The Feasibility of Syntactic Teaching Materials Development through IFDAD Model

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Abstract. The article was concerned with the use of IFDAD model for developing the syntactic teaching materials. The research aimed to describe the feasibility level of materials development. The research instrument which had been used consisted of 16 questionnaire items. The five experts were expected to assess the prototype of syntactic materials developed through the given model. The data which had been organized were analysed by using a mean percentage. The research results revealed that the feasibility of teaching materials development through the given model reached the average percentage of 83.05%. Based on the indicators which had been used to measure the four variables, it was indicated that the appropriateness percentage of each variable was great, namely the appropriateness of contents (86.00%), the appropriateness of language (91.25%), the appropriateness of presentation (75.00%), and the appropriateness of graphic (80.00%). The implementation of the research was to expose the feasibility of materials development for teaching the English syntax.

1. Introduction

The article is examining whether or not the syntactic teaching materials which have been developed through the guidelines provided by the IFDAD model are conveniently used for the subject of Syntax. This subject is one of the structural linguistics that should be included in the curriculum of English department. In learning Syntax, the lecturers provide the materials including independent and dependent clauses with their own parts. The materials intended to be discussed are the teaching materials which have been evaluated by the experts for the sake of determining feasibility based on the particular aspects.

For the purpose of meeting the students’ needs and improving their proficiency in learning English as a foreign language in Indonesia, the teaching materials should be well-designed. The use of IFDAD model is an alternative model which can make the teaching materials fruitful, attractive, and suitable for the English department students at the university. The IFDAD model has the definite phases that should be applied in the materials development. The phases are as follows: to identify the students’ needs, to formulate the learning objectives, to describe the taxonomy of objectives, to analyse the
general characteristics, and to determine the learning process. Each of these objects has sub-divisions to be recognized in designing the teaching materials.

In connection with the above statements, the teaching and learning process of English needs the instructional materials. The instructional materials are necessary to develop for producing good products. Hence, good products that can motivate the students to learn should undergo the process of need analysis. Need analysis can be depicted as the underpinning to do next phases in designing the instructional materials [1]. The ASSURE model puts ‘analyse’ as the first phase in developing the instructional materials, and then it is followed by the other phases (state, select, utilize, require, and evaluate) [2]. Then, the ADDIE model of instructional design consists of five phases, i.e. analysis, design, development, implementation, and evaluation [3].

The areas of Syntax cover the English phrases and clauses. A phrase is a word or a group of words that form a particular meaning grammatically. The phrase may identify a referent, indicate the action, modify, or qualify grammatical elements in sentences [4]. Words are organized into phrases, groupings of words that are clumped as a unit and a sentence can be modelled as a set of phrases [5]. The previous study found that the phrase is significantly importance to analyse the distribution clause using machine translation [6].

The English phrases have various divisions, i.e.: noun phrase (NP), verb phrase (VP), adjective phrase (AdjP), adverb phrase (AdvP), and prepositional phrase (PrepP). It is stated that the subject function is normally filled in by an NP; the predicate function is always filled in by a VP; the object function may be filled in by either an NP or a PrepP; the complement function may be filled in by either an NP or an AdjP; and the adjunct function is filled in by an AdvP, a PrepP, or an NP [7].

In learning a language, the matters of competence and performance are obviously necessary to notice for getting the progress [8]. Both competence and performance should be achieved by the students in order to be successful. The expert also states that the knowledge of linguistic structure is referred to as competence, whereas the realization of this knowledge in actual event is called performance [9]. Therefore, we need to pay attention to the matters of competence and performance to be achieved by the students in the teaching and learning process.

2. Methods
In collecting the data, the questionnaire items were used. The items consisted of four main components; they were the appropriateness of contents, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic. Each had its own sub-components, so that the research instrument consisted of 16 items. The main components were recognized as the research variables and the sub-components were done as the indicators to measure the variables. To examine the indicators, there were four choices that had been provided: Numbers 1 for very low, 2 for low, 3 for good, and 4 for very good.

There were five lecturers who had been considered as the experts to evaluate the feasibility of the draft of syntactic materials developed through the IFDAD model. Based on the results of choices decided, the data were counted and organized. The data which had been ready were analysed by using a mean percentage.

