
A CONSIDERABLE TEACHING METHOD USED IN ENGLISH MORPHOLOGY CLASS: TEAM-BASED LEARNING FOR INDONESIAN LEARNERS

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Abstract

Morphology is related to English knowledge that provides students with word structure and word formation. The areas of morphology are often problematic for students at English Department because of learning small pieces of words in a language. The objective of this research was to know a suitable learning and teaching method in class of Morphology. 12 samples were taken as respondents that answered several questions related to Morphology learning process in class. They are students at English Department, Universitas Airlangga who currently completed their course on Introduction to English Morphology Class C. It was found that the lecturer in that class tried to apply team-based learning that is involved in Cooperative Language Learning method. CLL gives students more chances to explore the studied lesson and it gives social impact for those who lack social skills. However, it is likely to sign that every teaching method in class should consider individual learning that students are used to do.

Keywords: *Cooperative Lanuage Learning, English Morphology, Learning Process, Teaching Method*

1. INTRODUCTION

Linguistics provides scholars with a wide range of language history which has broad explanation about rules and principles of a certain language. As the field of language study, the role of linguistic emerges frequently to produce more reliable language analysis, such as further discussion about words and larger units of a language. Linguistics is increasing due to a demand of bilingualism or even multilingualism that people from different cultural background master around the world. Nowadays, bilingualism and multilingualism stand as norms, and they take a control of global networks. Since language becomes a dynamic communication element, it needs to be taught and learned, such as learning and teaching English at schools and universities. Kirkcaptrick. et.al (2012) explains the importance of English is dealing with the personal and regional development. English is well-known as the third largest language used in the world. Non-English speaking countries like Indonesia need to comprehend the nature of language and language learning which people often get troubles at some points, such as difficulties to understand idioms, grammar structure, word formulation and any other aspects. To learn English, they need an approach or perhaps multiple approaches to make them easily understand its rules and principles. The most notable approach that people often undergo is rote learning as the most preferable foreign language learning. For instance, a student understands grammar rules of present tense because she memorizes the patterns without highlighting their underlying context. This situation will lead scholars in English majors to superficially understand the nature of English itself, regardless cultural influence and distinctive circumstances. Linguists have argued that culture and language have tight relations, so people from non-English speaking countries also should consider this aspect. Moreover, the study of English such as morphology becomes the main issue for English Literature Department students in Universitas Airlangga.

Morphology deals with word structure and word formation, small parts of a language. Language breakdowns and patterns of meaning are the areas of morphology which scholars in English major have to face in learning English. The difficulties of understanding English should come up with modern method innovation, which must provide scholars with insightful thought towards words structure and formation in English. The word structure and formation subjects are taught in Introduction to English Morphology class that the second-year students in English Literature Department study. However, the same problem happens to them in learning morphology subject. Regarding to this case, English teachers have to reform and implement a new way of teaching for students as the way of applied linguistic in fulfilling the proficiency learners' need of abstract English knowledge. This study wants to reveal students' opinion about learning design in English Morphology Class C in English Literature Department, Universitas Airlangga, being lectured by Ms. Viki Wardani. It seems she tends to use cooperative learning to help her students learn morphology. Yet, she comes up with another unique teaching method that eventually ends up in group learning. Thus, this study is intended to analyse type of English teaching method in morphology class that is suitable for English learners' need in learning morphology.

2. REVIEW OF RELATED THEORIES

2.1 Reform Movement in Teaching Language

Linguists have been interested to develop foreign language teaching for years, and it impacts to the production of teaching methods expected to ease English learners improve their proficiency. Some formers like Wilhem Viotor advocated teaching rules of grammar after students have learned grammar use in context. Another point he suggests is that the way teachers teach words in English should not be isolated and disconnected from sentences because they are used in a meaningful context of language (Richards & Rodgers, 2001). Relating those principles to English morphology learning, it must be said that word structure and formation have their own way to be learned and taught. Morphology is not simply about learning new words, but it also links to the meaningful unit and syntactic aspects. Students need the knowledge of grammar and deposit of vocabularies in order to have insightful idea on what to learn in morphology. Richards et al (2001) asserts in his book entitled *Approaches and Methods in Language Teaching* that alternative approaches to language teaching as the branch of linguistic discipline should be revitalized. Applied linguistics principles like teaching and learning method innovation give suggestions about linguistics practices, so scholars who just know it will be able to deepening their thought on language studies.

