

The Implementation of the Enriched Virtual Model in Lexical Studies Class at Universitas PGRI Semarang

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Abstract. In the pandemic era as seen from the current condition, people are trapped with the situation because of the Covid-19 virus. This Covid-19 pandemic has influenced many sectors, one of them is in educational sector. Students and teachers should understand the use of technology media to assist them in the teaching and learning process. Based on that reason, this research aims to know the implementation of the Enriched Virtual model in Lexical Studies I class at Universitas PGRI Semarang as seen from the planning, the practice and the assessment of students' tests. This is qualitative research by collecting the data from the design of the lesson plan of Lexical Studies I course, the observation sheet, and the score of students' pre-test and post-test. The findings show that the implementation of the Enriched Virtual model in Lexical Studies course is conducted through the design of Lexical Studies I lesson plan, the implementation itself, and the assessment of students' tests. From the design of Lexical Studies I lesson plan, it becomes the guideline for the lecturer to assist her in teaching and learning process by using the Enriched Virtual model. The implementation of the Enriched Virtual model enhances students' learning experience and offers insights on course delivery by using the Enriched Virtual model in order to achieve the learning objectives of Learning Studies I course. Then the assessment result is to prove that the implementation of the Enriched Virtual model can improve students' result.

Keywords: implementation; the enriched virtual model; lexical studies course.

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INTRODUCTION

Blended learning is a method in teaching which integrates face-to-face and virtual learning in order to provide students a wide variety of materials and resources that are arranged in an organized way. Boelens, Van Laer, DeWever, and Elen (2015) define blended learning as "learning that happens in an instructional context which is characterized by a deliberate combination of online and classroom-based interventions to instigate and support learning" (p.5). It means that blended learning has a characteristic as a combination of online and offline classroom based on instructional context and interventions in order to assist learning.

Based on The Clayton Christensen Institute, blended learning is an instructional methodology that uses technology as a more individualized learning approach, giving students chances to control time, place of learning, and motivate students' speed in the development of a wider and combined perception. Moreover, Staker and Horn (2012) mention the four blended learning models that are generally applied in the current learning process, namely: Rotation model, Flex model, Self-blend model, and Enriched Virtual model. Regard to that, this research focuses on

implementing the Enriched Virtual model to encourage students to get fascinating model of learning.

The use of blended learning strategy is strengthened with the condition and situation nowadays. Corona virus has attacked all sectors all over the world especially in the education sector. All education systems are delivered by online meeting because it is insecure to conduct the offline learning or face-to-face meeting in the real classroom. By conducting the offline meeting or face-to-face meeting at school contradicts with the government's regulation. Teachers and students got the impacts because of the Covid-19 virus. Teachers should be able to design the materials by using the interesting media, applicable strategy and appropriate method of teaching. Meanwhile students should be able to operate the online applications that are shared by their teachers. They are also able to use several online platforms that are used as the method of learning. It is the reason why blended learning is very applicable to be implemented in supporting the online classroom. In this research, one model of blended learning strategy is implemented in Lexical Studies class of English Education Study Program in Universitas PGRI Semarang. The

chosen strategy of blended learning is the Enriched-Virtual model which is appropriate to be implemented in a class of Lexical Studies course because this strategy uses online learning as the primary place of study which is suitable as well in the pandemic era of the Covid-19. Students learn virtually, online from wherever they wish but they are required to have in person learning sessions with their lecturer as scheduled. This research aims to know the implementation of the Enriched Virtual model in Lexical Studies class at Universitas PGRI Semarang as seen from the planning, the practice and the assessment of the students' tests.

LITERATURE REVIEW

Many researches analyze about blended learning. They are the implementation of blended learning in English language teaching, blended learning models, learning method and strategy through blended learning, the use of media platform in blended learning, and the academic achievement through blended learning.

In relation to the topic that is about the impact of blended learning implementation, especially the Enriched Virtual model, several studies have been conducted. Vijayakumar et.al (2020) conduct study on the effectiveness of Enriched Virtual model in higher education by using the model in low resource classrooms for part-time students. It is a mixed method approach by performing test achievement scores, focus group interviews and feedback questionnaires to evaluate the effectiveness of the model. These findings suggest that mixed learning models enable facilitators to design and organize learning materials and achieve optimal learning outcomes. Another study conducted by Fitri et al. (2021), their study is about application of E-learning based on Enriched Virtual Model in the subject database. They discover the quality of e-learning based on Enriched Virtual model in database subject in the Computer and informatics Engineering Study Program by using the ISO/IEC 25010 software quality metric method on the aspects of external quality and quality in use. From the results show that E-learning based on Enriched Virtual model is produced in the database subject. The product developed has fulfilled all aspects of the development. Media and material validation are in very good category, while the students' responses are in good category.

