

INCORPORATING LINGUISTIC LANDSCAPE INTO ENGLISH WORD-FORMATION TASK IN AN ENGLISH MORPHOLOGY COURSE

Siusana Kweldju

(siusana.kweldju.fs@um.ac.id)

Universitas Negeri Malang

Jl. Semarang No.5, Malang, East Java, Indonesia, 65145

Abstract: This exploratory case study focuses on the development and implementation of a task called the *Inventive English Word Formation in Public Spaces* for an undergraduate English Morphology course within the English Language Education program of a university in Indonesia. This task was created based on students' feedback that they disliked the typical memory-based test, which was reported to have a significant strain on them. In that regard, this task was developed to replace the teacher's lectures and achievement test to increase students' learning engagement and understanding of the Word Formation theory. Students were asked to morphologically analyze how Indonesian people invented new English words in commercial signs in linguistic landscapes. Sixty students were involved in the task and they were put into groups of four. Each group was assigned to write a paper reporting how they identified and explained the types and subtypes of word-formation of the invented names. The findings suggested that although students found that the task was more meaningful and engaging than the usual learning procedure, the papers they produced showed that they were still not ready for the demand of academic reading and research skills associated with the task. This task, however, promises positive avenues that can be improved and explored in future studies.

Keywords: morphology course, word formation, linguistic landscape

DOI: <http://dx.doi.org/10.15639/teflinjournal.v32i1/29-49>

Based on my three years' experience as an English morphology instructor in the English Department of a university in Indonesia, I found that most sophomore students did not achieve more than 70 percent coverage in their morphology tests. The feedback that I received over those years showed that the course was essential for them, yet they found that it was tedious and

difficult. Students expected that the theoretical content course would be like the English proficiency courses that they were already familiar with in high school and in their freshmen year. Students also indicated that they disliked the memory-based tests that put a significant strain on them, mainly because of the campaign against memory-based learning and the priority of teaching critical thinking skills using discovery-inquiry learning (Prensky, 2001; Svinicki, 1998; Tompo et al., 2016). However, it is important to note that memorizing activities that aim at building the necessary theoretical foundation is still crucial in initial linguistics courses. This memorization-based knowledge can later be beneficial for students' critical thinking and problem-solving skills needed for the more complex and advanced linguistic courses in the following years. This can also help prepare students to become English teachers (Kweldju, 2020).

In response to the students' feedback, an inquiry-based innovative learning task called the *Inventive English Word Formation in Public Spaces* (IEWF) focusing on English word formation was created in this study to replace classroom lectures (Brown, 2006; Druckman & Ebner, 2018; Jones, 2009). Instead of being asked to attend lectures, students were invited to produce a college paper in a team of four. The task was made more meaningful and exciting for students in order to improve their study skills and to connect classroom learning to the English morphological phenomena found in the Indonesian linguistic landscape, that is, the real world outside the classroom. This task was geared to develop students' research skills, to think analytically and synthetically, and to evaluate information (Karakoç, 2016). By doing so, they can improve their morphology course achievement (Enesi, 2017). This will also help them get ready to face the novel and complex issues in the real world (Newell, 2010; Noguera, 2017).

The aim of this study was three-fold: firstly, to develop and implement an innovative English morphology task; secondly, to investigate whether the innovative task could help students improve their morphology learning performance as shown by the quality of the essay; thirdly, to understand the real problems students had in performing the innovative task in their English morphology course. Actually, there is very little literature on this issue. Thus, the present study will encourage other researchers to obtain more insights in the instruction of morphology.

Commercial Naming Practices in Indonesian Linguistic Landscape for IEWF

By the end of IEWF, students were asked to submit group papers after morphologically investigating the newly created English commercial names in Indonesian city signage. In spite of the Law No. 24 of 2009 on Indonesian language, today, newer shops, cafes, and restaurants that have received a visual makeover tend to use English or pseudo-English names. This shows that the prominent presence of English as the world's number one branding language (Kweldju, 2015) is highly visible in the public space of Indonesia, such as in billboards, commercial exterior signs, and shopfront signs, such as *Cyber Mall*, *Malang Town Square*, *Palm Tree Cafe*, and *Angler Guest House*.

Sometimes the commercial names are coined by combining English and Indonesian morphemes or lexemes to produce cross-linguistic compound words or hybrid. Under this strategy, English is used for its appeal, and Indonesian is used to express communicative value and nationalism. One example is the blended name of an online shop in Indonesia: *Tokopedia*. *Toko* means shop in Indonesian, while *pedia* is the back part of the word *encyclopedia*. The strategy makes businesses more fashionable and attractive to buyers, especially for middle-class customers and young people. In this way, Linguistic Landscape (LL) is an easy and enjoyable way for students to link their content knowledge on English word formation they learned in the classroom to the real-life word-formation process in LL as their fieldwork (Lazdina & Marten, 2009).