2.2 Cooperative Language Learning

Cooperative Language Learning as explained in the book *Approaches and Methods in Language Teaching* by Rihards et al. al is an alternative way to learn language by having pairs and small group learning that replace traditional teaching and learning in class. As an instance, traditional method encourages teachers to dominantly perform and give materials to students. Yet, in Cooperative Language Learning (CLL) teacher-fronted is not the main method used to understand and master language. In 1960s and 1970s, America integrated their public school with idea of cooperative learning after John Dewey, a U.S educator, advocated it into a regular and systematic class room (Rodgers 1998 in Richard et al 2001). The idea of cooperative learning also reduces competition among students, and it tries to be fair for all students without grouping them in smart or less smart groups. Back to traditional method, teachers sometimes place a favour on students who achieve high remarks in subject, but Cooperative Language Learning less puts attention on this aspect. CLL regards traditional method gives more mental distraction for those who have low attainment in the subject.

Based on the aspects formulated by Johnson et.al (Richards & Rodgers, 2001), Cooperative Language Learning expects to increase achievements of students who attain academically high or low accomplishments, become a creator of positive relationship among students, build healthy social, psychological, cognitive development, and reinforce team-based

organizational structure rather than competitive structure. Correlated with these ideas, Cooperative Language Learning must focus to reach what the goals are as mentioned by Richards et al. The goals of Cooperative Language Learning are as the following:

1. To implement interactive pair and group act for more naturalistic Second Language Acquisition opportunities.
2. To help teachers use another methodology to reach the goals which underlay in a variety of curriculum context.
3. To activate interactive work by focusing attention to specific lexical items, language structures, and communicative functions
4. To improve strategically successful learning and communication
5. To motivate learners and set positively affective classroom atmosphere by reducing stress on learners.

(Richards & Rodgers, 2001)

Those goals are assigned to English learning that students are supposedly accustomed to. Students' involvement from each other is one of social advantages in Cooperative Language Learning (Larsen-Freeman, 2000). This approach also anchors the importance of teacher and student relationship on how they communicate and work together to create convenient classroom climate and more effective learning strategies. Larsen Freeman (2000) argued Cooperative Language Learning prompts the significance of social or collaborative social skills.

3. RESEARCH METHODS

3.1 Methods of Data Collection

This research on teaching and learning English Morphology collectively picks data which support details of procedural teaching and learning that have been applied in class room context. First, the author observed the teaching method that Ms. Viqi as the lecturer in Introduction to English Morphology Class A. The observation had been done for 3 months, a half of semester due to the morphology lecturing period. Second, the author seeked references from English teaching and learning method books and journal articles to view materials more deeply. The secondary data help the author to organize ideas and give more informative explanation about Cooperative Language Learning that seems suitable to the method Ms. Viqi used. Third, the author came up with lists of tasks given in Morphology tasks during a half of the fourth semester and make description on the procedures done by students and teacher. Next, the author distributed a questionnaire consisting of some questions related to English morphology materials and teaching method. There are twelve students from Introduction to English Morphology C who are willing to answer the questions given. The questioner contains four closed questions and one open question.

2.2 Research Approach

The approach of the study is qualitative and quantitative. The qualitative approach will help us to explain a phenomenon in deep comprehensive thought. Margarete Sandelowski explains in her research methods (2000: 337) that qualitative-descriptive designs with study case approach is typically an eclectic but reasonable and well-considered combination of sampling, and data collection, analysis, and re-presentational techniques.

2.3 Research Questions

This research is trying to answer two main questions as following:

1. What are difficulties that students have in Introduction to English Morphology Class C in English Literature Department, Universitas Airlangga?
2. How does CLL affect learning process within Introduction to English Morphology Class C in English Literature Department, Universitas Airlangga?