In relation to the Enriched Virtual Model, Siyamta (2015) also does the research about the

implementation of the Enriched Virtual model on Computer and Learning Media course of the students of Primary School Teacher Education of Open University in Malang. The aims of this research are to implement the strategy of blended learning which is the Enriched Virtual Model, to develop the digital content in Computer and Learning Media course, to find out the effectiveness of using digital content, and to know the features used in Edmodo as the Social Learning Network (SLN). The results show the success in developing the digital content with EPUB format, Flipbook, and learning videos as the supplementary materials. The effectiveness of the implementation based on the questionnaire distributed to the respondents shows that most respondents can use Edmodo as the Social Learning Network (SLN) easily in order to support the learning activities by using the Enriched Virtual Model.

Dharmawardene (2019) also conducts a study about using the Enriched Virtual mode to teach English Grammar. This study explores whether different delivery modes (face-to-face, online and blended) influenced this outcome achievement. The class is divided into three groups with the same number of students in each group. The face-to-face mode is as the control group which receives the same materials in printed forms in their face-to-face classes and practiced writing using correct grammar with one tutor. The online group receives all lessons and quizzes entirely online. The blended group receives 70% of the course materials online with six face-to-face lessons to cover up the balance 30% of the course. From the pre-test result, the mean score of face-to-face mode is 45.30, the online mode gets the mean score, 41.20, and the blended mode gets the mean score, 44.60. The score switches significantly in the mean score of the post-test. The mean score of the blended mode is 52.70. The score is increased significantly compared to the counterparts, the face-to-face mean score is 51.20 and the online group mean score is 41.20. This study proves that it can have implications for teaching English Grammar in the context of teaching as a second language for adults.

Discussing further about the Enriched Virtual model which is one of the blended learning strategies stated by Horn and Staker (2012) requires some strategies in the learning sessions. Teachers/lecturers record their explanation/lecture and upload it on the Learning Management System (LMS) and students are free

to study the learning materials remote from the face-to-face teacher. Online learning is primary of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher. The face-to-face sessions in the classroom can be used to introduce content and expectations or, alternatively, to contribute active learning opportunities for learners, to discuss and apply their knowledge and understanding of content viewed at home. The home-based activities may introduce learners to new content or may extend, support or reinforce classroom learning.

At school, learners can ask questions to analyze and extend understanding of material being explored in class and/or at home, can assist of teacher or peer support to direct misconceptions or misunderstandings, can share and explain their thoughts, feelings and opinions on a topic with peers, can cooperatively create and present paper-based or digital projects drawn from research and critical reflection, can engage in independent, paired, small group or whole-class assessment activities using Learning Management System (LMS).

At home, learners can view instructional or lecturer videos that give an overview of a topic/highlight messages, can think critically about the video content they have watched and respond, can record a short video response to explain their thinking or ideas, can contribute to online discussions on a provided LMS by posting reflections and/or drawing connections to relevant online information.

The Enriched Virtual model differs from the Flipped Classroom model because learners seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are required. Importantly, Picciano, Dziuban and Graham also differentiate the Enriched Virtual model as a 'full school experience, not a course-by-course model' (2013) as other approaches to blended learning, such as the *À La Carte* model, would recommend. The Enriched Virtual model can be seen from the figure below.

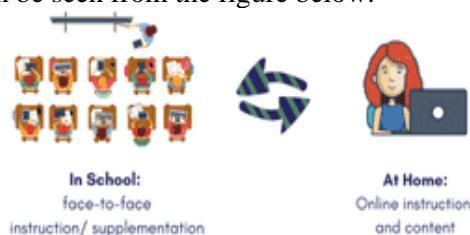


Figure 1. The Enriched Virtual Model

An enriched virtual model uses online learning as the primary place of study. Students learn virtually, online from wherever they wish but they are required to have in person learning sessions with their teacher.

