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## The Effectiveness and Students' Respond Toward Exercise-Based Textbook of Morphology in Online Learning

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### Abstract

Online learning is currently one of the lecture models that is widely applied on various campuses. However, learning control raises a problem so a solution is needed to maintain the quality of learning. This study aims to test the effectiveness of textbooks in online learning in morphology courses. The method used is a mix of quantitative and qualitative methods. to assess the feasibility of textbooks, researchers distributed questionnaires to students. The research results show that there is a significant influence between the use of exercise-based textbook with students' learning outcomes (Sig. = 0.021<0.05) in which class B who used textbooks scored 81.190 or higher than class A who did not use textbooks with a score of 70.727. Students' response to the textbooks used are 71% good so that the textbook is suitable for use as textbooks. Thus, the implication of this research is that the use of exercise-based textbook on online learning in morphology courses is very helpful in improving the quality of learning.

**Keywords:** effectiveness, exercise-based textbook, morphology, online learning

### 1. INTRODUCTION

Online learning has grown in popularity as a means of acquiring new skills and knowledge in recent years. This trend is especially noticeable in the field of language study, where learners can benefit from the flexibility and convenience of online courses. However, simply studying a language via online courses and textbooks may not be sufficient for learners to fully acquire and recall the complexities of its syntax and morphology. This is where exercise-based textbooks come into play. Exercise-based textbooks

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are intended to supplement standard textbook material by providing learners with a variety of exercises and tasks that allow them to practice their language abilities and build a deeper understanding of the language's structure and rules.

Combining online learning with exercise-based textbooks can be a powerful strategy to improve language acquisition. Learners can complete the exercises and activities in their own time and at their own pace by taking use of the benefits of online learning, such as flexibility and accessibility. Furthermore, the interactive nature of online learning platforms can provide learners with instant feedback on their progress, assisting them in identifying areas where they should concentrate their efforts (Newton & Nation, 2020). An exercise-based textbook can help learners comprehend the principles and patterns that control the development of English words in the context of English morphology. Learners can practice identifying root words, prefixes, and suffixes through a series of exercises and activities, and then discover how these pieces mix to form new words with distinct meanings.

According to Nunan (2015), Exercise-based textbooks offer various advantages that make them an excellent resource for language learners. One of the primary advantages of exercise-based textbooks is that they offer students a variety of exercises and tasks that allow them to practice their language abilities in an organized and methodical manner. This can assist students in reinforcing their comprehension of the material offered in a standard textbook as well as developing a deeper understanding of the language's structure and principles (Mohammed & Gutema, 2023).

Another advantage of exercise-based textbooks is that they allow students to work at their own pace and at their own time (Fauzan, 2014; Kaewpet, 2009; Richards, 2013). This can be especially helpful for students who struggle with the speed of a traditional classroom setting or who have other obligations that make it impossible to attend regular classes. Exercise-based textbooks can help to boost student motivation and engagement by allowing them to study when and when they want.

Exercise-based textbooks frequently integrate a variety of multimedia materials, such as audio and video recordings, interactive exercises, and quizzes, to give students with a more immersive and interesting learning experience. This can help learners stay motivated and interested in the topic while also catering to diverse learning styles and preferences. Furthermore, exercise-based textbooks can be a useful tool for measuring learner progress and highlighting areas where students may require additional assistance or training. Exercise-based textbooks can give learners with quick feedback on their progress and assist teachers identify areas where learners may need more support by including a variety of exercises and activities that measure different aspects of language learning (Menggo & Darong, 2022; Shaver et al., 2009; Toro et al., 2018; Wang, 2022).

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The study on the effectiveness of a textbook has been conducted by (Kütük & Su Bergil, 2021). He focused his research on the teacher's aspect. He then concludes that the textbook takes important roles in learning process. It commonly used to when assigning homework to students and assists the teachers and the students in imparting language information through tangible presentation of the target language functions. Different from the current research, this research focuses only on the teacher's aspects while the current research is more focused on the perspective of students as objects of learning so that the results can gives objective view of the students' need towards the textbook.

Another similar research conducted by Rosida et al. (2017) on the effectiveness of e-book to increase students' critical thinking. She claims that the use of e-book for the purpose of increasing students' critical thinking is also effective. In her experiments tested by n-Gain tests, the results show that the experimental class gets higher (0.37) than that of control class (0.21). This means the use of e-book in learning process gives better results than learning process without e-book. These results are in line with the research results conducted by Wulandari et al. (2020) on the effectiveness on textbook to improve learning outcomes. She argues the implementation of textbook can improve the learning outcomes of the students. Different from the previous studies, this paper aims at examining the effectiveness of the implementation of exercise-based textbooks and analyzing the students' response toward the book in online learning. The research is conducted in morphology class in which the learning process is fully conducted in an online method.

