

Development of a Text-Based Syntax Module to Improve the Competence of Indonesian Language and Literature Education Study Program Students Medan State University

Fitri Zulhandayani¹, Mara Untung Ritonga², M. Joharis Lubis³

{fitrizhandayani@gmail.com¹, ritonga.unimed@gmail.com², mohammadjoharis@unimed.ac.id³}

The Educationan Indonesian Language and Literature Program of Postgraduate School of Universitas Negeri Medan, 20221

Abstract. This study aims to (1) describe the process of developing text-based syntax modules; (2) describe the feasibility of text-based syntax modules; and (3) knowing the effectiveness of text-based syntax modules. This research uses the type of development research with the ADDIE mode adapted by Robert Maribe Branch. This development model has 5 steps, namely, analysis, design, development, implementation, and evaluation. The results of the research show that, (1) the development process that has been carried out produces a product in the form of a text-based syntax module; (2) the developed text-based syntax module is feasible to use based on the validation results of material experts of 93.42%, design expert validation of 85%, and the responses of lecturers and students gave positive responses to the text-based syntax module; (3) the text-based syntax module of Indonesian language and literature education study program students at Medan State University has been declared effective as an effort to increase student competence based on the results of the pre-test and post-test. The effectiveness of the module was analyzed using the gain test with an average gain index value of 0.86 with high effectiveness criteria. Thus, the text-based syntax module for PBSI D 2022 class students that has been developed is declared feasible and effective for use in the learning process of syntax courses.

Keywords: module, syntax, text

1 Introduction

Syntax is one of the subjects that must be followed by students of the Indonesian Language and Literature Education Study Program. One of the important goals why syntax is a compulsory subject is because syntax is the basis for students' knowledge to examine and even analyze the formation of a text. Syntax is a branch of linguistics that deals with whole sentences, clauses and phrases. Syntax also functions to investigate the overall relationship

between groups of words or between phrases and even the relationships between clauses in sentences [1].

This research seeks to develop syntactic teaching materials for students of Indonesian Language and Literature Education Study Program at Medan State University. The teaching materials that will be developed in this study are in the form of modules as a reference for studying syntax courses. The developed module will be adapted to the current circumstances and situation. As for the applicability of education students after graduating from lectures they will carry out knowledge in the world of education, especially as Indonesian language teachers at the secondary school level, it is observed that the latest Indonesian material focuses more on students on text-based language learning. Reporting from this, teachers certainly need good competence in understanding text-based syntactic analysis. So, it is necessary to develop syntactic teaching materials in the form of text-based modules, these modules will help students develop their competencies independently. The contents of this module will provide an explanation of the basic material regarding syntax which is also related to the analysis of the syntax of a text using the x-bar theory.

The profile of graduates sought by the resulting Indonesian National Qualifications Framework (KKNI) curriculum will be better if it is presented briefly and precisely so that students are able to achieve learning outcomes in the courses taken (CPMK). The learning outcomes have accumulated from knowledge and even have internalization, even have attitudes, skills and competencies achieved must be structured and cover certain fields of study through the educational process[7].

Observations and interviews that have been conducted by researchers also get the result that no syntactic modules are found that are directly linked to a text. Based on this, it will be difficult for students to determine and analyze a text from a syntactic point of view. Based on this phenomenon, the researcher believes that there is a need for a text-based syntax module using the x-bar theory.

The syntax course contains material related to sentence structure and the formation of words, phrases, and clauses. However, in reality when students are directed to determine the types of phrases and clauses in a text, they still find those who do not know the material. There are still many students who use inappropriate words, phrases, clauses and sentences. This is because in learning syntax courses the role of the lecturer only provides topics of discussion that will be discussed by students, so students are required to get used to independently looking for sources of teaching materials or modules that are appropriate to the topic. The weakness of this direction is that students are used to looking for literature sources only if needed or if the student is part of the presenter. The rest, students only listen to the delivery of material provided by fellow presenters without looking for other reading sources. This is what makes it difficult for students to understand or still often make mistakes in writing a clause in a text.