METHOD

Research Goal

This research aims to know the implementation of the Enriched Virtual model in Lexical Studies class at Universitas PGRI Semarang. Before implementing the Enriched Virtual model, the researcher designed the lesson plan of Lexical Studies course which was adjusted with the strategies, elements and the teaching methods in the Enriched Virtual model, after that the implementation of the Enriched Virtual model, and the last was the evaluation that could be seen from the assessment by using summative assessment from students' tests.

Sample and Data Collection

One class of Lexical Studies course was the sample of this research which consisted of 40 students. They are students of second semester of English Education Study Program who enrolled Lexical Studies I course. There are 2 courses of Lexical Studies, namely Lexical Studies I and Lexical Studies II. Lexical Studies I is addressed to the second semester's students which is delivered in the even semester while Lexical Studies II is for the third semester's students and it is delivered in the odd semester.

This is the qualitative research in order to know the implementation of the Enriched Virtual model in Lexical Studies I class. Therefore, the data was collected from the lesson plan of Lexical Studies I course, the observation sheet, and the score of students' tests.

Analyzing of Data

In analyzing the data collection, it was started from the design of the lesson plan of Lexical Studies I course. The lesson plan had been adjusted with the strategies, elements, and teaching methods of the Enriched Virtual model. Then the observation sheet was prepared to note the teaching and learning process in Lexical Studies class. To have deeper quality of the observation, the researcher records all activities conducted by the lecturer and students in online and offline classroom. Students were asked to submit the recording of their reflection based on the online and offline discussion to the provided LMS. Meanwhile to know the result of students'

tests, the researcher analyzed the mean score of the summative assessment which was taken from the mid-term test and the final test. Then both tests are calculated to compare the mean score of each test. After all data were analyzed, then the impact of the Enriched Virtual model implementation was discussed.

RESULTS AND DISCUSSION

The results of the research start from the design of the lesson plan, teaching strategies by using the Enriched Virtual model then continued by implementing the Enriched Virtual model in Lexical Studies I class, and the scoring result from pre-test and post-test.

The Design of the Lesson Plan of Lexical Studies I Course

Lexical Studies I is delivered for the third semester students in the even semester. The components in the lesson plan cover Course Objective, Course Learning Outcome, Learning Materials, the Assessment Techniques, References, and the Activities in every meeting every week. The complete vision of the lesson plan can be seen in the link https://bit.ly/RPS_LEXICAL1_2021

The course objectives in Lexical Studies I course are to train students in understanding English vocabularies through affixes and English word formation by applying them in sentences appropriately and logically in various text types in both spoken and written texts for the general and specific contexts or language registers.

The course learning outcome covers several parts which are to elaborate function words and content words clearly and logically, apply function and content words in positively both spoken and written by following the existed cultural norm and value, apply the concept of English prefixes in sentences used in daily life context innovatively, apply the concept of English suffixes in sentences used in daily life context innovatively.

The learning materials of Lexical Studies I include definitions and kinds of function words, definitions and kinds of content words, words that can be nouns and verbs, English prefixes, noun-forming suffixes, verb-forming prefixes and suffixes, adjective-forming suffixes.

The assessment techniques consist of participation, quizzes which are 10% for each component, students' projects, students' performance, mid-term test, final test which are 20% for each component. The total is 100% for

the whole assessment components.

The references are taken from the qualified and knowledgeable sources for supporting the learning process of Lexical Studies I. Some of the references are *Word-formation in English* by Ingo Plag (2018), *Handbook of Word-formation* by Pavol Stekauer and Rochelle Lieber (2006), *English Suffixes, Stress-assignment Properties, Productivity, Selection and Combinatorial Processes* by Ives Trevian and Peter Lang (2015).

The learning activities in every meeting are classified into several parts. They are Course Learning Outcome, Learning Materials, Students Learning Experience, Learning Strategies, Media, Time Allotment, File Format, and Scoring Evaluation. The learning outcome are categorized into several sub-learning outcomes, from *sub-CPMK 1* to *sub-CPMK 4*, which is broken down in every meeting every week. *CPMK* stands for *Capaian Pembelajaran Akhir* which is expected for students to achieve the learning target. The examples of sub-learning outcome are as following: explain the general concept of function words clearly and logically (taken from *Sub-CMPK 1*), clarifying some words that can function as both nouns and verbs in English sentences in the daily life contexts logically (taken from *sub-CPMK 2*), identifying English prefixes in English sentences correctly and logically (taken from *sub-CPMK 3*), identifying noun-forming suffixes in English sentences correctly and logically (*Sub-CPMK 4*).