## **2. RESEARCH METHOD**

This research includes in development research which aims at producing an effective textbook for morphology class which is conducted online. It is designed to use mix method which combines qualitative and quantitative method in elaborating the results of the research (Abdussamad et al., 2021; Arjulayana, 2018). The research is conducted in the fourth semester students of English literature department at Universitas Bumigora in 2023. It takes six months from March-October 2023. There are 23 students in this class; they become the respondents of the research. During the learning process, they use exercise-based-textbook to help them understand the lecturer's online explanation.

The data are collected via questionnaire to measure the quality of the book filled by the students, and to measure the effectiveness of the book the researcher compares the students' score final test between the former class which does not use textbook in learning morphology and the current class which use the textbook in learning morphology.

The data analysis implements qualitative and quantitative methods. The quantitative method aims at elaborating the questionnaire as well as the statistical data used to display the effectiveness of the book. Data analysis includes descriptive analysis and hypothesis testing. The data used in this study were 11 undergraduate students' final test results of English Literature in even semester 2021/2022 without using a morphology textbook (Class A) and even semester 2022/2023 with 21 students using a morphology textbook (Class B). Before conducting data analysis, a data normality test was performed using the Shapiro Wilk test. If the data is normally distributed, the statistical test uses the independent sample t-test, whereas if the data is not normally distributed, the Wilcoxon test is used. Statistical test results are significant if the significance value is  $<0.05$ .

### 3. FINDINGS AND DISCUSSION

#### 3.1 The effectiveness of the textbook

The effectiveness of the morphology textbook used in the online learning method can be seen from the results of the student's statistical test scores. The following table is Comparison score of the 2021/2022 even semester group exam with the 2022/2023 even semester using descriptive analysis. An overview of the descriptive analysis is seen in Table 1.

Table 1. Descriptive Statistics of Examination Results Between Groups

Group	N	Minimum	Maximum	Mean	Std. Deviation
Class B	21	50.00	97.00	81.190	14.319
Class A	11	40.00	94.00	70.727	15.107
Valid N (listwise)	11				

Table 1 shows the average test scores for class B which uses a morphology textbook were higher than those for class A which does not use a morphology textbook, with respective scores of 81,190 and 70,727 with a standard deviation of 14,319 and 15,107 respectively.

This result indicates that learning using the morphology textbook improves learning outcomes. However, it cannot yet be determined whether the improvement is significant or not. Therefore, a statistical test is required to assess the significance of this morphology textbook in enhancing student learning outcomes. The statistical test employed is the independent sample t-test. However, before conducting this test, a normality test is performed as an assumption that needs to be met. The results of the normality test are presented in Table 2.

Table 2. Inter-Class Exam Results Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Class B	0.980	11	0.966
Class A	0.914	11	0.272

Table 2 shows that each class have a significance value of 0.966 and 0.272 which is greater than the value of 0.05, which means that the data is normally distributed. Therefore, the statistical test used is the independent sample t-test to test for significant differences between the test scores between groups. The following are the results of independent sample t-test.

Table 3. Results of *Independent sample t-test*

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference	
							Lower	Upper
Score	Equal variances assumed	2.430	30	0.021	11.844	4.873	1.891	21.797
	Equal variances not assumed	2.256	16.743	0.038	11.844	5.249	0.755	22.933

Based on the analysis of the independent sample t test shown in Table 3, a significance value = 0.021 < 0.05 is obtained, which means that there is a significant difference between the test scores of class B and class A. Or in other words, the use of the morphology textbook is effective in improving student exam results. This claim is also supported by (Nuriyah et al., 2020) who argue that the use of textbook can improve communication in learning for maximum results. This morphology textbook provides students with the opportunity to practice and learn independently, to confidently express opinions, and to develop logical thinking and reasoning. The utilization of this morphology textbook serves as feedback for both students and lecturers. For lecturers, instructional materials can be employed to facilitate the delivery or explanation of content, while for students, it serves as a tool for independent learning.

### 3.2 The students' response towards the textbook

To give more significant results on the effectiveness of the book, the researcher gives a questionnaire to the students to get their response toward the book used in the learning process. There were 17 students who gave responses, and the results can be seen in Table 4.