The study of LL is a relatively new area, which is derived from several academic disciplines such as applied linguistics, sociolinguistics, anthropology, sociology, psychology, and cultural geography (Ben-Rafael et al., 2010). This area of study can provide a learning space for children to develop their literacy and for second language learners to contextually learn a second language. The term LL was first used by Landry and Bourhis (1997), in which it was defined as the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings to form the Linguistic Landscape of a given territory, region or urban agglomeration.

Word Formation Processes in Linguistic Landscape

Various types of word-formation processes are found in commercial signage. Brand names were creatively made using well-selected lexemes, considering their phonological and semantic uniqueness (Chan & Huang, 1997). For example, the compound *cakeversity* is invented by a baking school in Surabaya as a secondary text on a sign. Orthographically, it belongs to the subtype of a closed compound, and in terms of the semantic headedness, it belongs to the endocentric compound. In English, closed compounding is a word formation process in which two or more lexemes or free morphemes are meshed together to create a single new word with no space and unhyphenated. It is also endocentric because the lexemes *versity* is considered the head of the compound, while *cake* functions as the modifier for *versity*.



Figure 1.
A baking school in Surabaya



Figure 2.
A leather good shop in Lippo Village

Concerning the functional analysis, combining the morphemes *cake* and *versity* brings up connection with the word *university*, which means higher-learning of different fields of studies in one place. The association suggests that the baking school offers a huge variety of baking-arts learning opportunities. The English name *cakeversity* also highlights that it is not an ordinary training institution for amateur enthusiasts, but a place that prepares professionals who want to keep themselves up-to-date in the trends and techniques in the industry. It also suggests that the trainees should be proud of themselves to join the university-like baking school.

Another example of compounding is *Fullhardy*, found as a primary text on a sign in Supermall Karawaci, Tangerang. *Fullhardy* is a national leather-goods

manufacturer specializing in antique fashion style. Besides being a closed, endocentric compound word, the name *fullhardy* is also a homophone for *foolhardy*, when it is pronounced by an Indonesian, because Indonesian language only has the sound /ʊ/ for *full* and does not have the long /u:/ for *fool*, as pronounced by the native speakers. The homophonic pun is a stimulating wordplay that gives a humorous effect to the audience who know English. Fullhardy consists of two elements *full* and *hardy*. *Hardy* means tough, a strong quality that can endure extreme conditions, harsh weather or unfavorable situations. Using the name *fullhardy*, this company wants to emphasize that its products are made of high-end materials, and outstanding for their workmanship. *Foolhardy*, in contrast, means unwise and silly for ignoring obvious dangers by being too bold. In spite of its negative meaning, the word foolhardy is popular among gamers, and it is also used for the title of a book, written by Alex Noronha.

The Development of IEWF based on the *Significant Learning Model*

To help students develop a sustained engagement in producing their group papers, the present IEWF academic task was developed through a significant learning model. A significant learning model (Fink, 2003) requires learners to be self-directed and to be able to develop a deep curiosity for their own active learning. Teachers do not collect information on a given topic and give it to students. Students are personally engaged during the development of the topic and are able to meaningfully establish permanent connections between the content knowledge and their real-life context of learning, which creates an in-depth and sustained active learning. Classroom instructions are not based on teachers' lecture and guidance during discussions, as instructions shift from a content-centered approach, or what to learn, to a learning-centered approach, or how to learn. Instructions are given by integrating in-class and out-of-class activities. As a result, the class is expected to have high energy to achieve high-quality learning not only for the courses they currently take but also for their future personal, social, and professional life experiences. They do not only achieve some learning but also reach the level that they can and should achieve.

Morphologically-Motivated Word Formation Process

The English morphology course covered a range of topic areas. Still, the present task was only on the topic of word formation, because among other

topics, it is the readiest area for real-world activities that link in-class and out-of-class learning experience. In the word-formation process, complex words are morphologically motivated and systematically formed from simple words, and they partially keep the denotational link between the newly formed and the original base morphemes. The most frequent types include acronyms, clipping, and blending (Ungerer, 1991). The other types include compounding, borrowing, coinage, acronym, initialization, inflection, derivation, clipping, back-formation, onomatopoeia, and cliticization.

In the study of linguistic signs, there are triadic classifications of motivation: phonetic, morphological and semantic (Ullman, 1962). Among the three, morphological motivation is the most frequent and ready phenomenon (Ungerer, 1991). The compound word *school bus*, for example, is formed from the morphemic signifiers *school* and *bus*; *hand sanitizer* is from *hand* and *sanitizer*. The phonetic motivation to form onomatopoeia is very rare; while the semantic motivation to form idioms, metaphors, and metonymies may need more repetitions of use in order to connect its figurative sense stronger to its literal sense (Lipka, 1992), e.g., *hood* (of a car), *tongue of a bell*, and *rubber* (condom).

