



The Urgency of Development of Multimodality-Based Contextual Morphology Textbooks for Student

Jasmine Belinda Budijanto, Yuliana Setyaningsih*

Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta, Indonesia

**Corresponding author. Email: yuliapbsi@gmail.com*

ABSTRACT

Multimodal contextual morphology textbooks have not been found in the field. This research is intended to respond to that scarcity. The purpose of this research was to describe the urgency of developing a multimodal contextual morphology textbook. The approach used in this research is a mixed-method approach. Data were collected using questionnaire, interview, and analysis of relevant documents. The sample of this research was obtained purposively, namely the students participating in Indonesian morphology lectures at the Indonesian Language and Literature Education Study Program, Sanata Dharma University. The research data is in the form of quantitative figures that describe the urgency of developing multimodal contextual morphology textbooks. The results of quantitative analysis and qualitative interpretation of the data are used as the basis for the development of multimodal contextual morphology textbooks. The results of the research that have been carried out show a description of the urgency as follows: (1) contextual morphology textbooks need to be developed by taking into account the five aspects, namely linguistic, visual, audio, gestural, and spatial aspects; (2) the morphology textbooks need to be given contextual examples so that students can more easily understand morphological material; (3) the activities and exercises given need to involve analysis and implementation so that students can implement morphology correctly. The conclusion of this research is that a multimodal contextual morphology textbook was developed by considering the five aspects of multimodal. These five aspects can be integrated into the material, examples, activities, and practice questions.

Keywords: *Contextual morphology books, Indonesian language, Mix-method, Multimodal.*

1. INTRODUCTION

Multimodality has now become one of the fields that is intensively researched and developed. One of the fields of linguistics that is integrated with multimodality is morphology. Morphology is a part of linguistics that studies the process of word formation and word structure, as well as the effect of changes in word structure on word groups and meanings (Ramlan, 1980). In morphology, students learn about the nature of morphology, morphological processes, and types of morphological processes (Baryadi, 2011; Rumilah & Cahyani, 2020).

In studying morphology, students are still faced with challenges (Budijanto, Setyaningsih, & Rahardi, 2022). Based on the preliminary studies that have been carried out, the available morphology textbooks help students, but they do not optimally facilitate them in studying morphology. When attending morphology lectures, students use reference books and textbooks. However,

these reference books and textbooks are not able to help students in exploring morphology.

Research and development of morphology textbooks have been carried out by several researchers. For example, Puspitasari and Wuryantoro (2013) developed Indonesian morphology textbooks. Their morphology textbook is descriptive and is equipped with practice questions. The textbook is considered suitable for use by students in learning morphology. Rofi, Atmazaki, and Abdurahman (2014) developed a contextual-based learning textbook for morphological process material. The textbook developed is considered effective, valid, and practical to use in learning morphology, especially in Indonesia. Akhyaruddin, Agusti, and Yusra (2019) developed a morphology textbook equipped with morphophonemic analysis of Jambi Malay. The Malay language is used as local content in textbooks. Preliminary observation shows that students can understand the textbooks that have been developed.

As technology develops, the field of morphology also develops (Kholifah & Sabardila, 2020). This is because the medium of human communication developed with the advent of the internet (Sari & Ajeng, 2017). Therefore, textbook needs to develop by utilizing technological developments. To adapt to the times, the field of morphology needs to involve a multimodal approach. However, there are no multimodality-based contextual morphology textbooks so far.

This research aims to find answer to the question of “what is the urgency of developing contextual morphology textbooks for students?” This research aims to describe the urgency of developing contextual morphology textbooks for students.

Multimodality is a term that refers to the way people communicate using various modes (Machim, in Hermawan, 2013, 2021). Actually, multimodality is not a new phenomenon (Al Fajri, 2018). If you pay attention, in everyday life people use multi modal hence multimodality, to communicate. In communication they used such different aspects as gestural, visual, aural, and so on (Magnusson & Godhe, 2019).

The concept of multimodality has five aspects, namely linguistic aspects, visual aspects, aural aspects, gestural aspects, and spatial aspects (Kress & Leeuwen, 2006). The linguistic aspect is an aspect that includes linguistic fields such as phonology, morphology, and so on. Visual aspects include images, colors, charts, captions, and so on (Hermawan, 2013, 2021). Aural aspects include video with sound, images with sound, audio, and others. The gestural aspect includes kinesthetic movements and facial expressions. Spatial aspects include speech in a particular place.

2. METHOD

This research uses a mixed-method approach. The data obtained during the research were then analyzed. For qualitative analysis, there are three stages taken, namely data collection, reduction, and data presentation. The data were collected through questionnaires, interviews, and document analysis. After the data have been collected, the data were then organized into categories and then presented along with data analysis.