3. Results and Discussion
The findings explore the components of feasibility degree of syntactic teaching materials. The components consist of main components as the research variables and sub-components as the indicators to measure the given variables. Table 1 as follows shows these components of the feasibility with their quantity and percentage.

| No | Components | Q   | %  |
|----|------------|-----|----|
| 1A | The Appropriateness of Contents | 17.20 | 86.00 |
| A  | The suitability of competency standard and basic competency | 18   | 90.00 |
It has been explored in Table 1 about all components of feasibility: main and sub-components. There are four main components and these components are considered to be the variables as put in Table 2. The sub-components are calculated as the indicators to measure the variables, respectively. All indicators strongly support the feasibility of the teaching materials developed through the IFDAD model. This model is accurately used to design the teaching materials for the English Syntax.

There are three components that are included as the greatest feasibility to be used in teaching the English Syntax (95.00%). They are concerned with the suitability of students' daily lives, the accuracy of the English vocabulary, and the accuracy of the English grammar. A language from the aspect in use is considered as an instrument for communication, so that this case makes the lecturers and students interested in using the materials. Besides, the materials also assist the students to increase their vocabulary and to improve their grammar. Vocabulary is a list of words and the word is the core of language. The first thing to notice in learning a foreign language is to increase vocabulary. The largest number of vocabulary to be possessed by a person will be the greater possibility to do the tasks in communication. The use of materials is also expected to improve the grammatical items of the language. These items may cover the parts of syntactic substances that are very crucial for the students to know.

Further, the four components which are in the degree of 90.00% are the suitability of competency standard and basic competency, the suitability of students’ needs, the use of effective language, and the analysis. It is essential to know the prior knowledge belong to the students, so that the starting points in learning are clear. The case of competency standard and basic competency is suitably achieved in the given materials. Then, the use of materials is also very suitable for the students’ needs. In designing the teaching materials, the students’ needs and their proficiency are very important to know. Whenever the materials are needed, the participants of any lecture will get strong motivations and positive attitudes. Thus, the teaching and learning processes in the classroom are very attractive. Besides, the materials will contribute pieces of language that are effective. The message of any expression which is constructed in effective language will be conveniently accepted by the audience. For the completeness of the materials, more examples of analysis should be provided. It must be exposed that the materials contain three kinds of analysis; they are the use of brackets, tree diagram, and immediate constituents.

The next components used as the indicators are concerning the clarity of spelling and punctuations and the use of font and size (85.00%). Good writing should contain correct spellings of the words and
correct usages of punctuations. In evaluating the drafts, the experts only find a few of spelling and punctuation errors and those errors have been corrected. The materials are printed in Times New Roman with Size 12. These two components are in a good category. And, Table 2 as follows focuses on the main components as the variables of feasibility of the teaching materials.

### Table 2. The variables of feasibility of the teaching materials

| No | Variables                           | Q   | %   |
|----|-------------------------------------|-----|-----|
| 1  | The Appropriateness of Contents     | 17.20 | 86.00 |
| 2  | The Appropriateness of Language     | 18.25 | 91.25 |
| 3  | The Appropriateness of Presentation | 15  | 75.00 |
| 4  | The Appropriateness of Graphic      | 16  | 80.00 |
|    | Total                               | 66.45 | 332.25 |
|    | Mean                                | 16.61 | 83.06 |

Table 2 contains the main aspects which are provided as the variables of feasibility of syntactic teaching materials. The percentage of the appropriateness of language takes the greatest degree; that is 91.25%. It means that the materials which have been developed are in the state of feasibility from the language aspect. The next aspect is concerned with contents. The contents of syntactic teaching materials are appropriate (86.00%). The materials from the graphic aspect are also appropriate (80.00%). The last aspect is related to the presentation of materials which indicate the percentage degree of 75.00%.

It can be concluded that the teaching materials which have been developed for the English Syntax as a part of structural linguistics have greater advantages to be used. The materials are really feasible to use for this subject (83.06%).

### 4. Conclusions

The making of teaching materials is very crucial for meeting the students’ needs and improving their capabilities in learning the English subjects. The use of IFDAD model makes the materials attractive, appropriate, and suitable for the students majoring in English. The materials have been designed by recognizing the phases recommended in this model. The phases are to identify the students’ needs, to formulate the learning objectives, to describe the taxonomy of objectives, to analyse the general characteristics, and to determine the learning process. The teaching materials for the English Syntax have been successfully made by the aid of the model. The teacher-produced materials for teaching the subjects are very fruitful, for the materials are really based on the conditions of students’ needs and their proficiency. It is suggested that the model be used for other teaching materials development.

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