METHOD

Participants and Key Components of the IEWF Model

Sixty students from two classes of a two-credit English Morphology Course became the participants of the exploratory case study. The course included eight different topics that were carried out in 16 sessions. IEWF was performed as the fifth topic of the course. It was developed based on a significant learning model instruction that consists of four key components: knowledge, purpose, interaction, and management (Fink, 2003, 2007). Each component is defined in the following.

- (a) The knowledge was the types and subtypes of the English word formation process.
- (b) The purpose was writing a college paper for which: first, students collected the newly invented words used as commercial names in a linguistic landscape; second, they correctly identified the word-formation types and subtypes of the words; third, they morphologically explained and/or interpreted the meaning of the commercial names.

- (c) The interactions included the teacher's PPT presentations in class supported with handouts and demonstration, question-and-answer sessions in the classroom, class discussions, monitoring of students' collaborative learning and group work, question-and-answer sessions through text messages, and students' interactions among themselves in groups.
- (d) The management was to help students manage their own learning. At the initial stage, the teacher ensured that students were in teams of four; that each team had made a good decision upon what city to investigate; and gave clear examples of how to collect correct morphological data, as well as analyzed and discussed them in the papers.

Teacher's Explanation about the Task Requirement and Levels

The students were grouped into 15 teams of four. Each team should submit a college paper in three weeks and do a group presentation in 10 minutes. In the paper and during the class presentation, students demonstrated their analytical and critical skills and ability to gather information through their in-depth library research to support their arguments.

During the task, the teacher made everything as clear as possible for the sake of transparency. Transparency was not intended for spoon-feeding, but for promoting students' self-regulatory capacity (Balloo et al., 2018) and for motivating the students to pursue excellence.

Although the instructor assumed that most students had fairly limited college writing experience, after being provided with sufficient guidance, they were supposed to accomplish the task by themselves in their own teams. Paper writing has an academic component, for which critical thinking and rigorous research are very crucial for both fact findings and developing ideas and reasoning (Mallia, 2017). Thus, it was not only a task in which students were supposed to spend their time collecting invented trade names, but also to use the ability of analysis, evaluation, drawing on relevant theories, and presenting ideas.

To do the task, the teacher explained the concept of LL, gave the format of the college paper to submit, explained the overall task with its steps, gave the examples, and showed how to do the word-formation analysis and how to report it. The steps included in the task are as follows:

Step 1: Each team chose which city in Indonesia they decided to explore. As most students hardly had the financial means and time to travel to

those cities, they could virtually explore the cities through Google Maps (Kweldju, 2018a, 2018b). Each team collected 10 business names.

- Step 2: Students conducted scholarly research to deepen their knowledge about the types and subtypes of the word-formation process. The teacher gave the students a handout of eight types of word formation, and students were supposed to collect more types and subtypes, completed with the definitions and examples. For example, compounding is a type, but students should get more information that it has four subtypes, such as rhyming compound, endocentric, exocentric, and copulative compound.
- Step 3: Students identified the types and subtypes of the collected invented words.
- Step 4: Students did general interest and popular research to get information about the origin and the recognizability of the invented words they collected as international, national, or local brands. An international brand is like *Facebook*; national is like *Traveloka*; and a local brand of a city is like *Black Castle*.
- Level 5: Supported with wide and relevant reading, students conducted functional analysis about the in-depth ideas behind the creation of the business names.

Data Collection and Analysis

To explore the students' accomplishment of the task, data were collected through a short questionnaire, classroom observations and students' college papers. The questionnaire consisted of four questions which concerned the students' perception of the English Morphology course and the IEWF task. The first three questions asked the students to indicate their views on the importance of the morphology course and their interest in studying it, as well as what they liked and did not like about the morphology course. The other question asked the students whether they liked the IEWF task given and the reasons for their answers. All answers in the questionnaire were analyzed by generating percentages of responses and common categories of answers. The observations were conducted during the three weeks the students working on the task in groups to find out how they responded to the task. The college papers were the main source of the data as the researcher thoroughly examined

the 15 papers collected by the groups of students to analyze their work in terms of quality of the morphological analysis they had done.

FINDINGS AND DISCUSSION

Findings

Students' Perception of the English Morphology Course and the IEWF Task

The 60 students in the study reported that the importance of the morphology course was as high as 89.3 percent, and their interest in studying was as high as 68.8 percent. Eighty percent of the students said that the morphology course was theoretical and difficult, and that they should put more effort into learning, memorizing important terms and concepts. The other 20 percent of the students indicated that the reason for their lack of interest was because they were slow to learn, confused, and were not interested in reading theoretical materials. However, 70 percent of the same students said that they were interested in the course because they could improve their English, the structure of words and word formation, and learned a lot of new things, while 30 percent of them said that they liked the course because it was interesting, useful, challenging, and was the foundation for other courses.