Based on the problems found, the researcher is interested in conducting research on "Development of a Syntactic Module to Improve the Competence of Indonesian Language and Literature Education Study Program Students, Medan State University". This study aims to (1) describe the process of developing text-based syntax modules; (2) describe the feasibility of text-based syntax modules; and (3) knowing the effectiveness of text-based syntax modules.

2 Literature

Teaching materials are an important tool used to achieve the target or goal of an educational achievement. Teaching materials are various forms of materials used in the learning process to assist teachers in their implementation [5]. Developing modules must pay attention to certain characteristics so that they can increase learning motivation. The characteristics of the module are self instruction, self contained, stand alone, adaptive, and user friendly [2]. The module also contains several components, namely, (1) activity sheet; (2) worksheets; (3) worksheet lock; (4) question sheet; (5) question sheet answer key [11].

Stryker and Tarigan, syntax in the study of the patterns by which words are combined to make sentences [20]. Syntax is the part of grammar that governs the form of strings by which language users make statements, ask questions, give directives, and so on. The study of syntax addresses the structure of sentences and their structural and functional relationships to one another [4]. Provides an introduction to the definition of syntax that syntax is a branch of linguistics (linguistics) that focuses on the study of sentences. Syntax is also known as the science of grammar. The science that focuses its studies on words, groups of words (phrases), clauses, and studies related to types of sentences [19].

Webster's Unabridged Dictionary Defines a word as the smallest independent unit of language, or one that can be separated from other such units in an utterance. Words can enter into grammatical constructions, such as phrases and sentences. Based on the syntactic category which also refers to word categories, phrases have the same type but are formed differently from words. The types are noun phrases, adjective phrases, verb phrases, and prepositional phrases [3]. A clause is a construction that has two words or even more than contains elements of predication, flat intonation when conveyed in spoken form, or in written form without punctuation. They also say that clauses will never stand alone, because clauses are intertwined within a sentence, both single sentences and compound sentences. However, a clause has the potential to become a sentence if it is given a final punctuation mark or intonation [6]. Simplifies the meaning of a sentence into the smallest part of speech or text (discourse) which grammatically expresses a complete thought. In oral delivery, the use of sentences is used by using pitches, interrupted by pauses, ending intonation and even followed by silence which makes it impossible for sound blending or assimilation [10].

The notion of the x-bar theory in the internal structure of different phrases with the language found the same pattern in each structure [16]. The X-Bar theory was first introduced by Chomsky by revealing that a phrase has the same structure and must be studied explicitly. The x-bar theory is part of the Government and Binding Theory which provides a description of the structure of a phrase in the inner structure of a sentence [14]. Lieber, Emphasizes that X-Bar theory, which initially only examines phrase structure, must further expand its application to sentence structure [15].

3. Material and Methods

The type of research used in this study is research and development which contains the development of syntactic teaching materials for second semester students of the Indonesian Language and Literature Education Study Program. One of the research methods that produces certain products is research and development (R&D). This development research will also test

the effectiveness of the product [17]. The method used in this research will also produce a product that becomes the development of an object of research and becomes the validity of the product. So the ADDIE model that has been developed by Branch in Sugiono [17] is used as the basis for this development research. The ADDIE model has five ongoing stages namely Analysis, Design, Development, Implementation and Evaluation.

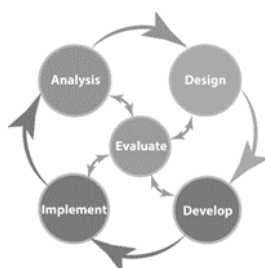


Fig. 1. Steps of Addie's Model Development Research

In the first stage, namely analysis, carrying out various activities to analyze the situation and the environment to find out what products should be developed. The second stage, namely the design stage, includes the activities of designing a product according to the needs. The third stage is the development section, being an activity that contains actions and even testing of a product to be produced. The fourth stage is implementation, at this stage the product is used after it has been tested. And the last stage, namely assessment or evaluation, is the most important stage because at this stage the activity evaluates the steps and products that have been made.

This research was conducted at Medan State University, Faculty of Languages and Arts, Indonesian Language and Literature Education Study Program. This research was carried out in the Even Semester of the 2022/2023 Academic Year which is planned to start from collecting data to writing the product as a whole. The subjects of this study were 36 students of Class D of the Indonesian Language Education Study Program Semester II. The research object studied was the syntax teaching materials for Class D Indonesian Language and Literature Education Study Program Semester II as many as 36 students.

