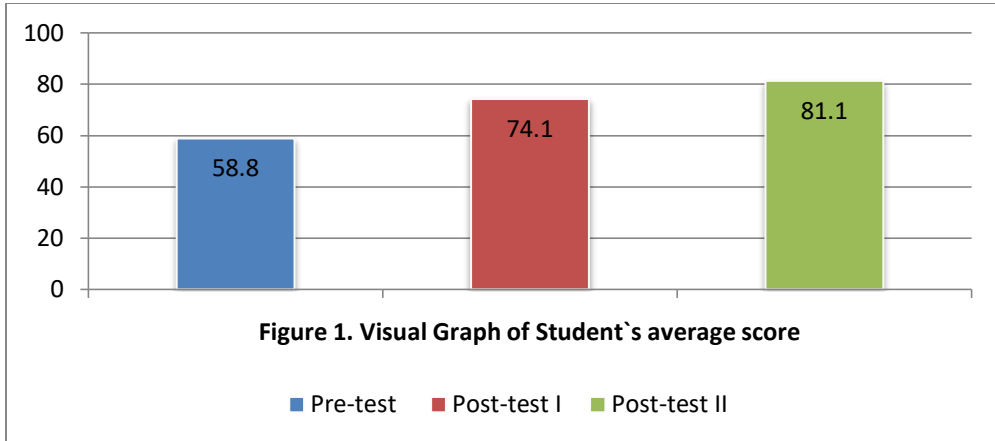| No	Questionnaire aspects	Strongly agree	Agree	Disagree	Strongly disagree
1	Students' interest in learning to use intriguing games technique	67.6	27.0	5.4	0
2	The students easily to understand the word form process by using intriguing games	35.1	48.6	13.5	2.7
3	Students motivated to study the word form process by using intriguing games	54.1	29.7	8.1	8.1
4	Students are becoming encouraged to ask questions	40.5	54.1	5.4	0
5	Students are becoming competitive with their friend	27.0	40.5	13.5	18.9

Mainly focused on the students` English morphology achievement performance, it reported that the students` performance became steadily improving. Below are the reports of all achievement tests.

Table 3. Academic result for pre test, post test i, and post test ii

No	Aspect	Y	Y1	Y2
1	Average score	58.8	74.1	81.1
2	The lowest score	35	55	62
3	The highest score	83	90	97
4	The number of students` completeness	8	29	35
5	The number of students` incompleteness	29	8	2
6	Total Students	37	37	37

Y = Pre-test, Y1 = Post-test I, Y2 = Post-test II

The following figures result from the average score improvement and percentage for every single test.

Figure 1. Visual Graph of Student`s average score

■ Pre-test ■ Post-test I ■ Post-test II

Figure 2. Graph of the number of student`s completeness

■ Pre-test ■ Post-test I ■ Post-test II

After doing the last test (Post-test II) in cycle II, the researchers did the post-interview with the English morphology lecturer on 10th August 2020. The purpose of his interview was to get acquainted with the lecturer's perspective of teaching-learning practices by utilizing intriguing games. For the post-interview itself, the researchers split into three aspects: the students` situation in the English morphology classroom throughout the CAR and the English morphology lecturer is toward maintaining the feasibility of intriguing games played in the English morphology class. Judging by the lecturer's responses throughout the interview, it observed that the students` situation was higher than the previous one in terms of trust, engagement, excitement, and awareness

of motivation. She also added that an intriguing game could improve students' conditions to study while playing the game. It helps them sense more relaxed studying and, therefore, willing to mitigate their anxiety and awkwardness by deciphering word type. She informed it requires this strategy. She stated how this strategy needs fully to train before it is mostly in the classroom. Furthermore, it also relies on a teacher's innovation while playing their games. She stated finally that these games should keep ongoing and also maintained. In her perspective, intriguing games are quite beneficial also affect the English morphology throughout the class much more effectively.

Discussion

The questionnaire given to 37 students who joined morphology class showed that the learners' thought morphology class should have been fun because it needed deep understanding. When the class was too severe and only done by lecturing and discussion method, it would not help comprehend the concept quickly. So, using the intriguing game interests the students in learning morphology material. It has proven by the high percentage which the researchers calculated that is 67.6% strongly agree. They said games involving some materials they learned needed because it will motivate them to study. The students who strongly agree with this case are 54.1%. Ersoz quoted by Azar further said games are still enjoyable for students; it inspires students to learn by playing something because they do not worry like they pressured to learn. Bashful students will get further chances to express and use their vocabulary to offer a decreased-anxiety atmosphere. The preliminary study that the students` average score started before proved the students the research is 58.8%, so 29 numbers of students` incompleteness of the study or only eight students passed for the minimal score criteria. When researchers were researching cycle I, we show it that the average score increases up to 19% or precisely increase to 74.1%. The students who did not pass for the minimum score criteria are eight students, which has decreased to 21 students. Cycle II, the graphic still showed an increase in the average score, which is 81.1%, so the percentage increased up to 26% before the research. It is only two students who did not reach the minimal score from 37 students. Inline again with expert statements that have made, these findings increase the encouragement and appetite for self-improvement.

Conclusion

The findings show whereby the use of intriguing games as teaching increased student performance. It raised 26% for the final percentage in cycle II or 81.1%, while before conducting the research, it has only reached 54.8%. Students felt to enjoy their course also; they had a lot of encouragement,

excitement, and confidence throughout their teaching process. We can also use intriguing games as exercises intended to teach English morphology.

Disclosure statement

The authors reported no potential conflict of interest.

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Appendix

Statistics

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