When students were asked whether they liked the morphology task given to them, all of them (100 percent) gave positive answers. They said that they could not stop exploring LL using Google Maps after they started using it; they were aware that many things were revealed in LL that they used to ignore. Some of their responses were: a new way to learn morphology; interesting, very innovative, stress-free, realistic, helping them to visit new places, and to know how creative Indonesian business people were in coining new English words.

Students' Process in Completing the Task in the Classroom

The observations conducted when the students were working in the classroom to carry out the task confirmed the results of the questionnaire with regard to the students' perceptions of the task. The 15 teams of students appeared to be engaged in the use of Google Maps, and respectively reported the cities they investigated: Nusa Dua and Ulu Watu; Kuta, South Jakarta, Puncak, Central Jakarta, Surabaya, Semarang, Bandung, Yogyakarta, Palangka

Raya, Bogor, Samarinda, Tangerang, Makassar, and Denpasar. However, during the observed process, the teacher found that the students:

- (a) did not find more types and subtypes of word formations from literature; they were excited and absorbed to use Google Maps to collect invented commercial names,
- (b) still did not know the basic concept and the structure of English compound words, as contrasted to free phrases. As a result, the teacher gave them some explanation and asked them to do more library research.

Numbers of Business Names Collected and Incorrect Identification

Fifteen papers were submitted by 15 teams of students. In total, 150 business names were collected. Thirty-nine trade names (26%) collected were actually not uniquely and newly invented by Indonesian business owners, as they are already entry words in either general or slang dictionaries, or have become widely known names, i.e., *Trafique*, *Neverland*, *Gingersnaps*, *Happy Puppy*, *Reading Room*, *Common Ground*.

Analysing the students' submitted final papers, it was discovered that among the 15 papers collected, only three papers included all the necessary parts. The commercial names submitted totaled 150, but only 77 names were identified by the students. Forty-nine percent were not identified at all. Among the 51 percent of names identified, 49 of them (62%) were correctly identified, while 28 names (38%) were faultily identified. Students were inclined to identify all business names as compounding.

As examples of wrong identification, a team found *Candylicious* and *Durianlicious* in Kuta, Bali; another team found *Pizzalicious* in Yogyakarta, and still another team found *Wafflelicious* in Karawaci, Tangerang. The three teams identified *candylicious*, *pizzalicious*, *durianlicious*, and *wafflelicious* as the products of blending. While two teams did not provide any in-depth reasoning for their identification, one team had the opinion that the blends of *candylicious* and *durianlicious* were formed by the pattern $AB + CD \rightarrow AC$ (Plag, 2003).

Another example is a team of students that found a waterpark in Nusa Dua Beach Bali called *Surf & Turf*. The team faultily identified it as borrowing because they said that the word *turf* was Hindi in origin, meaning a surface ground containing a mat grass.

Students' Superficial Analysis of Types, Subtypes, Origins, and Functional Analysis with Examples

Students did not continue with a thorough identification of the sub-types of the invented trade names. Only four business names (2.7%) were analyzed further by students to their sub-types.

Four teams of students found *Warunk Upnormal*, respectively, in South Jakarta, Bandung, Makassar, and Puncak-Bogor. Three out of the four groups only paid attention to how *Warunk* was spelled and identified it as *creative respelling*; they skipped analyzing *Upnormal* and the combination of *Warung* and *Upnormal* as a unit of a new name. They also overlooked the wordplay of *Upnormal* and did not have anything to say about *Warunk*, an Indonesian word for an eatery. The other examples that students identified as creative respelling without further analysis include *Me and Mee* and *Kampoeng Steak*.

Two teams of students exploring South Jakarta found a coffee shop called *Trafique*. Both teams identified the word-formation as respelling. One team superficially commented that the spelling gave the feeling of being cool and modern. The other team made a comment that the coffee shop owner wished that the shop could be crowded with customers, like a thick or dense traffic in a city. Similar to *trafique*, a team found *Bambootique* in Palangka Raya and identified it as respelling, without giving any further functional analysis.



Figure 3.
An example from Bandung by a team of students



Figure 4.
An example from Semarang by a team of students



Figure 5.
An example from Makassar by a team of students



Figure 6.
An example from Palangka Raya by a team of students

Another example of superficial analysis is when a team explored the city of Bandung and found *Cafe Gorjeus*, and they identified *Gorjeus* as an invention of coinage, although they said that *Gorjeus* was created from *Gorgeous*. Students missed the wordplay, as they did not read the secondary text *Gorengan Jeung Jus*. Other wordplays that students ignore is the open compound *Fry Day*, which they found in Semarang, and the affixation *Shoeper* in Makassar, and *Bamboutique* in Palangka Raya.