The subjects of this research were students of the Indonesian Language and Literature Education Study Program who had taken morphology courses, lecturers in morphology courses, and *Rencana Pembelajaran Semester* (RPS) morphology course. The data from the questionnaire are in the form of percentages and the questionnaire data is supported by the results of interviews and literature studies.

There are three (3) data collection techniques used, namely questionnaires, interviews, and literature studies. The distributed questionnaire contains questions that will

be used to analyze student needs for the development of a multimodality-based contextual morphology textbook. Interviews were conducted with subject lecturers to find out the needs and aspects that need to be developed in the morphology textbook. Literature study was used to obtain data that corroborates the results of the questionnaire and interview results.

Questionnaire data were analyzed using descriptive statistics. The results of respondents' answers are presented in a pie chart and described based on the diagram. Data from interview and the result of document analysis were described using descriptive qualitative method. There are three steps of data analysis, namely reduction, data presentation, and drawing conclusions. The data obtained from interviews and document analysis are classified and analyzed based on the level of urgency of student needs related to morphology and multimodality textbooks. Then, the reduced data are presented in the paragraph after the bar chart. These qualitative data are presented to support the results of the quantitative data. After the data are presented, the researcher then draws conclusions based on these data.

3. FINDINGS AND DISCUSSION

Morphology textbooks have been developed by several researchers. One of the morphology books developed are contextual morphology textbooks. One of the contextual morphology textbooks was developed by Rofi et al. (2014). Contextually contained in the textbook is a Contextual Teaching and Learning (CTL) approach. However, the textbook does not yet use multimodality approach.

3.1. Multimodality Aspects in Textual Morphology Textbooks

Morphology learning is currently still using a descriptive review so that the description related to morphology still focuses on the lexical meaning of the word. With the development of technology, morphology learning also needs to develop and take advantage of the communication modes. Therefore, learning morphology requires textbooks with multimodal dimensions.

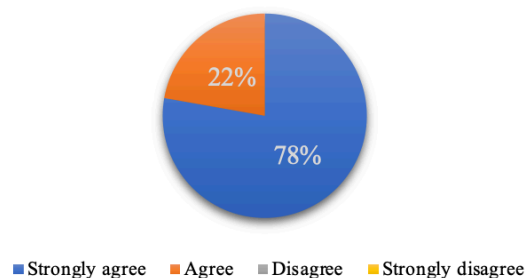


Figure 1 Multimodality-based contextual morphology textbook.

Figure 1 presents the results of the response to the statement “I need a morphology textbook with multimodality dimensions”. This statement is the basis for students' needs in learning morphology. As the diagram in Figure 1 shows, as many as 78% of respondents stated strongly agree and as many as 22% of respondents agreed with the statement. Thus, it can be concluded that all respondents need a morphology textbook with multimodal dimensions.

In addition, based on the results of interviews and document analysis, there are currently no multimodality-based morphology textbooks that can accommodate students' needs in exploring morphology. The textbooks currently used are more directed at reference books and the textbooks used are still descriptive in dimension so that the description is limited to one aspect of communication, namely the linguistic aspect.

In multimodality, there are several aspects that are used, namely linguistic aspects, visual aspects, aural aspects/audiovisual aspects, gestural aspects, and spatial aspects (Kress & Leeuwen, 2006). The linguistic aspect relates to intralingual and extra lingual elements. Intralingual elements are related to words, phrases, clauses, and sentences, while extra lingual aspects include intonation, emphasis, and suprasegmental elements (Hermawan, 2013; Kress & Leeuwen, 2006).

The second statement is “The language aspect in the contextual morphology textbook is the most important thing for me to understand the textbook”. Based on the answers to the questionnaire shown in Figure 2, 50% of respondents stated strongly agree and 50% of respondents agreed with the statement. Thus, it can be concluded that the language aspect is the most important thing in understanding textbooks.

These linguistic aspects include intralingual and extra lingual aspects (Kress & Leeuwen, 2006). Intralinguistic aspects include words, phrases, clauses, and sentences. Extra lingual aspects include tone, intonation, emphasis, and suprasegmental elements. The linguistic aspect is certainly needed in the development of textbooks because the linguistic aspect is the biggest part in the preparation of textbooks. The linguistic aspect is used to describe related materials.

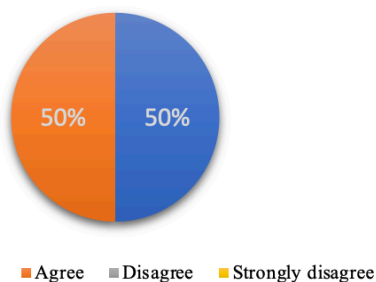


Figure 2 Linguistic aspects of contextual morphology textbooks.