This study uses a technique by collecting data using interviews, observation, questionnaires and tests. The data analysis technique in this syntax teaching material development research is in the form of quantitative and qualitative data. Quantitative data is found from questionnaires and tests that have been formed, while qualitative data is found from responses and suggestions given by experts, lecturers and even students after they directly use the teaching materials in the form of syntax modules that have been developed.

In determining the eligibility criteria of the teaching material in the form of a syntax module, the Likert measurement scale is used. The data is obtained by means of a numerical assessment which later these numbers are interpreted in a quantitative sense [18]. The following table presents the criteria for answers to instruments based on a Likert scale.

Table 1. Criteria for Instrument Answers based on the Likert Scale

| Assessment Weight | Score |
|-------------------|-------|
| Strongly Agree | 4 |

| | |
|-------------------|---|
| Agree | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

After determining the weight of the assessment of each questionnaire, an analysis of the questionnaire sheets was carried out based on the following steps:

- Accumulation of scores that have been obtained
- Calculate the overall average using the following formula.

$$\bar{x} = \frac{\sum x}{n}$$

Information:

\bar{x} = average

$\sum x$ = value amount

n = number of ratings

- Calculate the percentage obtained by using the following formula.

$$\%Score = \frac{score\ obtained}{\times 100\% highest\ score} \times 100\%$$

Interpret the percentage data obtained into a predefined criterion in the following table.

Table 2. Guidelines and Assessment Criteria for Interpreting Data

| Mark | Percentage Intervals | Criteria |
|------|--------------------------|-------------------|
| A | $81\% \leq x \leq 100\%$ | Very good |
| B | $61\% \leq x \leq 80\%$ | Good |
| C | $41\% \leq x \leq 60\%$ | Currently |
| D | $21\% \leq x \leq 40\%$ | A little not good |
| E | $0\% \leq x \leq 20\%$ | Not good |

In the research on the development of teaching materials in the form of syntax modules, the feasibility value that is acceptable to use is at least C with Moderate criteria. Based on several assessments that have been carried out by experts, subject lecturers and student questionnaires if they have met the minimum score set, namely a value of C with Moderate criteria, the development of teaching materials in the form of syntax modules for second semester students of Indonesian Language and Literature Education Study Program at Medan State University can be said to be feasible for production and use.

Calculating the effectiveness of the use of teaching materials in the form of syntax modules is carried out using the gain test with the following formula.

$$Gains\ index\ (g) = \frac{posttest\ score - pretest\ score}{max\ score\ (100) - pretest\ score}$$

From the results of the gain test, an interpretation of the effectiveness of the use of teaching materials in the form of the module is formed according to the following table.

Table 3. Interpretation of the Effective Use of Teaching Materials

| Big Presentation | Interpretation |
|------------------|----------------|
|------------------|----------------|

| | |
|-----------------|-----------|
| $g > 0,7$ | Tall |
| $0,3 < g < 0,7$ | Currently |
| $g < 0,3$ | Low |

The steps taken by the researcher to obtain the results of the pre-test and post-test are as follows.

1. Create multiple choice questions of 25 questions based on the suitability of the competency outcomes to be achieved.
2. Determine each score on each question to be assessed.
3. Correcting the results of student answers according to the score obtained.
4. The researcher obtained the results of the students' pre-test and post-test.

Then process the score results using the gain test.

4 Result

The research results presented in this chapter cover three things, namely (1) the module development process; (2) module feasibility results; (3) the results of the effectiveness of the Text-Based Syntax module for Second Semester Students of the Indonesian Language and Literature Education Study Program, Faculty of Languages and Arts, Medan State University.

1. The Process of Developing a Text-Based Syntax Module for Students of the Indonesian Language and Literature Education Study Program, Medan State University The process of developing teaching materials in the form of text-based syntax modules is carried out based on the ADDIE development model adapted by Robert Maribe Branch.

- a. Analysis Phase

Problem analysis is the first step of this research. The analysis of the problem found is that the teaching materials have not answered the Graduate Learning Outcomes / Subject Learning Outcomes that have been determined. This can be seen in the teaching materials used by students that are still diverse, no teaching materials are found in their entirety which includes material on Graduate Learning Outcomes / Eye Learning Outcomes Studying.