Discussion

Lack of Students' Engagement in Higher-Order Thinking Activities

IEWF, as an innovative and student-centered English morphology task, was developed and implemented to develop students' research and thinking skills for producing their college papers. The questionnaire data showed that they were happy and enthusiastic about the lower steps of the IEWF task, especially exploring LL using Google Maps, which was stress-free and interesting. However, based on the teacher's observation at the initial phase of the task and the analysis of the finished papers, it was discovered that students were still not ready for the sustained engagement in searching for new and useful information required for the higher steps of the task. Thus, IEWF could only make students more interested in the morphology course but could not fully help students improve their morphology learning as long as they did not put more effort into developing and using their study and research skills. In fact, some students reported in the questionnaire that they thought theoretical materials were difficult while they were still slow in learning and were not interested in reading theoretical materials.

Using IEWF, students were enthusiastic about being engaged in lower-order thinking activities but were not ready for information-seeking and higher-order thinking activities. They were enthusiastic about using Google Maps to collect newly invented business names in Indonesia. However, even at this initial level of the task, they also collected the wrong items because some of the business names they collected were not newly invented. This type of mistake should not have happened if scrutiny had been made. For example, words like *happy puppy* and *reading room* were already in the mainstream use and have even been listed in entries in the dictionary.

During the observation, it was found out that students did not complete the list of the types and subtypes of the word formation processes, which was

another indicator that they did not struggle enough to do scholarly research to find the theoretical information. This is the reason that they only provided the identification of the types of word-formation processes in their papers, but they failed to provide the subtypes as required.

Students also made wrong identification of the types of word-formation, as they were not thorough enough in the analysis, and they also failed in executing their functional analysis at the higher steps or levels of the IEWF task. This indicates that they were not ready to be involved in the more challenging, tedious, and higher-order thinking task of paper writing. They are inclined to skip the in-depth cognitive part of the paper writing, such as retrieving, reviewing, analyzing, and integrating information. In short, they lacked the information-seeking behaviour as university students (Hart, 2011).

The Need for Wide Reading and Critical Thinking to Improve Students' Analytical Skills

One of the reasons for the students' inaccurate analysis was their lack of awareness of recent morphological changes. For example, words containing {-*licious*} can be categorized as either suffixation or neologism. Students, however, identified *candylicious*, *durianlicious*, *pizzalicious*, and *waffelicious* as blending. They were not blending because *candy*, *durian*, and *pizza* are whole words, and the formation should be formulated as A+CD → AD, instead of AB + CD → AC (Plag, 2003), as stated by one team of students. The pattern AB+CD → AC is for blending, but A+CD → AD is a phenomenon of rule-breaking creativity (Matthews, 1991), intended for attention-getting, freshness, and up-to-dateness for a new identity. The pattern AB+CD → AC, however, needs the shortening of both *candy* and *delicious* before compounding them, but in the present case, only *delicious* is shortened.

Another possible word-formation type identification for *candylicious*, *durianlicious*, *pizzalicious*, and *waffelicious* is suffixation. Based on wide reading, students could have described *candylicious*, *durianlicious*, *pizzalicious*, and *waffelicious* as originating from the word *delicious*. They should have known that starting from the -50s, {-*licious*} has become a new productive suffix in English slang words, and it is already listed in Wiktionary as a suffix. In the past *-licious* is only used for *delicious* and *malicious*, but today numerous new words are constructed with the suffix *-licious*, and this word-formation process can be categorized as suffixation, such as in

anvilicious, originalicious, German-licious, Zimbo-licious, babelicious, ferdilicious, Fergalicious, burgerlicious, babelicious, cheeselicious, book-a-licious, carbolicious, chocolicious, veganlicious, cocolicious, modelicious, noodlicious, etc. The four words in the data have been widely used before being adopted for trade names in Indonesia. Because *-licious* is a recently created suffix, using *-licious* as trade names will suggest up-to-dateness and freshness for attention-getting.

Today newly invented words ending with *-licious* are still considered as neologism by some lexicologists, but they will soon be formally accepted in the mainstream language. The word *bootilicious*, for example, is already listed in Collins Dictionary, Cambridge Dictionary, and Online Free Dictionary, although it is still marked as an American slang. Even *-licious* now is already an entry in the urban dictionary.