4. DATA ANALYSIS AND DISCUSSION

4.1. Experience

At the first meeting of the semester, the lecturer ordered students to take reading checklist individually at home. All of the students must read before coming to the second meeting, and they must do some exercises individually after reading the text book. The next day, the lecturer gave lecturing about words, sentences, and dictionaries to her students for about less than one hour. At the same time, she gave some puzzles with bunch of words that must be categorized based on their groups. For instance, the students had to put words which are included into collocation, unpredictable or predictable words, and idioms. She instructed the students who got small papers to do the task. However, at the end of the class, she grouped her students into some groups to do mind mapping. She said, "Please make a group consisting of 5 students. You are going to have mind mapping task in group, so make sure that you can summarize entire content of the fourth chapter." The students were chosen by the lecturer with numbering system. Students who counted the same number were grouped.

In another meeting, the lecturer again let the same students in group to work together to listen to an audiovisual and list some inflectional words that the speaker in the video was narrating about. Every member of the group listened to the audio and jot down the words they heard. After having some exercises in class, the lecturer suggested the students to check the words they got and make some categorization of word forms outside the class. In the next lecturing, the students have a chance to listen to the audio again and correct their work.

The lecturer never gave exercises individually in later meeting. She kept giving group exercises after all, such as group discussion. In group discussion, the students needed to categorize bunch of words again. Before continuing to the next chapter, the lecturer gave a mini quiz to the students, but they must do the questions by themselves or individually. A week later, after having that section, the task given was presentation session. The lecturer considered the result of mid term test which became determinant for grouping. She divided several students who get higher scores into different groups, and she placed the rest in those groups. In group presentation, the students got three sub-chapters that must be mastered in order to present it concisely in front of class. The students learned together and explained things difficult to others if one of the members got stuck at particular material. There is much questioning and answering session occurring in the groups.

4.2. Discussion

In this study, the lecturer in Introduction to English Morphology Class C almost focuses on the group work, which drills everyone to do the exercises given. The observation done by the author explicates that the lecturer is trying to implement Cooperative Language Learning in the class even though there are some factors which follows the success of CLL method. From the narration above, the lecturer pushes her students to group-based learning, which strategically provide different learning environment in class. Learning the appropriate rules and practices in a new language needs certain interactive structures which are considerably optimal in class learning (Richards & Rodgers, 2001). It matches the way of morphology works. Morphology is the study of words, which relies on their structuring and structure. In morphology, the word 'slowly', for instance, can be called as periphrastic form. This becomes the problem for English Literature Department students in morphology class. Morphology serves a lot of new terminologies that make them confused despite the fact that morphology relates to grammatical words, which English learners in common have acknowledge. David and Yvonne Freeman, the professors in the Department of Curriculum and Instruction in the School of Education at the University of Texas, asserted that students are not enough to know part of speech or lexical items if they want to be better readers or writers (Freeman & Freeman, 2004). It means morphology not only contains the superficially understandable lesson, but also deep knowledge of linguistic itself.

The other of the most problematic elements in morphology class that students in English Literature Department have is the way the textbook presents the ideas of morphology. There are too many redundant explanations that do not state straight away to the main subject points. They confess to avoid too much reading because of this aspect that creates neglect for morphology learners.

Most of students in the interview told that redundant explanation in the book causes them to rarely understand the context of morphology. Some students chose new terminologies as the main problem in learning morphology. The least choice is a lot of difficult examples. To solve this problem, the lecturer in morphology class has shown the efforts to help her students understand better and more advanced. The class is shaped to be team-based learning which gives students more flexible chances to ask to their friends. In other word, they can exchange information about particular topics that they do not comprehend. This is a good way to developing the need of learners' proficiency since learning second language needs an active environment which supports language practices through communication.

