Word-Formation Process (Morphology) Through the Maternal Reflective Method by Teacher towards Deaf Students in Grade V
(Descriptive Study at SDLB Santi Rama)

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Abstract.: This research aims to gain in-depth information about the word-formation process (morphology) through the maternal reflective method in the fifth-grade deaf students at SDLB Santi Rama. This research uses a qualitative approach with a descriptive method. Data analysis of this research uses Miles and Huberman model that has three steps, namely data reduction, data presentation, and data verification or data conclusions. The data collection techniques in this research are interviews, observations, and document review. The result shows that the word-formation process (morphology), especially affixed words, is divided into three: forming prefixes, forming suffixes, and the morphophonemic process. The word-formation process (morphology) begins with two kinds of conversation that are *perdati* (conversation from the heart to heart) and *percamsi* (conversation to transmit some information). At the same time, the MRM principle used in word formation (morphology) is the process of discovery learning. Suggestions for this research are that teachers can maintain, improve, and apply the implementation of MRM to the word-formation process (morphology).

Keywords: The Maternal Reflective Method; word-formation process (morphology); and deaf students

INTRODUCTION

Language is a system of sound symbols that is arbitrary, productive, dynamic, and diverse. Language is a tool to communicate, convey feelings, expressions, and ideas. Language is a systematic and systemic system. Systematic means that language is not several elements collected irregularly but elements that have been arranged. Meanwhile, systemic means that language is not a single system but consists of several subsystems: phonology, morphology, syntax, and semantics.

Language is obtained from observing and listening. Learning a language is the single greatest challenge who are deaf or hard of hearing. Unlike other children, children who are deaf acquire language mainly through their eyes (Turnbull, Turnbull, Shank, & Smith, 2004).

If a person has hearing or vision impairment, he cannot obtain and express language optimally. The language ability of deaf students cannot develop according to their chronological age because they do not experience a language acquisition period like hearing students do. Therefore, mastery of language must be developed optimally as early as possible. Because the more developed the language, the more developed the ability to think. The more developed the ability to think, the more developed the ability to learn.

Deaf students have difficulties in interpreting words, choosing words, and understanding changes in word form. They lack understanding of using affixes in a sentence (Breadmore, Olson, & Krott, 2012). For example, *beli* becomes *membeli, dibeli, dibelikan, terbeli* and so on is a change in word form because of the affixation process. Each of these words has a different meaning and function. How to use them in a sentence is also different. In linguistic studies is called morphology.

Therefore, word formation or morphological understanding needs to be learned more deeply because it affects students' literacy skills and language skills at the elementary, middle, and high levels (Wilson-Fowler & Apel, 2015). It can also make them use understandable sentences and statements because if there was misunderstood on the meaning of sentences or statements, it could distract the ongoing communication. When there was a misunderstanding in communication, the main function of language was failed, namely as a communication tool.

During the preliminary assessment in class V, the researcher found that deaf students could discover aspects of morphological linguistics through self-discovery or discovery learning which is the main feature in linguistic conversation. For example, deaf students in the class began to understand that there are words with affixes, differences in word meaning when words are affixed, various allomorphs in bound morphemes, why the prefix /*me-*/ if it meets a word whose initial letter /*t*/ turns into a phoneme /*n/*, and so on. It was obtained from the process of implementing

learning in the classroom using the Maternal Reflective Method.

Etymologically, morphology comes from the word 'morph,' which means form, and 'logy,' which means science. Thus, morphology means forms science or formation of words (Chaer, 2008), and the function of changes in word forms both grammatical and semantic functions (Tarigan, 1988). The morpheme is the smallest grammatical unit with meaning and has no other unit as its element (Ramlan, 1987). A morpheme is a form of language which is partly not similar to any other form, both sound and meaning are singular forms (Parera, 1994).

The result of the word-formation process is word form and grammatical word meaning. The form is the physical word form that undergoes a morphological process; meanwhile, the grammatical word meaning is the content or meaning of the word form. For example, the physical form of the affixation process is an affixed word. The physical form of the reduplication process is repeated words, and so on.

The morphophonemic process changes science in phonemes or sounds as a result of morphological processes, and this proves that there is a correlation between morphemes and phonemes.