Then an analysis of the semester learning plan (RPS) was carried out which obtained the results in the form of an overview of the learning material that would be discussed in the lesson [22] . Based on the RPS analysis that has been carried out, the researcher develops sub-materials that are linked to the achievements of education study program students as prospective teachers in the future. The development of these sub-materials will not reduce the core material which forms the basis of students' knowledge of syntax courses. The CPL and CPMK that have been designed by the Indonesian Language Education study program at the University of Medan are very good. However, in this study the researcher provided an additional sub-material, namely "Application of Text-Based Syntax". The purpose of designing this additional sub-material will of course be related to the readiness of students as prospective Indonesian language teachers.

The results of the needs analysis questionnaire from the lecturers of the syntax subject in the Indonesian Language and Literature Education Study Program, Medan State University, received a total score of:

$$\%Score = \frac{36}{40} \times 100\% = 90\%$$

Based on the data found, it was described that the lecturers of the syntax subject in the Indonesian Language and Literature Education Study Program stated that they very much agreed with the need for teaching materials in the form of text-based syntax modules with an acquisition percentage of 90%. This provides an explanation that text-based syntax modules are indispensable for developing the abilities of students of the Indonesian Language and Literature Education Study Program, Medan State University.

In addition to lecturers, a needs analysis questionnaire was also given to PBSI D class students in semester II of the Indonesian Language and Literature Education Study Program, Medan State University. Student questionnaires are given to complete data or information about needs from a student's point of view. This student needs questionnaire was made via Google form due to learning syntax courses when the research was conducted online. The results of the text-based syntactic module needs analysis questionnaire from students in class PBSI D semester II of the Indonesian Language and Literature Education Study Program, Medan State University are as follows.

Table 4. Results of the Text-Based Syntax Module Needs Questionnaire for Semester II Students at Medan State University

| No. | Statement | Choice | Voter | Whole student | Persentation | | | |
|------------------------------------|---|---|-------|---------------|--------------|--|--|--|
| Existing Teaching Materials | | | | | | | | |
| 1. | There are interesting teaching materials provided by lecturers as syntax material. | 1 | - | 36 | 0% | | | |
| | | 2 | 4 | | 11% | | | |
| | | 3 | 26 | | 72% | | | |
| | | 4 | 6 | | 17% | | | |
| 2. | There is explanatory material by the lecturer regarding words, phrases, clauses and sentences. | 1 | - | 36 | 0% | | | |
| | | 2 | 4 | | 11% | | | |
| | | 3 | 14 | | 39% | | | |
| 3. | There is an application of syntax material to Indonesian language texts by lecturers of syntax courses. | 4 | 18 | 36 | 50% | | | |
| | | 1 | - | | 0% | | | |
| | | 2 | 3 | | 8% | | | |
| | | 3 | 22 | | 61% | | | |
| 4. | Teaching materials other than textbooks are needed to explain syntax material. | 4 | 11 | 36 | 31% | | | |
| | | The Need for Module Teaching Materials | | | | | | |
| | | 1 | 3 | | 8% | | | |
| | | 2 | 4 | | 11% | | | |
| 5. | Teaching materials in a more communicative language are needed to be given to students. | 3 | 11 | 36 | 31% | | | |
| | | 4 | 18 | | 50% | | | |
| | | 1 | - | | 0% | | | |
| | | 2 | 6 | | 17% | | | |
| 6. | A text-based syntax module is needed to be given to students in learning syntax. | 3 | 12 | 36 | 33% | | | |
| | | 4 | 18 | | 50% | | | |
| | | 1 | - | | 0% | | | |
| | | 2 | 6 | | 17% | | | |
| 7. | The availability of teaching materials other than textbooks | 3 | 11 | 36 | 31% | | | |
| | | 4 | 19 | | 53% | | | |
| | | 1 | - | | 0% | | | |
| | | 2 | 3 | | 8% | | | |