Another form of students' incorrect analyses was the incorrect use of technical definitions or misusing a general word for technical purpose. The students did not arm themselves with a wide reading to gather possible relevant information about the newly created commercial names. For example, a team of students who explored the linguistic landscape of Central Jakarta found ACE Hardware. The team identified the word-formation of ACE Hardware as an analogy. The meaning of the general word *analogy* was mistaken for the technical word *analogy*.

In word-formation, an *analogy* is the process of coining a new word modeled on an already existing word and using some of its morphemes as a fixed part, like *cheeseburger* is formed after *hamburger*. Misusing the term, the students faultily said that, analogically, the founder wanted ACE Hardware to be as powerful as the aces of playing cards. If the team had searched the history of ACE Hardware, they would have known that it was named after the Ace Fighter Pilots of World War I. Thus, instead of analogy, the name ACE Hardware was invented through Eponym Word Formation.

For the same reason, students only tried to identify the type of invented names, but they did not try further to provide the subtypes. For example, they tried to identify the word-formation type of *Warunk Upnormal*, but they did not provide the subtypes as it should be, as shown in Table 1.

Table 1. The Subtypes of the Compound *Warunk Upnormal* Students were Expected to Identify

No.	The Subtypes	Explanation of the Subtype Identification
1	Open compound	A space is in between <i>Warunk</i> and <i>Upnormal</i> .
2	Asyntactic Compound	The order of <i>Warunk Upnormal</i> does not correspond to the order of the constituents in English phrases; it uses the Indonesian order of an attributive adjective and noun within a noun phrase.
3	Endocentric Compound	The head morpheme <i>Warunk</i> determines its morphosyntactic feature, <i>Upnormal</i> .
4	Synthetic Compound	<i>Upnormal</i> is not a root.
5	Subordinate Compound	<i>Upnormal</i> is a complement for <i>Warunk</i> .

In the in-depth analysis, students also failed to identify wordplay in the word-formation and cross-linguistic verbal duplicity, while simultaneously, they made a wrong word type identification. A team of students explored the city of Bandung and found *Cafe Gorjeus*, and they identified *Gorjeus* as an invention of coinage. It is blending, respelling, and backronymy, although students argued that *Gorjeus* was from *Gorgeous*. Basically, coinage is a creation of a totally new word out of nothing. Therefore, *gorjeus* is not a coinage but a creative respelling. Also, how it is spelled from *gorgeous* to *gorjeus* is not just adapting the English spelling system into the Indonesian spelling system and pronunciation, but it shows linguistic manipulation.

A secondary text printed below *Gorjeus* reads *Gorengan Jeung Jus*, which means fried snacks and juice in Sundanese. Hence, *Gorjeus* is also a blend word, fusing the elements of two source languages. It is a bilingual English-Sundanese wordplay to creatively produce humorous, playful, and aesthetically pleasing feelings. The cafe is gorgeous, and it sells both snacks and juice. Therefore, *Gorjeus* is both respelling and blending, deliberately created through bilingual wordplay. This deliberate creation is called backronymy; that is the playful process of blending to fit into an already existing word (Renner, 2015).

Without sufficient scholarly research, students' faulty identification of word-formation type can also be caused by their limited knowledge in idiomatic expressions. For example, when students found a waterpark in Nusa Dua Beach Bali called *Surf & Turf*, the team said that the name was created based on borrowing because—according to the team, the word *turf* was Hindi in origin, meaning a surface layer or ground containing a mat grass and grassroots. Actually, *Surf and Turf* is not newly invented. It is an idiomatic expression which means an expensive dinner entree including expensive seafood like lobster, prawn, or shrimp, and an expensive cut of beef. It first appeared in print in the 60s for restaurants and became a symbol for middle-class food (“Surf and Turf,” 2020). Therefore, students should have identified it as reduplication, with the subtype of rhyming reduplication or partial reduplication at the phonological level. It is also a non-continuous reduplication because the conjunction *and* is placed in between the two lexemes with identical final consonants, that makes a play on the word-final position of the rhyme.

Students' Superficial Explanation for Morphological Analysis

Students made sketchy explanations and guesses in their morphological analysis without checking the authentic data and conducting in-depth functional analysis. For example, two teams of students who explored South Jakarta found a coffee shop called *Trafique*. Both teams identified the word formation as respelling. One team interpreted it as giving the feeling of being cool and modern. The other team made a comment that the coffee shop owner wished that the shop would be crowded with customers, resembling ‘thick’ traffic in a city. Students, however, could have made an in-depth functional analysis based on location, the ending *-que*, and the French culinary industry. If students had done more research, they could have easily discovered that the coffee shop was named *Trafique* because it was a good place for those who wanted to escape from the traffic jam in Jakarta and to find a place for doing productive activities. *Trafique* could be a fresh, cozy place out of the office for working, spending a meal with clients, or having a meeting while sipping good coffee.