According to Mufti Salim, he concluded that deaf children are those who experience a lack or loss of hearing ability caused by damage or malfunction so that they experience obstacles in communicating (Somantri, 2012). The degree, type determine deafness and time when a person experiences hearing loss. IDEA defines deafness as a condition in which a person experiences hearing loss severe enough to be unable to process linguistic information through his hearing despite using hearing aids and affecting his academic performance (Kirk, 2009).

Language acquisition is a process that occurs in a child's brain (Chaer, 2009). Language acquisition is a fantastic thing, especially acquiring the first language owned directly by children without special learning about the language (Asih, 2016). A good language acquisition process for deaf children is to adopt a language acquisition process for hearing children by using a method that connects the auditory symbol with everyday language. This method will lead to better language skills by emphasizing the conversation process. The conversation is the trigger or axis of language development.

The mastery of language in hearing children occurs naturally, namely in the family environment during the age of toddlers. At the age of four, they generally have entered the postlingual stage, namely recognizing and understanding language symbols. Without realizing it, they have been able to apply the rules of the language used in their environment (Haenudin, 2013).

The child begins to speak before he is born through the intrauterine tract. The child has been exposed to human language when he was a fetus because language includes both comprehension and production. His mother's words that he hears every day "enter" his brain and are "embedded" in the fetus (Dardjowidjojo, 2005).

Van Uden said that a conversation is a complete form of language. That means if we want to know a complete example of a language, we have to include or carry on a conversation because a series of separate sentences is not a complete language (Uden, 1977).

MRM is a language teaching method that focuses on the conversation, like a mother teaching her baby who has not yet spoken with conversation activities so that finally the child can speak. Conversations emphasize topics experienced directly by the deaf child so that it is more understandable and easy to understand. The language also uses language that is as reasonable as possible for children, both expressively and receptively, and guides children gradually to find their grammar and form of language through reflection and the next stage of conversation that will provide a better language experience.

MRM emphasizes conversation as the main feature of the method and emphasizes reading as the next stage of the method to develop their language and reading abilities. Because the better language they have, the better reading ability they grasp, and this is what they need as the fact that most children who are deaf have significant deficits in academic achievement, especially in reading. For example, the average 15-year-old student, hearing impaired has a deficit of at least five years in reading (Hallahan, Kauffman, & Pullen, 2014). Therefore, based on the explanation above, it is essential to conduct the current study. This research aims to gain in-depth information about the word-formation process (morphology) through the maternal reflective method.

METHOD

The aim of this research is to gain information about morphology process through Maternal Reflective Method (MRM) that is focused on using prefixes *(/ber-/, /me-/, /pe-/, /di-/, /ke-/, /ter-/,* and */se-/),* using suffixes *(-an, -kan, -nya, -i)* and morphophonemic *(/ber-/ + /ajar/, /pe-/ + /ajar/, /me-/ + /k/, /pe-/ + /t/, / me-/ + /t/, /me-/ + /s/, /me-/ + /p/* in class V SDLB Santi Rama.

This research was conducted from January to May 2019. The approach in this study is a qualitative approach with a descriptive method. A descriptive research method is a method that emphasizes the explanation as it is in the research in the form of writing, speech, and behavior of the people being observed (Rakhmat, 2009).

Data collection techniques in this study are participatory observation, interviews, and documentation studies. Analysis of the data used in the analysis model of Miles and Huberman. Qualitative data analysis is carried out interactively and continues until it is complete until the data is saturated. The stages of data analysis carried out in this study are data reduction, data presentation, and data verification or conclusion. The technique of checking the validity of the data used in this study is triangulation. Triangulation is a technique of checking the validity of data that utilizes something other than the data for checking purposes or comparing the data. The goal is to find similarities in data with different techniques and carried out simultaneously.

FINDING AND DISCUSSION

Findings

Prefixation, According to the topic at that time, the teacher begins the process of word formation (morphology) with conversational activities with certain conversational material. The type of conversation carried out can be in the form of *perdati, percatif, percamsi*, or from category sheets.