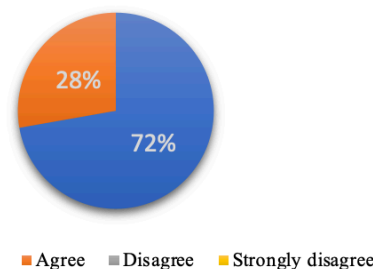


Figure 3 Visual aspects of contextual morphology textbooks.

The third statement is “The visual aspect is needed in multimodality-based contextual morphology textbooks”. Based on the answers to the question shown in Figure 3, as many as 72% of the respondents stated strongly agree and as many as 28% of the respondents agreed with the statement. Thus, it can be concluded that all respondents need visual aspects in contextual morphology textbooks.

Visual aspects include images, colors, charts, captions, and so on (Hermawan, 2013, 2021). The visual aspect is needed to help students understand morphology learning material. Charts can be used to describe processes, colors can be used to emphasize linguistic aspects, and so on. Pictures can also contain their own meanings so that students can be helped in interpreting the meanings (Hermawan, 2013; Sari, 2018).

The fourth statement is “Aural aspects are needed in morphology textbooks”. Based on the answers to the question shown in Figure 4, as many as 56% of the respondents stated strongly agree and as many as 44% of respondents agreed with the statement. Thus, it can be concluded that all respondents need aural aspects in multimodality-based contextual morphology textbooks.

The aural aspect includes sound. The sound helps students in interpreting the meaning. Sometimes, only pictures and pictures accompanied by sound can have different meanings. The sound can be the emphasis of the image (Magnusson & Godhe, 2019). For example, there is a woman who is carrying a cell phone and the picture is given a ringing sound. The voice can confirm that the woman is waiting for the phone to ring or it can also indicate that the woman is not picking up the ringing phone.

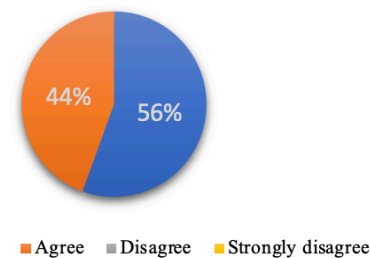


Figure 4 Aural aspects in contextual morphology textbooks.

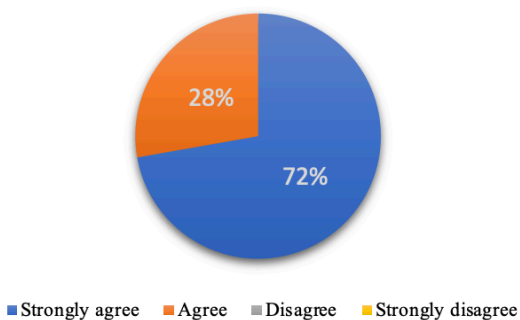


Figure 5 Gesture aspects in contextual morphology textbooks.

The fifth statement is “Gestural aspects are needed in multimodality-based contextual morphology textbooks”. Based on the answers to the question shown in Figure 5, as many as 72% of the respondents stated strongly agree and as many as 28% of the respondents agreed with the statement. Thus, it can be concluded that all respondents need gestural aspects in multimodality-based contextual morphology textbooks.

The gestural aspects include facial expressions, gestures, and paralinguistics (Kress & Leeuwen, 2006). Usually the gestural aspect is seen in the use of nonverbal language. However, gestural aspects can also be used in the translation of morphological meanings, especially in affixation and reduplication materials.

The sixth statement is “Spatial aspects are needed in multimodality-based contextual morphology textbooks”. Based on the answers to the question shown in Figure 6, as many as 67% of the respondents stated strongly agree and as many as 33% of the respondents agreed with the statement. Thus, it can be concluded that all respondents need spatial aspects in multimodality-based contextual morphology textbooks.

Spatial aspects include speech in a place (Kress & Leeuwen, 2006). These utterances have different meanings and functions in each place so that in learning morphology, spatial aspects need to be integrated so that students can understand the meaning and function of words and their implementation in each place correctly.

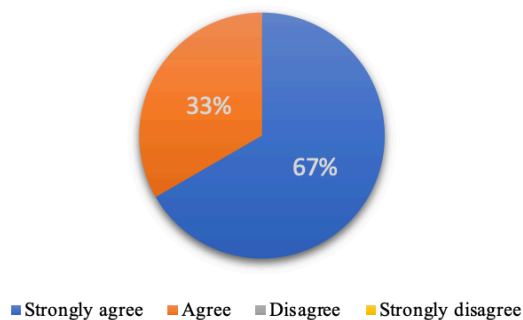


Figure 6 Spatial aspects of contextual morphology textbooks.