Through wider reading, students were also expected to discuss the spelling of the word *Trafique* itself; those are words ended with “*que*”, such as *unique*, *antique*, *boutique*, *oblique*, *plague*, *critique*, *burlesque*, *picturesque*, etc. The

coffee shop belongs to the food service industry, and the French culinary industry with its restaurants and coffee shops is highly regarded in the world. Therefore, the use of French spelling system symbolizes premium cooking style, excellent ingredients, and sophisticated presentation. Until today chefs still wear the *toque blanche* or the white hat, which began its popularity in France in the 19th century and had spread around the globe (Andersen, 2004). Also, the '*bon appétit*' salutation is still popular today.

CONCLUSIONS

This exploratory case study was conducted to investigate whether IEWF, in which higher-order thinking skills and research skills were incorporated into, could help improve students' achievement in their English morphology course and what could be students' problems in completing the task. It was discovered that IEWF could make students more interested in morphology courses, but it could not help them improve their morphology achievement because students had study-skills problems.

Based on the findings and discussions, it was found that students were only enthusiastic about the lower levels/steps of the task, especially in using Google Maps to explore LL. However, most of them failed in the higher levels of the task, such as identifying the types and subtypes of the invented business names. They mistakenly used the meanings of general words for morphological terms, oversaw idioms and word plays, and made a superficial analysis based on guessing, without authentic and scholarly information.

Based on the discussion of the findings above, it is concluded that the task was successful in making the students find that morphology course was more meaningful and exciting. Instead of being evaluated through a conventional test, they could use Google Maps to explore LL and to connect the content knowledge they learned to the real world outside the classroom. This may be called a new way of learning morphology, but it could not make them improve their learning achievement, because the students had not sufficiently and patiently developed their general study skills. They did not conduct sufficient library research to equip themselves with sufficient information to make precise analysis and explanation. Thus, the IEWF Task could have improved students' achievement if they had better higher-order learning skills and had critically improved their information-seeking behavior such as using the search engines to retrieve, review, analyze and integrate information. This is the skill

and perseverance of active learning that students should develop for a content knowledge course.

This study suggests that students need to develop their academic reading skills to create an academic culture of excellence. They should undergo a relatively slow process to absorb information, reread whenever necessary, reflect on relationships among pieces of information gathered from different sources, interpret meaning, and critically and creatively build a personal connection from bits of information to produce new ideas.

To make the future implementation of the IEFW Task more successful, instructors should put more effort into helping students develop and use their academic reading skills, attitudes, and perseverance in their study. Effective learning requires not only the knowledge and application of skills but also volition, because college learning is not incidental. It should be purposeful, deliberate with a conscious effort on the part of the students (Bulent et al. 2015).

REFERENCES

- Andersen, Ø. (2004). *The Evolution of the chef uniform*. (Master's thesis, Le Cordon Bleu Adelaide University, Adelaide, Australia). Retrieved from https://www.researchgate.net/publication/309592673_The_Evolution_of_the_chef_uniform
- Baloo, K., Evans, C., Hughes, A., Zhu, X., & Winstone, N. (2018). Transparency isn't spoon-feeding: How a transformative approach to the use of explicit assessment criteria can support student self-regulation. *Frontiers in Education*, 3, 1-11. <https://doi.org/10.3389/feduc.2018.00069>
- Ben-Rafael, E., Shohami, E., & Barni, M. (2010). Introduction: An approach to an 'ordered disorder'. In E. Shohamy, E. Ben-Rafael, & M. Barni (Eds.), *Linguistic landscape in the city* (pp. xi-xxvii). Multilingual Matters.
- Brown, E.S. (2006). *Discovery learning in the classroom*. Retrieved from https://www.researchgate.net/publication/305174476_Discovery_Learning_in_the_Classroom
- Bulent, A., Hakan, K., & Aydina, B. (2015). An analysis of undergraduates' study skills. *Procedia-Social and Behavioral Sciences*, 197, 1355-62. <https://doi.org/10.1016/j.sbspro.2015.07.389>