Based on the explanation of the data previously mentioned, the process of morphology from prefixed morphemes consists of the process of forming prefixes */ber-/, /me-/, /pe-/, /di-/, /ke-/, /ter-/,* and */se-/.*

Indicators in the process of forming prefixes are the teacher asks students to determine which words are included in affixed words, the teacher asks students to determine which are included in the affixes with specific prefixes (according to the topic of discussion at that time), the teacher asks participants students to collect other affixed words that have a similar pattern. Finally, the teacher asks students to describe the elements in these affixed words (prefixes, base words, and suffixes) both orally and in writing.

Based on the indicators, it can be concluded that the prefix formation process depends on the affixed words found and is always related to the suffixation process. Thus, students learn about the formation of prefixes and the meaning of each prefix. For example, the prefix */ter-/,* which has the most meaning and is unintentional, the prefix */pe-/,* which has the meaning of the people and things that do it (based on the category sheet available before the research was conducted).

Suffixation, Based on the explanation of the previously mentioned data, the suffixes' process consists of forming suffixes */-an/, /-kan/, /-nya/,* and */-i/.* However, the formation */–nya/* does not come out or appear in learning activities because during learning,

in texts, category sheets, or students' thoughts, they do not get affixed words that have the ending.

Indicators in the process of forming suffixes are the teacher asking students to determine which words are included in affixed words, the teacher asks students to determine which are included in affixes with specific prefixes (according to the topic of discussion at that time), the teacher asks students to collect other affixed words that have a similar pattern, and the teacher asks students to describe the elements contained in these affixed words (prefixes, base words, and suffixes) both orally and in writing.

The suffixation process depends on the prefixation process. Because when the teacher asks students to determine which words include affixes, the teacher also asks students to describe the elements in the affixed words, namely prefixes and base words. Students will also directly describe the types of suffixes contained in the affixed words.

Morphophonemic Process, During the research process, the morphophonemic formations that appeared and were discussed were the formation of */ber/ + /ajar/, /me-/ + /t/, /me/ + /s/, and /me/ + /p/.* That means the formation of morphophonemic that do not appear or during the research process if it refers to the research focus namely */pe/ + /ajar/, /me/ + /k/,* and */pe/ + /t/.*

The teacher does not explain allomorph and morphophonemic terms, but the teacher teaches phoneme changes that occur when a prefix meets a base word starting with a specific letter. For now, students are more emphasized to use affixed words correctly first.

Indicators in the morphophonemic process are the teacher asks students to look for affixed words in the text, the teacher asks students to find and collect affixed words that have a similar pattern, the teacher asks students to describe the affixed words into prefixes, base words, and suffixes, the teacher asks students to identify phonemes changes that occur in affixed words, the teacher asks students to conclude.

Difficulties in Morphology Process, There are no significant difficulties experienced by teachers and students when learning about the word-formation process (morphology).

Morphology Process Through MRM, The process morphology is included in a series of reflection or linguistic conversations *(percali)*, so the most central principle is the process of self-discovery or discovery learning following the MRM principle of linguistic conversation.

Even though the starting point of the conversation is in the form of a text or category sheet, the teacher still emphasizes the conversation and makes sure that what the students write is the result of the conversation, not just copying the text or category sheets.

The teacher trains and familiarizes students since they are still in the preparatory class to listen recognize written forms, and use affixed words in every conversation and use affixed words in every conversation.

Students' ability in word formation is the result of their vocabulary 'savings' since they were in the preparatory class.

The teacher introduces the concept of base words, prefixes, suffixes, and affixed words for the first time by comparing writing and practicing affixed words with one another in daily conversation.

Several other methods are also used in word formation (morphology), such as demonstration, experiment, case study, Q&A methods.

Media that affect the morphology process are category sheets, effective use of colored markers and whiteboards, and word clues. However, the most influential media in the word-formation process is the category sheets.

The material used in the word-formation process (morphology) can be adjusted to each theme's basic competencies and indicators contained in the lesson plans. However, the delivery method can be conveyed through various types of conversations, and it can be through heart-to-heart conversations *(perdati)*, receptive reading conversations (*percatif*/reading comprehension), transitional reading conversations *(percamsi)*, and even come from category sheets.