| | | | | | |
|--|--|---|-----|-----|------|
| | will help students' understanding of syntax material. | 3 | 13 | | 36% |
| | | 4 | 20 | | 55% |
| Material Requirements for Text-Based Syntax | | | | | |
| 8. | Syntax material needs to be taught to students especially majoring in Indonesian Language and Literature. | 1 | - | | 0% |
| | | 2 | 2 | 36 | 6% |
| | | 3 | 15 | | 42% |
| | | 4 | 20 | | 55% |
| 9. | The need for text-based teaching materials in the learning process of syntax. | 1 | - | | 0% |
| | | 2 | 5 | 36 | 14% |
| | | 3 | 14 | | 39% |
| | | 4 | 17 | | 47% |
| 10. | Students need text-based syntax material as preparation for becoming an Indonesian language teacher in the future. | 1 | - | | 0% |
| | | 2 | 4 | 36 | 11% |
| | | 3 | 12 | | 33% |
| | | 4 | 20 | | 55% |
| 11. | Text-based syntax material can improve the ability to analyze a student's text. | 1 | - | | 0% |
| | | 2 | 4 | 36 | 11% |
| | | 3 | 18 | | 50% |
| | | 4 | 15 | | 42% |
| 12. | Interested in teaching text-based syntax material. | 1 | - | | 0% |
| | | 2 | 3 | 36 | 8% |
| | | 3 | 15 | | 41% |
| | | 4 | 18 | | 50% |
| | | 1 | 3 | | 0,7% |
| | Amount | 2 | 43 | 432 | 10% |
| | | 3 | 183 | | 42% |
| | | 4 | 200 | | 46% |

Based on the data, it can be described that 0.7% of respondents stated that they strongly disagreed, 10% stated that they did not agree, 42% stated that they agreed, and 46% stated that they strongly agreed. Based on these percentage data, it can be concluded that students of the Indonesian language and literature education study program strongly agree with the formulation of text-based syntax modules in order to improve their skills in syntactic material.

a. Design

Product planning is done by determining the learning concept map. This module is designed with the aim that students are able to understand syntactic material packaged using a text-based approach so that students as prospective teachers have the readiness to become teachers in the future. The following describes the text-based syntax module design that has been developed.



Fig. 1. text-based syntax module framework

b. Development Stage

At this development stage, it begins with developing the syntax sub-material, which then designs a product in the form of a text-based syntax module. The next stage is to validate the product which will then continue to be revised according to the suggestions from the validator. After getting a valid product by the validator, product trials were valid product by the validator, product trials were carried out on students and lecturers in order to get responses to the products that had been completed.

Validation was carried out on 4 validators consisting of 2 material experts and 2 design experts. The material expert validator provides several suggestions and input to improve the product in the form of a text-based syntax module. Some of these suggestions are as follows.

- Improve the printing and presentation of the book
- Consistency and paralism in the use of language needs to be intensified
- Pay attention to the use of the –lah particle



Fig. 3. Instructions for using the module after revision

- There is a sequence of questions that do not match the level of difficulty



Fig. 4 Practice learning activities 1 after revision

The design expert validator provides suggestions for replacing and repairing several things in the design on the cover and writing the contents inside. Suggestions for products are more focused on the cover and appearance. The suggestions are as follows. Suggestions for text-based syntax module product covers.

- Layout harmonization needs to be changed to make it more attractive text-based syntax words
- The description on the final cover focuses on the contents of the module
- Add syntactically identical symbols
- Color needs to be considered again, try to find a good coloring between the text and the background color



Fig. 5 Cover after revision

Suggestions for module content

- Module size changed to B5
- Choose the appropriate font and layout so that the choice of font and numbering must be precise
- The font used is recommended to use an attractive font and harmonious colors

Due to the change in the size of the module which was previously designed to be A5 to B5, the number of pages in the module has also changed. Not only that, the font type that used to be Times New Roman was changed to the Bookman Old Style font which also affected the number of pages in the module and some of the appearance and contents of the material also changed. So that the change in the number of final hamana which originally numbered 139 pages changed to 105 pages.