Students' learning experience is how students experience the learning process of Lexical Studies I. Some examples are discussing the definition of function words, classifying the types of function words, exemplifying the types of function words in several contexts, presenting the result of group discussion through online meeting, reflecting what has been learnt from the lecturer's confirmation (taken from the first meeting).

Learning strategies are classified into face-to-face meeting in classroom, virtual synchronous in online meeting, independent asynchronous, and collaborative asynchronous. The example is taken from the second meeting. They are as follows:

1. The lecturer leads the online discussion by giving the instruction based on the topic discussed;
2. The lecturer acts as the moderator. Online discussion related to the topic discussed is encouraged through online meeting;

3. The students continue the discussion to discuss the topic through an offline meeting on the FORUM in SPADA UPGRIS by revisiting the materials that are uploaded in SPADA;
4. The students do the tasks after class individually;
5. The lecturer is providing confirmation and clarification related to the topic discussed through online meeting.

In the second meeting, the activities are conducted in online meeting by using Zoom Meeting and offline meeting by using Forum chat in SPADA UPGRIS platform. The activities number 1,2, and 5 are conducted as virtual synchronous in online meeting. Meanwhile the activities number 3 and 4 are conducted as collaborative and independent asynchronous. Students do the group discussion through Forum chat in SPADA UPGRIS platform and students do individual assignment at home or wherever they use the internet connection by revisiting the video of learning material which is shared by the lecturer.

The media used in Lexical Studies course include the video of the learning material, SPADA UPGRIS as Learning Management System (LMS), the link of www.quizziz.com for the quiz, video of Power Point Presentation, www.screencast-o-matic.com platform for presenting the Power Point as well, Zoom meeting, Google meet platforms.

Time allotment for Lexical Studies I is 100 minutes once a week with 2 credits. 100 minutes for a meeting is broken down into warming up activity of the material being discussed, discussion forum, group discussion, group presentation, confirmation and clarification of the material being discussed.

The file format to send the assignments, reflection videos, pictures, tests are in PDF or Words or JPEG or MP4 format. The evaluation score is captured from students' activities, group assignments, individual assignments, and the quizzes' result during the learning process.

The Implementation of the Enriched Virtual Model in Lexical Studies I Course

In implementing the Enriched Virtual model in Lexical Studies I class, the researcher has prepared the observation form and has observed the learning process of Lexical Studies I course. The researcher takes samples from seven materials being discussed in the learning materials. They are definitions and kinds of

function words, definitions and kinds of content words, words that can be nouns and verbs, English prefixes, noun-forming suffixes, verb-forming prefixes and suffixes, and adjective-forming suffixes. The observation form is based on Neumeier (2005). The example of the observation form can be viewed from the following table.

Table 1. The Observation Form taken from the Second Meeting of Lexical Studies I Course

No	Object	Result
1	Main material	Concept of Content Words
2	Modes	Online and Offline learning
3	Models of Integration	The Enriched Virtual Model
4	Distribution of learning content and objectives and assignment of purpose	Match with the learning objective that is students are able to explain the general concept of content words clearly and logically. Though a few students are difficult to classify the content words correctly but by discussing the content in the group discussion, finally they can explain and give examples of the content words. From the assignment given to students shows their capabilities in understanding the material being discussed.
5	Methods of ELT	Collaborative learning: group discussion and presentation by using SPADA UPGRIS platform
6	Involvement of learning subjects (students, lecturer, online platform)	In face-to-face meeting, students can ask questions to clarify and deepen understanding of the material being explored in class and/or at home. Students can share and explain their thoughts, opinions on a topic with peers. While the lecturer is the motivator in the classroom supports the discussion by solving the misconceptions or the misunderstandings. In online meeting by using Zoom meeting, teaching and learning process is often conducted. Students can share their ideas, opinions individually to the lecturer. The lecturer spends her time to assist students in solving their difficulties in understanding the material given. Students are divided into groups into breakout rooms to discuss the topics shared by the lecturer with their partners in group. After the discussion, students should present the result of their discussion in the main room of Zoom Meeting. In the offline meeting, students can watch again the learning video shared by the lecturer and they can think critically about the video content and can do the task given correctly. They should contribute to online discussion on FORUM chat on SPADA UPGRIS platform. They can give comments, opinions, corrections based on the topic discussion. Students share their videos consist of the reflection of what they have got from the topic being discussed on SPADA UPGRIS platform.
7	Location	Zoom Meeting, Google Meet, Forum Chat on SPADA UPGRIS Platform, Assignment folder on SPADA UPGRIS platform, www.quizziz.com