Moreover, Cooperative Language Learning that the lecturer uses is designed to boost cooperation instead of competition (Richards & Rodgers, 2001). Every member seeks to hand-in-hand solve the problems given by the lecturer with the conceptual judgment. It is highly recommended in Cooperative Language Learning context to participate in group discussion, and the students are encouraged to speak their thoughts. Specifically CLL trains them to be the Agents, so they can develop their ideas on morphology topics. The method used by the lecturer can be conceptualized in the following table:

Table 4.1 Observation and Principle of CLL

Observations	Principles
The students make group consisting of 5 members for mind mapping task	The teacher assigns the work from cooperative process in the group by grading the result of the mind map.
The teacher asks the students to do discussion. There is much talking in the groups	Students are encouraged to learn from others and think cooperatively rather than competitively or individually. It is because the group is considered good when all of its members have the linear thought at the end of the discussion.
The students are in the same group they have been in the previous week	Students can work together better in the same group. This way also provides them learning chance with different people; male and females from different ethnic and proficiency level.
The students can correct their work	In cooperative learning, students can revise their work as long as they can get a better understanding. There is not much competition so that correcting the work is sometimes permitted to give clues to correct their work.
The students with higher grade are disseminated in different groups	In cooperative learning, it is important to give chance for all members to participate in group discussion. It is also vital to exchange new thought and share ideas if someone smarter than others can solve problems given.
The students play a certain role in the discussion.	All members are encouraged to be active participants. Every member is responsible for participating and learning. There is a distribution of leadership in the group.
The students are encouraging others to be involved in group discussion. On the other word, they practice their social skills	Acknowledging others' contribution, asking others to contribute and keeping the conducive situation are taught through the process of cooperative learning in

the group.

From the table above, it can be formulated that Cooperative Language Learning has five dimensions; (1) Positive Interdependence, (2) Individual Accountability, (3) Quality Group Processing, (4) Explicit Teaching of Small Group Skills, (5) Teaching of social skills (Liang, 2002). Firstly, CLL corresponds to positive interdependence, the stage of being care of others' learning and achieving goals that students have set in the group. Positive interdependence element helps members to complete one another. For example, if there is information missed, there will be some students who add up other students' work. They have to combine their knowledge given in order to reach their goals. Positive interdependence is a profitable side effect of Cooperative Language Learning because it can also extend comprehensive ascertaining in Morphology.

Secondly, Cooperative Language Learning entails individual accountability, so it means that every one has a role to enhance the group's understanding towards material given. Students can check others' progress and participation in the group and ask them to be more active in the next discussion. It is likely to suggest that every group member must develop themselves beside they have to be responsible for growing others too. In mind mapping and presentation tasks, students share leadership skills to fulfill their needs. It is a teeming way to see how a low/high achiever contributes in the group. Students with low attainment can learn from others who have higher achievement. The activeness of cooperative learning has increased the percentage of discussion group and sense of teaching others. The notion of individual accountability can be looked at in the following data taken from the interview with some students in Morphology class C: There are 4 students who agree with the benefit of individual accountability in Cooperative Language Learning. One said, *"I can ask a smarter student when working in group."* Moreover, the other student wrote, *"I can give my opinion in group. I am not the one who think about the assignment"*. Even though it is not enough to do the individual accountability task in Cooperative Language Learning, students are still able to uphold their responsibility in group, such as becoming a summarizer in each chapter. They have responsibility to tell others while reading the book. Peer-reviewing might be done to avoid confusion on the study they learn.

Another benefit of Cooperative Language Learning can be seen in the way this method forwards the process of learning, not the result. As a matter of fact, Cooperative Language Learning as depicted in the morphology teaching method values how students process themselves as active agents and increase their academic level. In the process of learning, Liang (2002) asserts that CLL suggests learners to avoid learning anxiety, increase participation, and provide conducive and less threatening learning environment, and also assist the rate of learning retention. They interact to give real action and better result. The grade and frequency determine the quality of interaction among students who share learning and life experiences and support the feeling and educational expectation in learning activities. The process of learning instills the common sense of practice by doing and teaching others. A small mistake can be corrected as long as students get betterment in the next learning process. Then, the next result must produce more accurate and comprehensive information on the topic they have learned.