Fig. 6 Final page after revision

Before conducting module trials on students, this text-based syntax module was also assessed in advance by the syntax subject lecturer at Medan State University. The assessment is in the form of qualitative data from response questionnaires/responses to text-based syntax modules and qualitative data from lecturer suggestions or comments. Based on the questionnaire that

was given, the lecturer in the syntax course gave suggestions to pay attention to the use of language again in the material.

a. Implementation Stage

After the product design has been validated and improved, the next step is product testing and product effectiveness testing. Products are given to all students to be applied and studied as teaching materials for syntax courses. However, before the syntax module was distributed to students, the researcher first took the pre-test data which contained questions related to the syntax material. The determination of research subjects was carried out randomly (random sampling). So the researchers took research data on PBSI D class students in semester II of the Indonesian Language and Literature Education Study Program, totaling 36 students. The following is an overview of student pre-test results before using text-based syntax module products.

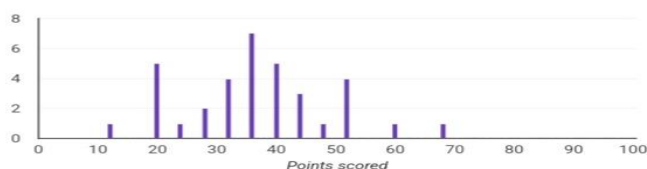


Fig. 7 Chart of Student Pre-test Results

b. Evaluation Stage

Evaluation is the final stage in this syntax module product development model. At this evaluation stage, the researcher carried out a post-test which was expected to be able to provide data on improving student abilities after students implemented independent learning using text-based syntax modules. Based on the post-test assessment data conducted on PBSI D 2022 class students, the following data description was found.

1. Feasibility of the Text-Based Syntax Module for Students of the Indonesian Language and Literature Education Study Program, Medan State University

The feasibility of this development research has a minimum value in the form of criterion

C (sufficient). These criteria were found based on the assessment results obtained from experts, subject lecturers and student response questionnaires. If a minimum grade of C (sufficient) has been obtained overall, then the development of text-based syntax modules for students of the Indonesian Language and Literature Education Study Program can be said to be feasible to produce and use. Following are the results of the feasibility analysis of text-based syntax modules.

Tabel 5. Material Expert Team Validation Results

| Evaluation | Respondents | | % |
|----------------------------------|-------------|------|--------|
| | 1 | 2 | |
| Content Eligibility Aspects | 3,75 | 3,82 | 94,64% |
| Presentation Feasibility Aspects | 3,8 | 3,7 | 94,64% |

| | | | |
|---------------------------------|-----|-----|-----|
| Aspects of Language Feasibility | 3,7 | 3,5 | 91% |
|---------------------------------|-----|-----|-----|

$$Final\ validator\ value = \frac{content + presentation + language}{3} =$$

$$Nilai\ akhir\ validator = \frac{94,64\% + 94,64\% + 91\%}{3} = 93,42\%$$

Based on the results of the material expert validation above, it can be concluded that the text-based syntax module is declared feasible/valid with the criteria of "Very Good" and obtains an overall average percentage of 93.42%. If it is separated according to the aspect, it appears that the validation value from the content feasibility aspect and the presentation aspect has the same average score, namely obtaining the criteria of "Very Good" with a percentage of 94.64%. While from the aspect of language get the criteria of "Very Good" with a percentage of 91%.

Design validation was carried out to assess the feasibility of the text-based syntax module design. Design feasibility is assessed based on graphical aspects. Following are the results of the validation by the two material experts.

Tabel 6. Material Design Expert Validation Results

| Evaluation | Respondents | | % |
|---|-------------|-----|-------|
| | 1 | 2 | |
| The physical size of the text-based syntax module | 3 | 4 | 87,5% |
| Text-based syntax module cover design | 3,2 | 3 | 78% |
| Text-based syntax module content design | 3,5 | 3,6 | 92% |

Based on the validation results of the design experts, it can be concluded that the text-based syntax module is valid with the criteria of "Very Good" and obtains an average percentage of 85%. The average percentage is obtained from the module physical size assessment indicator of 87.5% with "Very Good" criteria, 78% of the cover design assessment with "Good" criteria, and 92% of module content design assessment with "Very Good" criteria.