Table 4. Students' response towards the textbook

Questions	Score percentage	Criteria
How easy was the textbook to understand	66%	Somewhat easy
How well did the textbook explain the concepts	68%	Somewhat well
How helpful were the examples and illustrations provided in the textbook	75%	Somewhat helpful
How relevant and up-to-date was the information presented in the textbook	69%	Somewhat relevant and up-to-date
How satisfied were you with the organization and structure of the textbook?	73%	Somewhat satisfied
How well did the textbook motivate and engage you in learning the material?	69%	Somewhat well
How likely are you to recommend this textbook to others	73%	Somewhat likely
Total	71%	Good

Based on Table 4, student responses regarding morphology textbooks from the aspect of how easy the book is to understand, how well it explains concepts, helpful examples and illustrations, relevant and up-to-date information, book arrangement and structure, books motivate in learning the material, and recommend books to people others are in the range of 60%-80% which means that students give a positive response to the morphology textbook. And overall, students' responses to the morphology textbook are at 71%, falling within the 'good' category

However, the book needs more revision on how the book is designed to give better understanding to the students, so the book meets the requirements as what Setyawati et al. (2015) the correct textbook is one that may assist in the solution of basic or complicated issues, does not generate incorrect perception, and is justified according to scientific standards. So, the writing of textbooks is aimed at providing students with ease in understanding specific courses, including this morphology textbook. Therefore, this book needs to be revised using simple language and examples related to the students' language, especially with the aim that the conveyed material can be easily absorbed by the students (Rahmaniah & Asbah, 2019; Rahmawati & Sutarman, 2021; Sabrina, 2020).

The next point that received a lower score in the questionnaire is about how the book explains the concepts of the presented material. In this regard, respondents gave a score of 68%, indicating that the explanation of the concepts of the material is still not very good. Therefore, this book needs improvement so that the presentation of material in it can be easily understood by students. This is also in line with the guidelines for textbooks as stated in BPSDMP-PMP (2012) which explains that textbooks should adhere to principles such as:

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1. Attractive book layout, engaging students to read it.
  2. Using proper and easily understandable language.
  3. Systematic organization.
  4. Testing comprehension provides readers the opportunity to assess learning progress and critical thinking. It should include summaries and exercises that students need to complete.

The next element that should get more attention is How relevant and up-to-date was the information presented in the textbook. Respondents gave a score of 69% to this section, which means that the satisfaction of textbook users with the information and materials presented in it is still lacking. Therefore, there is a need for revisions related to the information and materials presented by adding more recent examples or by using examples from the students' first or second languages, as up until now, the examples have always been taken from English (Akhiroh, 2017; Dockx et al., 2020; Sabrina, 2020). This is highly necessary in order to adapt to the students so that their ability to comprehend the material becomes better (Dewi et al., 2023).

Positively, the examples and illustration provided by the textbook receives score percentage 75% which indicates that the textbook really helps students in learning morphology. (Prastowo, 2012) stated that textbooks have several functions, namely: 1) as reference materials for students, 2) as assessment tools, 3) as aids for educators in implementing the curriculum, 4) as a means for improving the careers of lecturers, 5) as a determinant of methods in the learning process, and 6) significantly aiding the success of the learning process. Therefore, the role of textbooks provides a highly significant contribution to the success of education.

The points that received quite positive responses are also related to the organization and structure of the book, which is 73%. With this score, the level of student satisfaction with the exercise-based morphology textbook is considered good and should be maintained. This textbook is indeed structured according to the students' Learning Plan, making it easier for students to find the material to be studied in each session (Yaumi, 2013). Additionally, each unit also provides exercises to assess students' mastery of the material in each unit.

The level of student satisfaction with the book is also evident in the final point of the questionnaire where they recommend the use of this exercise-based morphology textbook to other students (Dockx et al., 2020; Nuriyah et al., 2020; Setyawati et al., 2015). Their response score reaches 73%. Thus, this book is quite effective as a teaching material and has been proven to provide significant results in line with the findings of this questionnaire and the statistical analysis data above.



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#### 4. CONCLUSION

Online learning has become a trend since Covid- 19 until now. This study is still being carried out with various considerations such as saving space. However, online learning that is less controlled will produce unsatisfactory outputs. exercise-based textbooks are a solution to improve student learning outcomes. From the results of this study, class B who used textbooks had better results compared to class A who did not use textbooks. The results of the statistical descriptive test showed that class B achieved 81,190 while class A was in the position of 70,727. The results of the independent t-test also showed that There is a significant influence between the use of the morphology textbook and students' learning outcomes. In other words, the use of the morphology textbook is effective in enhancing student learning outcomes (Sig. = 0.021<0.05). Meanwhile, for the quality of the books used, the student response results were an average of 71%, which means that they are in the good category, although there are several aspects that need to be improved, such as the ease with which students can understand the book.

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