From the table of the observation form, the readers are given the view of the situation during the implementation of the Enriched Virtual model in Lexical Studies I class. Because of the Covid-19 pandemic, the teaching and learning process are conducted by using blended learning strategies. From 16 meetings of the course, there are 3 meetings are conducted in face-to-face-meeting in a classroom due to the characteristics of the Enriched Virtual model which uses online meeting most of the meetings. Beside that, the use of online meeting is suitable to be conducted in this pandemic situation.

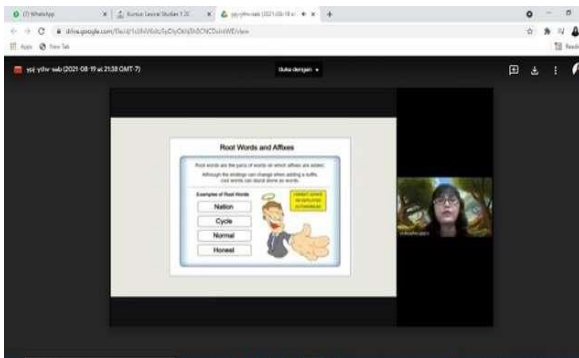


Figure 2. The Sample of Video Lecture along with the web link is presented below.

<https://drive.google.com/file/d/1c1JhiV6dtz5pDIyOkhj5h8CNCDsintWE/view?usp=sharing>

The video lecture is shared to students via SPADA UPGRIS Platform. Students can revisit the materials uploaded in the learning management system (LMS). The learning is the combination of online and offline learning. After the face-to-face instruction through online meeting on Zoom Meeting and supporting materials are uploaded in LMS, students can continue the discussion via Forum Chat in SPADA UPGRIS platform. Here is the figure of SPADA UPGRIS platform.

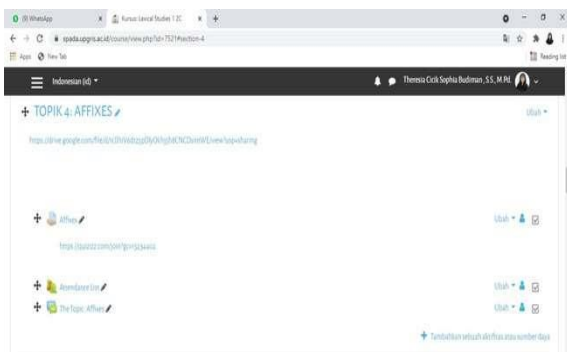


Figure 3. The Vision of SPADA UPGRIS Platform

The lecturer uploads the learning videos every week for every meeting so students can revisit the materials had been discussed or the ongoing material. The contents in SPADA UPGRIS platform include the topics discussed in every meeting, the folder to submit the assignments, the Forum Chat to discuss the topic in offline method, the attendance folder is used for students to check students' presence.

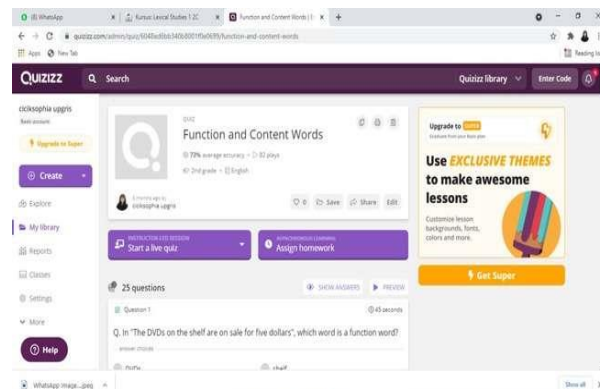


Figure 4. The Vision of www.quizizz.com

From 16 meetings in Lexical Studies I course, the quizzes are given to know students' understanding of the discussed material. The questions of the quiz are delivered by using the web <https://quizizz.com/>. The type of questions in the quizzes can be varied. It can be multiple-choice, fill-in-the blank, check list, polling, or open-ended questions. The lecturer prefers to use fill-in-the blank, check list and multiple-choice types. By using the link <https://quizizz.com/>, the lecturer can set the duration to conduct the quiz. It can be set as a live quiz, or non-live quiz by setting the time allotment in conducting the quiz or asynchronous learning by assigning as the homework. Unfortunately, in conducting the quiz in the pandemic condition, the lecturer cannot set the quiz into a live quiz because some students are placed in remote area which has limited internet connection.