Based on the results of the overall response/response by the lecturers of the syntax course at Medan State University, the text-based syntax module was declared feasible/valid with the criteria of "Very Good" with a percentage gain of 94.4%. The total is found the average yield day of each aspect. The average score from the display aspect gets a score of 87.5% with the "Very Good" criteria, the content aspect gets a score of 95.8% with the "Very Good" criteria, and the module benefits aspect is 100% with the "Very Good" criteria.

Tabel 7. The Results of The Module Trial to Students

| Evaluation | Individual Trial Results | Small Group Trial Results | Limited Field Trial Results |
|---|--------------------------|---------------------------|-----------------------------|
| Material aspects of the text-based syntax module | 93,5% | 93,6% | 86,1% |
| The language aspect of the text-based syntax module | | | 85,9% |
| Aspects of interest in text-based syntax modules | 87,5% | 91,9% | 83,8% |
| | 98,3% | 92,5% | |
| Average | 93,2% | 92,7% | 85,3% |
| Category | Very good | Very good | Very good |

Based on the results of research on module trials that have been carried out several times on students, it can be concluded that the developed text-based syntax module is feasible/valid with the criteria of "Very Good". This proves that the text-based syntax module is appropriate for students to use as learning material independently.

2. The Effectiveness of the Text-Based Syntax Module for Students of the Indonesian Language and Literature Education Study Program, Medan State University

The product effectiveness test is carried out by giving tests to research subjects to measure student learning outcomes before and after using the developed product. The effectiveness of using text-based syntax modules for second semester students of the Indonesian Language and Literature Education Study Program can be seen from the results of the pre-test and post-test activities through the gain test. This test only involved students in one class which was taken randomly, namely PBSI D 2022 class.

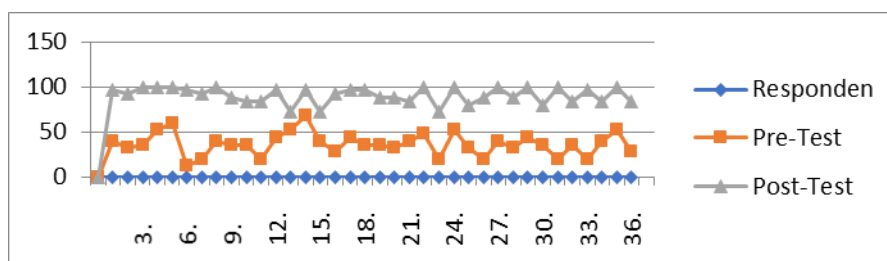


Fig. 9. Acquiring the Pre-Test and Post-Test Results of the Text-Based Syntax Module

Based on the results of the pre-test and post-test, it can be concluded that the average score of the pre-test results in the activity of answering objective tests in the form of multiple choice on text-based syntax material for 36 students is 36.8. While the average post-test results of 36 students scored 90.8. From these results it appears that the change in average value greatly increased, so that the text-based syntax module was able to improve the syntactic abilities of students of the Indonesian Language and Literature Education Study Program, which were initially 36.8 to 90.8.

Then a gain test is carried out to see the effectiveness of learning using a text-based syntax module. The results of obtaining the gain test on 36 students are as follows.

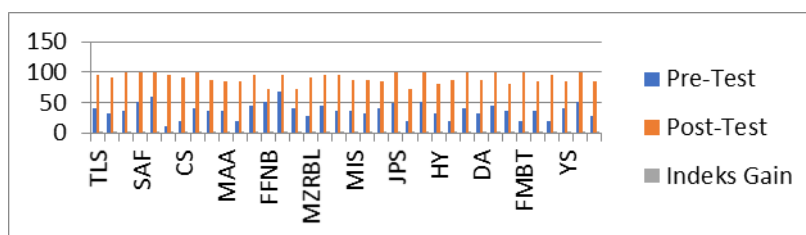


Fig. 10 Obtaining Gain Test Results

Based on the data from the gain test results above, it can be concluded that the results of the effectiveness test obtained through the gain test as many as 4 students showed moderate

effectiveness criteria and as many as 32 students showed high effectiveness. Meanwhile, from the data acquisition, the average gain index gets a score of 0.86 with high effectiveness criteria

5 Discussion

The developed text-based syntax module is able to help lecturers and students in the learning process. Students will find it easier to understand syntax material through the x-bar theory method. The x-bar theory applied to discourse or text makes it easier for students to determine the types of words, phrases and clauses. The application of text-based syntax also supports increasing the knowledge and skills of students as prospective teachers so that it is easy to determine the structure and linguistic characteristics of a text. 'Provides an internal structure of prepositional phrases in Indonesian which are then formed by complements, adverbs, and specifiers' [9]. The x-bar theory explains a general structure of phrases that are presented in the X-Bar scheme [8]. So that the x-bar scheme will help students as prospective teachers understand the syntax material better.