Other than that, Cooperative Language Learning preserves the social skills to be implemented in the learning environment. Social skills are vital to bridge the knowledge in each individual. If a student has a good social skill, she or he will be more active to respond to questions from other students and to engage in role play that they have set. Social skills equip students with the ability of interpersonal and communal communication. It is very useful when they are exposed to larger audience outside class. Students can practice how they have to behave in front of other peers, for example by having sorry and thankful expression if their friend helps them out about their task. It also correlates with the concept of egocentrism that students often encounter with. In traditional classroom with a small engaging communication

among peers, egocentrism potentially occurs due to the competition among students. In CLL, every student tries to control themselves from it since everyone works in group to help their friends understand on a difficult topic or confusing topic. Quoted from Guidelines of NYJC, Liang (2002) shows that CLL is friendlier to be implemented in class because it suits to the education purpose, which encourages innovative teaching method like CLL to cultivate students as cooperative, communicative, respectful, sharing, and caring human beings. It is suggested that CLL must be implemented since starting level of education, for example elementary schools. One of interviewees wrote, *"One benefit I get from working in group is knowing each other."* It implies that someone learns how to socialize with others when their environment supports him to do so.

The lecturer in morphology class must care to the class conduct. She still manages how groups run in class. She will evaluate on the use of method every week by observing the learning process through the groups. Here, students are more flexible to learn with peers because there is a social gap which separates teacher and student. Yet, CLL actually tries to balance the status of both. Students can get motivation from teacher while teacher is inducing the group with verbal support every time learning process is conducted. Social gap between teacher and student can be lessening by applying those means of communication. If one groups needs to ask to lecturer, she will move around to help them solve their problems (Richards & Rodgers, 2001). The lecturer does speak less compared to the traditional class which often arises teacher-fronted method.

Despite the benefits of CLL that morphology class offers, from all of interview result of 12 students, there are 8 students who disapprove to have cooperative learning method in morphology class. When the researcher offered some choices on the preferable teaching method, most of students chose lecturing; however, some of them also picked individual learning than group working. The data can be seen in the table below:

No	Description	TOTAL
1	<input type="checkbox"/> Group Discussion and Presentation	2
2	<input type="checkbox"/> Lecturing	11
3	<input type="checkbox"/> Mind Mapping in group	-
4	<input type="checkbox"/> Reading Checklist individually	2
5	<input type="checkbox"/> Visual Learning in group	2
6	<input type="checkbox"/> Games individually	6
7	<input type="checkbox"/> Doing Exercise individually	2

8 students out of 12 chose individual learning in class rather than group learning. There are some reasons why they prefer to be self-learner than cooperative learner. Some says that it is better to learn the material by herself because she can absorb the information much better and focus on what she learns in a silent place. One says that her personal knowledge can be sharpen when she studies individually. It seems that social skills, individual accountability, and group information values are not the foremost advantages in learning and teaching morphology in Ms. Viqi's class. Students can be reclusive when they are in social interaction because it depends on the language belief and the psychological mood to study. According to Horwitz (in Mohammadi, Birjandi, & Maftoon, 2015), language learners have five general areas of beliefs, which one of them is motivation and expectations. It concerns about the individual experience of learning language which gives them a particular expectation and motivation. It possibly happens to them that CLL is not the best method to meet their expectation and motivation in language learning. Furthermore, the avoidance of cooperative learning in morphology might be caused by social inability and self-learning method. By that, morphology class must be more thoughtfully conducted to suit with learners' need and preference. Therefore, the lecturer can do further survey on the study method used in morphology class.

5. CONCLUSION

Morphology class C that English Department Students in Universitas Airlangga have studied is one of difficult lessons because of the redundant explanation in the book they use, new terminologies, and difficult examples. The lecturer in this class has tried to implement group-learning approach by conducting Cooperative Learning Language method that helps students to understand the content of morphology. CLL gives several benefits, such as positive interdependence, individual accountability, quality group processing, explicit teaching of small group skills, and teaching of social skills. However, those benefits are not enough to match the lesson with the students' need since learning is influenced by interpersonal learning strategy and personality of the learners. Further research should be done to know how personality and interpersonal learning strategy affect the success of teaching and learning process in class.

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