The topics used must have been discussed several times by students before they have experienced and mastered the topics. The teacher still does provocation in delivering the topics, but the intensity is not as much and as often as in the lower class (preparatory class-grade III).

Time and Place of Morphology Process, The process of morphology can be done anytime and anywhere.

Learning word formation is begun according to the ability of students but usually since grade IV above.

Parties Who Are Involved Morphology Process, The process of morphology is a process that involves many parties, not only by classroom teachers and students but also by school members, other class teachers, fellow students, and parents.

School residents and parents are involved in the morphology process by consistently using the affixed word to students and guiding students who are talking to them to use the appropriate affixes. At least notify directly when students are wrong in writing or saying affixed words so that students know where their mistakes are.

Discussion

Prefixation, Based on the research results, the prefixation process is a word-formation process that produces affixed words with prefixes. This is in accordance with the theory according to Chaer (2008) which explains that prefixes are divided into the process of forming prefixes */ber-/, /me-/, /pe-/, /di-/, /ke-/, /ter-/,* and */se-/.* The result of the word-formation process is in the form of grammatical form and meaning. The form is the physical form of the word that undergoes a morphological process, and the grammatical meaning is the content or meaning of the word form. For example, the physical form of the affixation process is an affixed word. The physical form of the prefixation process is an affixed word with prefixes (Chaer, 2008).

The indicators that are used as steps in the prefixation process are that students can determine which words are included in the affixed word, can determine which are included in affixed words with specific prefixes (according to the topic of discussion at that time), can collect other affixed words that have a similar pattern, and describe the elements contained in these affixed words (prefixes, base words) both orally and in writing.

Suffixation, Based on the research results, the suffixation process is a word-formation process that produces affixed words with suffixes. It is following the theory by Abdul Chaer (2008), which explains that the suffixation process is divided into the process of forming the suffixes */–an/, /-kan/, /-i/, /-nya/, /-lah/* (Chaer, 2008). The result of the word-formation process is in the form of grammatical form and meaning. The form is the physical form of the word that undergoes a morphological process, and the grammatical meaning is the content or meaning of the word form. For example, the physical form of the affixation process is an affixed word. The physical form of the suffixation process is an affixed word that has the suffix.

The indicators that are used as steps in the suffixation process are that students can determine which words are included in affixed words, can determine which are included in affixed words with certain suffixes (according to the topic of discussion at that time), can collect other affixed words that have similar patterns, and describe the elements contained in these affixed words (base words, suffixes) both orally and in writing.

Morphophonemic Process, The process of morphophonemic formation is the process of word formation that undergoes phoneme or sound changes. Based on the research results, the formation of morphophonemic occurs when the prefix */ber-/* meets the base word */ajar* changes to */l/* and the prefix changes become */bel-/* so that the word becomes *belajar*, the prefix */me-/* meets the base word starting with the letter

/t/ the result is the letter /t/ in the base word changes becomes the letter /n/ (for example: /me-/ + /tiup/ becomes *meniup*), the prefix /me-/ meets the base word starting with the letter /s/ the result is the letter /s/ in the base word changes to /ny/ (for example: /me-/ + /nyapu/ becomes *menyapu)*, the prefix /me-/ meets the base word starting with the letter /p/ the result is the letter /p/ in the base word becomes /m/ (for example: /me-/ + /pinjam/ becomes *meminjam*).

The theory of the word-formation process is grammatical form and meaning (Chaer 2008). The form is the physical form of the word that undergoes a morphological process, and the grammatical meaning is the content or meaning of the word form (Chaer, 2008). According to the theory by Henry Guntur Tarigan morphophonemic occurs in allomorphs of prefix /me-/ and /pe-/ which turn into the phoneme /m/ if the base word following begins with the phoneme or the letters /b/, /f/, and /p/; occurs in allomorphs of prefix /me-/, and /pe-/ which turns into a phoneme /n/ if the base word following begins with the letter /t/; occurs in the allomorph of prefix /me-/ and /pe-/ which turns into the phoneme /ny/ if the base word following begins with the letter /s/; occurs in allomorphs of prefix /pe-/ which turns into a phoneme /ng/ if the base word following begins with /k/; and occurs in allomorphs of /ber-/, /ter-/, and /pe-/ which turn into phonemes /l/ if the base words following are /–ajar/ and /-anjur/ (Tarigan, 1988).