The Scoring Result from Pre-test and Post-test

To know students' competence in understanding the materials being discussed, the lecturer shares the pre-test and the post-test. The links of the instrument of pre-test and post-test can be viewed in the following: https://bit.ly/PRE-TEST_LEXICAL, https://bit.ly/POST-TEST_LEXICAL. The result of the pre-test and the post-test can be seen below.

The mean score of the pre-test is 78,1 and the mean score of the post-test increases in 83,1. It

means that there is the increasing score between pre-test and post-test. The illustration of the comparison between the pre-test and the post-test is illustrated in figure 5.

Table 2. The Result of the Pre-test and the Post-test

No	Students'List	Pre-test	Post-test
1	S1	52	55
2	S2	82	90
3	S3	62	75
4	S4	67	70
5	S5	86	90
6	S6	88	90
7	S7	85	88
8	S8	85	92
9	S9	87	90
10	S10	87	89
11	S11	86	89
12	S12	88	90
13	S13	40	50
14	S14	59	67
15	S15	66	72
16	S16	86	90
17	S17	88	89
18	S18	78	85
19	S19	88	90
20	S20	84	86
21	S21	77	86
22	S22	86	89
23	S23	78	83
24	S24	88	92
25	S25	80	87
26	S26	87	90
27	S27	60	65
28	S28	78	82
29	S29	77	80
30	S30	76	85
31	S31	77	80
32	S32	62	70
33	S33	87	92
34	S34	85	90
35	S35	86	92
36	S36	88	90
37	S37	86	90
38	S38	70	82
39	S39	74	80
40	S40	78	83
Total		3124	3325
Mean Score		78,1	83,1

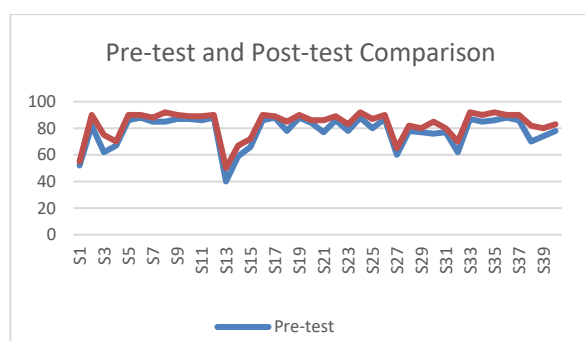


Figure 5. The Pre-test and Post-test Comparison

The comparative analysis of pre-test and post-test is clear that the post-test scores are slightly higher than the pre-test. The lowest score in the pre-test is 40 and the highest score is 88. Meanwhile the lowest score in the post-test is 50 and the highest score is 92. The result is based on the real condition in Lexical Studies I class. So, the implementation of the Enriched Virtual model is beneficial for students of Lexical Studies I.

CONCLUSION

The implementation of the Enriched Virtual model is conducted in Lexical Studies I class. It is started by discussing the design of the lesson plan, then the practice which is the implementation of the model, and the assessment of students' tests.

From the findings are concluded that the implementation of the Enriched Virtual model in Lexical Studies I course is conducted through the design of Lexical Studies I lesson plan, the implementation itself, and the assessment of students' tests. From the design of Lexical Studies I lesson plan, it becomes the guideline for the lecturer to assist her in teaching and learning process by using the Enriched Virtual model. The implementation of the Enriched Virtual model enhances students' learning experience and offers insights on course delivery by using the Enriched Virtual model in order to achieve the learning objectives of Learning Studies I course. Then the assessment result is to prove that the implementation of the Enriched Virtual model can improve students' result.

From those three components of the discussion, it can be concluded that the implementation of the Enriched Virtual model is beneficial to enhance students' learning experience in order to achieve the learning objectives.

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