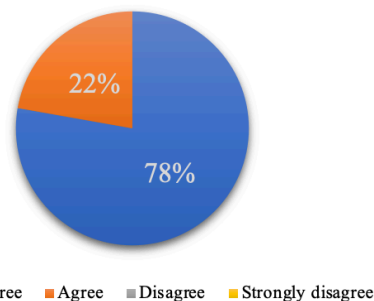


Figure 7 Examples in multimodality-based contextual morphology textbooks.

3.2. Examples in Textbooks of Multimodality-Based Contextual Morphology

In addition, learning morphology needs to use contextual examples. Based on the data obtained, there are morphology textbooks which do not contain contextual examples to assist students in deepening students' understanding of morphology. Based on the document analysis, the examples used in morphology learning are authentic because they use examples from language usage in virtual and real public spaces. However, these examples are still in the form of written example.

The seventh statement is “I need authentic examples to help me understand contextual morphology”. Based on the answers to the question shown in Figure 7, as many as 78% of the respondents stated strongly agree and as many as 22% of the respondents agreed with the statement. Thus, it can be concluded that all respondents need authentic examples to assist respondents in understanding morphology. Authentic has meaning as an authenticity of the learning process experienced by students (Yudono, 2022). Regarding authentic examples, the examples should come from everyday life and are experienced in the teaching and learning process. In learning morphology, textbooks can take advantage of examples found in everyday life. By using these authentic examples, students will more easily understand morphology learning (Widharyanto, 2016).

3.3. Activities and Questions Required in Multimodality-Based Contextual Morphology Textbooks

Based on the document analysis and interviews, morphology learning activities still focus on discussions, interactive dialogues, and assignments to the material that has been given. The assignment given is still in the form of compiling a summary. The practice questions given in morphology learning are assignments to compose a summary. In addition, not many morphology textbooks have practice questions that help students explore morphology.

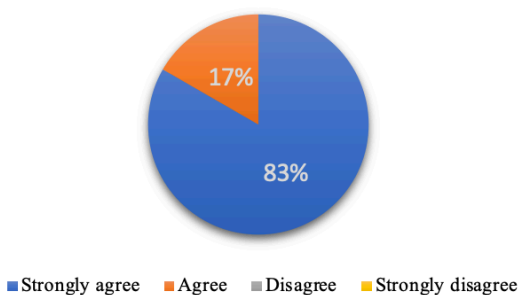


Figure 8 Activities and practice questions in multimodality-based contextual morphology textbooks.

Based on the questionnaire shown in Figure 8, as many as 79% of the respondents stated strongly agree and as many as 21% of respondents agreed with the statement “I need a multimodality-based contextual morphology textbook with activities and practice questions to deepen my knowledge”. Thus, it can be concluded that all respondents need activities and practice questions in multimodality-based contextual morphology textbooks.

Activities and practice questions are expected to contain aspects of multimodality and assist students in studying morphology. Not only that, the activities and practice questions are expected to contain analysis of written and oral texts, as well as their implementation in daily life. Thus, students will better understand morphology.

4. CONCLUSION

This paper has reported the result of the questionnaire and interviews on the urgency of having a multimodality-informed morphology textbook. Morphology textbooks have been developed by several researchers. However, some students still have difficulty studying morphology. In addition, there are no multimodality-based contextual morphology books in the field.

Based on the findings and discussion, it can be concluded that the morphology textbooks used today do not use a multimodality approach, do not have contextual examples, and the activities and exercises contained in the textbooks have not helped students understand morphology. Books used in learning mostly use reference books. Class activities carried out in the form of discussions related to the material that has been given.

Therefore, it is important to develop a multimodality-based contextual morphology textbook. In its development, there are several aspects that need to be considered, namely: 1) multimodality-based contextual morphology textbooks were developed based on five aspects, namely linguistic aspects, visual aspects, visual aspects, aural aspects, gestural aspects, and spatial aspects; 2) textbooks need to be equipped with contextual examples so that students can understand morphology well; 3) Multimodality-based contextual morphology textbooks need to be equipped with activities and practice

questions. These activities and practice questions should include analysis and implementation of morphology into daily life so that students can implement them properly.

Thus, it can be concluded that contextual morphology textbooks based on multimodality need to be developed by taking into account the multimodality aspect. These five aspects are then integrated into the material, examples, activities, and practice questions. By integrating these five aspects, students can be helped in understanding morphological material.

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