Difficulties in Morphology Process, Based on the study results, there were no significant difficulties experienced by both teachers and students while learning about the word-formation process (morphology). The difficulties that researchers found in students were only natural and common difficulties in every learning, namely difficulties caused by internal factors of each student. Because the ability of students to learn, the ability to read the teacher's speech, academic intelligence, and language development are also different.

Generally, the intelligence of deaf children is potentially the same as normal children. However, functionally, its development is influenced by the level of language skill, limited information, and children's abstraction skill because the development of deaf children is strongly influenced by their language development (Somantri, 2012). Deaf children have difficulty expressing their language, especially those containing figurative words, have limited word structures, have difficulty understanding and interpreting abstract words, so they are only capable at the level of concrete words (Bunawan & Yuwati, 2000).

Morphology Process Through MRM, The process morphology is included in a series of activities of great reflection or linguistic conversation *(percali)*, so the most prominent principle is the process of self-discovery or discovery learning according to the MRM principle for linguistic conversation.

The MRM has principles or characteristics: 1) deaf children as early as possible, are urged to have conversations with parents, teachers, and the surrounding community who are close to the child. It is to make it easier for the child because the earlier the child is accustomed to speaking, the more accessible language acquisition will be; 2) the conversation must occur in one language. If the language used in the conversation is Indonesian, it must be consistent and follow the applicable rules; 3) conversation using everyday social language, rhythmic, and easily understood by deaf children (Tim Guru SLB B Pangudi Luhur Jakarta, 2013).

Time and Place of Morphology Process, The linguistic conversation is a long process that will be successful if the teacher pays attention to the following: the topic has repeatedly been used as a reflection exercise. Therefore, the teacher must give time to grow gradually (Bunawan & Yuwati, 2000). Based on the theory with these findings, the fourth-grade elementary school level has entered this stage because the *perdati, percamsi*, and their reflections have been carried out repeatedly. They have done *perdati* and *percamsi* since the preparatory class, and reflection has been done since the first grade. Therefore, they already understand the concept of affixed words, the concept of prefixes, and suffixes.

Parties Who Are Involved in Morphology, Based on the study results, the process of word formation (morphology) through MRM involves many parties through conversations, not only classroom teachers with students but also students with school residents, fellow students, and parents. It is also following one of the characteristics of learning using MRM that deaf children as early as possible are invited to have conversations by parents, teachers, and the surrounding community who are close to the child, this is to make it easier for children because the earlier the child is If the student gets used to speaking, language acquisition will be more numerous and more accessible (Tim Guru SLB B Pangudi Luhur Jakarta, 2013).

CONCLUSION

Word formation (morphology) is divided into three processes, namely the process of forming prefix, the process of forming suffix, and the process of forming a morphophonemic. Word formation (morphology) begins with the habit of using affixed words that have been commonly done since the preparatory class in every activity of *perdati, percamsi*, reflection, and *percatif*. This habit is the key to the success of the word-formation process (morphology).

The indicators in the word-formation process (morphology) are: (a) determining affixed words, (b) determining affixed words with certain prefixes (according to the topic of discussion at the time), (c) collecting other affixed words that have a similar pattern, (d) describing the elements contained in these affixed words (prefixes, base words, and suffixes) both orally and in writing, (e) identifying changes that occur in affixed words, and (f) concluding.

The MRM principle is used to emphasize conversations that students and the discovery learning have mastered. The most influential media in the word-formation process are category sheets, colored markers, and word clues.

It is suggested that the teacher continuously improve the ability to build conversations in a class by being more creative in provoking students' expressions, increasing knowledge about affixed words, morphemes, allomorphs, and other linguistic terms related to morphology. In addition to maintaining the ability to teach because it is pretty successful in making students understand word formation, if necessary, the resources and quality are increased again to produce good quality students. It is expected to socialize with parents and the surrounding environment in implementing MRM for word formation (morphology). Teachers are also expected to provide socialization to other teachers about the importance of category sheets in learning to make it easier for teachers and students to review activities or find out what words or aspects have been learned which have been analyzed, and so on.

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