- Chan, A. K. K., & Huang, Y. Y. (1997). Brand naming in China: A linguistic approach. *Marketing Intelligence & Planning*, 15(5), 227-234. <https://doi.org/10.1108/02634509710177297>
- Druckman, D. & Ebner, N. (2018). Discovery learning in management education: Design and case analysis. *Journal of Management Education*. 42(3), 47-374. <https://doi.org/10.1177%2F1052562917720710>
- Enesi, M. (2017). The effect of teaching word formation theory to English students. *European Journal of Language and Literature Studies*, 3(1), 7-12. Retrieved from http://journals.euser.org/files/articles/ejls_jan_apr_17/Miranda.pdf
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass.
- Fink, L. D. (2007). The power of course design to increase student engagement and learning. *Peer Review*, 9(1), 13-17. Retrieved from <https://www.aacu.org/publications-research/periodicals/power-course-design-increase-student-engagement-and-learning>
- Hart, G. (2011). The role of an academic library in research: Researchers' perspectives at a South African University of Technology. *South African Journal of Libraries and Information Science*, 77(1), 37-50. Retrieved from <https://journals.co.za/doi/pdf/10.10520/EJC61355>
- Jones, G.J.F. (2009). An inquiry-based learning approach to teaching information retrieval. *Information Retrieval*, 12, 148-161. <https://doi.org/10.1007/s10791-009-9088-x>
- Karakoç, M., 2016. The significance of critical thinking ability in terms of education. *International Journal of Humanities and Social Science*, 6(7), 81-84. Retrieved from http://www.ijhssnet.com/journals/Vol_6_No_7_July_2016/10.pdf
- Kweldju, S. (2015). Higher education internationalization needs a new instructional focus, new attitudes, and new curricula for the teaching of English. *The Japan Association of College English Teachers (JACET) International Convention Selected Papers*, 3, 68-97. Retrieved from http://www.jacet.org/SelectedPapers/JACET54_2015_SP_3_5.pdf
- Kweldju, S. (2018a). Using Google Maps for linguistic landscape activities in self-access center: Improving English department students' competencies. *Proceedings of the 4th International Conference on Human-Computer Interaction and User Experience*, Yogyakarta, Indonesia, March 23 - 29,

- 2018 (pp. 89-92). Association for Computing Machinery (ACM).
<https://doi.org/10.1145/3205946.3205959>
- Kweldju, S. (2018b). Autonomously riding Google Maps to travel to English speaking countries: Linguistic landscape. *Journal of English Language, Literature, and Teaching (J-ELLiT)*, 2(1), 5-13.
<http://dx.doi.org/10.17977/um046v2i1p5-13>
- Kweldju, S. (2020). Memorization is important for academic achievement. *Humanizing Language Teaching*, 22(4). Retrieved from
<https://www.hltnmag.co.uk/aug20/memorization-is-important>
- Landry, R. & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16(1), 23-49. <https://doi.org/10.1177/0261927X970161002>
- Lazdina, S. & Marten, H. F. (2009). The linguistic landscape method as a tool in research and education of multilingualism: Experiences from a project in the Baltic States. In A. Saxena & Å. Viberg (Eds.), *Multilingualism: Proceedings of the 23rd Scandinavian Conference of Linguistics*, Uppsala University 1–3 October 2008, Acta Universitatis Upsaliensis, Studia Linguistica Upsaliensa 8. Uppsala Universitet.
- Lipka, L. (1992). *An outline of English lexicology*. Max Niemeyer Verlag.
- Mallia, J. (2017). Strategies for developing English academic writing skills. *Arab World English Journal (AWEJ)*, 8(2), 3-15.
<https://dx.doi.org/10.24093/awej/vol8no2.1>
- Matthews, P. H. (1991). *Morphology*. Cambridge University Press.
- Newell, W. H. (2010). Educating for a complex world: Integrative learning and interdisciplinary studies. *Liberal Education*, 96(6), 6-11. Retrieved from
<https://www.aacu.org/publications-research/periodicals/educating-complex-world-integrative-learning-and-interdisciplinary>
- Noguera, P. A. (2017). *Taking deeper learning to scale*. Learning Policy Institute. Retrieved from
<https://learningpolicyinstitute.org/product/deeper-learning-to-scale-report>
- Plag, I. (2003). *Word-formation in English*. Cambridge University Press.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6. <https://doi.org/10.1108/10748120110424816>
- Renner, V. (2015). Lexical blending as wordplay. In A. Zirker & E. Winter-Froemel (Eds.), *Wordplay and metalinguistic/metadiscursive reflection* (pp. 119-133). deGruyter.

- Surf and turf. (2020, December 2). In *Wikipedia*. Retrieved from https://en.wikipedia.org/wiki/Surf_and_turf
- Svinicki, M.D. (1998). A theoretical foundation for discovery learning. *Advances in Physiology Education*, 20(1), 4-7. <https://doi.org/10.1152/advances.1998.275.6.S4>
- Tompo, B., Ahmad, A., & Muris, M. (2016). The development of discovery-inquiry learning model to reduce the science misconceptions of junior high school students. *International Journal of Environmental and Science Education*, 11(12), 5676-86. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1115682.pdf>
- Ullmann, S. (1962). *Semantics: An introduction to the science of meaning*. Basil Blackwell.
- Ungerer, F. (1991). Acronyms, trade names, and motivation. *Anglistik und Amerikanistik*, 16(2), 31-58. Retrieved from <https://www.jstor.org/stable/43023574>