Analysis of the semester implementation plan results in the development of sub-materials but does not reduce the core material which forms the basis of students' knowledge of syntax courses. The sub-material developed is in the form of an addition, namely "Application of Text-Based Syntax". Needs analysis through questionnaires given to lecturers and students came to the conclusion that Indonesian language and literature education study program students really need the development of text-based syntax modules in order to improve students' skills in syntax material.

The results of the research on the design conclude that the designed design is attractive and complete in accordance with the general arrangement of modules. This text-based syntax module is packaged in a printed and electronic module in the form of a pdf that students can use easily. The print module size is B5 with the contents of the manuscript using the 11pt "Bookman Old Style" font.

The results of the research at the development stage were carried out starting with the development of the syntax sub-material, which then designed a product in the form of a text-based syntax module. Furthermore, product validation is carried out which will then continue to be revised according to suggestions from the validator. After getting a valid product by the validator, product trials were carried out on students and lecturers in order to get responses to the products that had been completed.

The results of the implementation appear in the pre-test assessment and the application of text-based syntax modules. Students complete the pre-test before using text-based syntax module products. The results of the pre-test conducted by students obtained student assessment data that did not achieve completeness. So the researchers continued the product introduction stage and directed the use of the product to PBSI D 2022 class students. The results of the research on this evaluation stage showed that the text-based syntax module was able to improve the abilities of Indonesian Language and Literature Education Study Program students.

After the text-based syntax module has been developed, the next step is to carry out module validation by experts and testing it on students. The feasibility test was carried out on 4 aspects of the assessment in accordance with the BNSP, namely (1) content feasibility; (2) presentation feasibility; (3) language feasibility; and (4) graphic feasibility.

Teaching materials in the form of modules will provide an overview of the basic competencies to be achieved by students, modules look much better than other handbooks, this

is because modules are easy to understand, display interesting even equipped with illustrations [12].

In addition to validation by experts, responses were also requested from lecturers in syntax courses. Furthermore, product trials were carried out 3 times, namely individual trials, small group trials and limited field trials. After the trial, a questionnaire was given to students to provide responses to the text-based syntax module. Feedback from students is needed to determine the usefulness and ease of use of the module. "A teaching material will be useful if it is easy to use and able to increase students' learning motivation" [12].

Based on the score obtained from the validator, a lecturer in syntax courses, it was concluded that the text-based syntax module was declared feasible to use. Meanwhile, based on the data obtained from individual, group and limited field trials, it showed that the text-based syntax module received a positive response from students.

Development research was carried out not only to student responses, but research was carried out to test students' abilities, understanding and skills in the text-based syntax module that had been developed. After students use text-based syntax modules in learning, students' abilities, understanding and skills increase. Improvements in students' abilities, understanding and skills can be seen from the results of the pre-test and post-test conducted. "The development of teaching materials is a form of teaching and learning activity and process that can make learning better" [13].

Based on the results of the pre-test and post-test, it can be concluded that the change in average value greatly increased, so that the text-based syntax module was able to improve the syntactic abilities of Indonesian Language and Literature Education Study Program students, from 36.8 to 90.8. The increase in test results is evidence that text-based syntax modules are able to have a positive impact on student learning outcomes. This is in accordance with the principle of developing teaching materials conveyed by Tomlinson [21], namely teaching materials must have an impact.

6 Conclusion

This study uses the ADDIE development model adapted by Robert Maribe Branch. The research that has been carried out produces text-based syntax modules to improve the competence of Indonesian Language and Literature Education Study Program students with very good criteria from material validators, design validators, lecturer responses and have gone through individual product trials, small group tests and large group tests are limited so that according to the material needs and student competencies.

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