**THE EFFECTIVENESS OF SYSTEMIC APPROACH IN TEACHING ADJECTIVES**

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ABSTRACT

This study aimed at investigating the effectiveness of the use of the systemic approach to improve students’ understanding on adjectives materials related to the use, usage, synonym, antonym, spelling, pronunciation, collocation, meaning, and order. This research employed a quasi-experimental design. The populations were the third-semester students of Muhammadiyah University of Makassar in academic year 2017/2018. The sample consisted of 40 students chosen from two classes by using purposive sampling technique then were divided into two groups, namely experimental and control group. As per data, experimental group experienced improvement on their understanding on adjectives in terms of use, usage, meaning, spelling, pronunciation, synonym, antonym, collocation, and order indicated by the post-test mean score (77.1) which was significantly higher than that of the control class (59.7) and the gain of experimental group (31.2) which was higher than control group (17.4). Another supporting indicator is the t-test value which was higher than the t-table value (4.022 > 1.75). Furthermore, the researcher found that the element of adjective which experienced most significant increase on its mastery happened on the usage, while the lowest one was the collocation.The result of this research indicated that there was significant improvement between experimental and control class. It means that systemic approach that was applied in experimental group can improve the students’ mastery on adjectives material. Thus it was concluded that the systemic approach was effective to improve students’ on adjectives.

**Keywords :** effectiveness, systemic approach, teaching adjectives

**INTRODUCTION**

Learning vocabulary is the inseparable part of any language acquisition which covers of the whole words existing in the world. Sannon (2004: 1-77) classified adjective into eight categories as follows: descriptive adjective, proper adjective, possessive adjective, demonstrative adjective, numeral cardinal adjective, numeral ordinal adjective, and indefinite adjective. The researcher will focus on ordinary adjective because it can help students to identify some aspects of systemic approach such as pronunciation, meaning, use, usage, collocation. In our daily life, we often find many students get difficulties in mastering, and identifying adjective because it has quit big variants. This condition makes students usually unable to use the adjective in sentences correctly. Dealing with those problems, the researcher realizes that adjectives must be taught in the better method and therefore teachers have to be more innovative in designing the teaching process. One of the approaches which are considered to use in as alternative in teaching adjectives is the systemic approach.

Basically, systemic approach is one of the modern approaches applied by educational researchers to understand the phenomena with all its various and interconnected aspects. Akil (2015) declared that the systemic approach could holistically affect the system that emphasizes the regularity and point of views in identifying and categorizing adjectives. Therefore, the researcher is interested to evaluate the effectiveness of systemic approach in teaching adjectives to the third-semester students of Muhammadiyah University of Makassar. The discussion of the systemic approach in this paper is mainly based on Akil (2015) theory. It focuses on the application of systemic approach which covers nine inter-related elements namely use, usage, synonym, antonym, spelling, pronunciation, collocation, meaning and order.

**REVIEW LITERATURE**

**Teaching adjective by using systemic approach**

This approach consists of three main points, namely intersection, interaction, and interrelation . The following figure describes the concept of systemic approach related to adjective:



**Figure 2.1**

**The chart of systemic approach (Akil, 2015)**

1. Explaining the general aspects of adjectives in general which include its definitions, functions and types.
2. Selecting some sample words from each group and explaining them. Each word must be explained with their inter-related components including spelling, pronunciation, meaning, use, usage, synonym, antonym, and classification of the adjective.
3. Aiming at assisting the students to understand all elements that affect the adjectives and also to support students for a having full understanding about the intersection, interaction and interrelation of the word system.
4. Assessing the students understanding by employing dictation and diction technique. The former technique will help the teacher to evaluate the students listening skill while the latter one can help the teacher to investigate the students understanding of the word meaning, use and usage.
5. **The concept of adjectives**.
6. Definition of adjective

According to Sannon (2004:47), adjective is a word used to describe or modify a noun or a pronoun. It is also used to specify a thing to show that it is different from something else. In addition, Nair (2002) stated that adjectives limit a noun.

b Types of adjectives

Sannon (2004: 1-77) classified adjective based on their criteria into eight categories as follows: descriptive, proper, demonstrative, interrogative, numeral cardinal, ordinal, indefinite adjectives.

1. **Descriptive adjective**

Descriptive adjective adds meaning to the noun that it modifies. This kind of adjective describes a noun in detail by giving an attribute to that particular word.

**RESEARCH METHOD**

This research applied quasi-experimental design. This research design was employed by the researcher to collect and analyse the data in order to get answer from the research questions**.** The population was 276 third-semester students of Muhammadiyah University of Makassar in academic year 2017/2018 which divided into ten classes. 40 students from two classes (E and F class) were selected as the sample of this research by using purposive sampling technique. They were divided into two groups, namely experimental and control group. The experimental class was taught by using systemic approach, while control class was taught by using the conventional method. In collecting data, the researcher used adjective tests as the instrument**.** It included 70 items that consist of nine parts which was refers to are spelling, pronunciation,meaning, use, usage, synonym, antonym, collocation, and order. Then, the data was analyzed by using statistical analysis on SPSS for Windows 20.0 program.

**FINDINGS AND DISCUSSION**

The findings of this research deal with students’ classification score on students’ score in adjectives’ components, the mean score, standard deviation and t-test of pretest and posttest. These findings are described as follows:

* + - 1. **Students’ Classification Score**

1. The Mean Score and Standard Deviation.

Tabel. 1Mean score and standard deviation of both classes in pre-test and post-test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test | Experimental Group | | Control Group | |
| Mean | Standard  Deviation | Mean | Standard  Deviation |
| Pre-Test | 45.9 | 0,25 | 42.2 | 0,37 |
| Post-Test | 77.1 | 0,24 | 59.7 | 0,34 |

Table 1 shows that for experimental group, the mean score was 45.9 and standard deviation was 0,25 in pre-test. In post-test, there is a significant improvement (77.1) and standard deviation (0,24). On the other hand, the mean score for the control group was 42.2 and standard deviation was 0,37 in pre-test. While in post-test, the mean score was 59.7 and standard deviation was 0,34.

* 1. T-Test Value of Students.

For the level significance (ɑ) = 0,05 and degree of freedom = (N1 + N2-2 = 38), the value of t-table is 2.024. The following table showed the result of the calculation.

Table.2 T-Test Value of Student’s

|  |  |  |
| --- | --- | --- |
| Group | T-test | T-table |
| N-Gain | 4.022 | 2.024 |

Based on the table 2 above, the t-test value was 4.022 and t-table value was 2.024. It shows that t-test value was higher than t-table value (4.022>2.024). It means that there was significantimprovement between experiment and control group. This result indicated that systemic approach significantly was improving the students’ ability in learning adjectives.Thus, the null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted.The alternative hypothesis said that there was significant improvement of students’ adjectives after using systemic approach.

The description of the student’ understanding in learning adjectives covering some elements like use, usage, synonym, antonym, spelling, meaning, collocation, pronunciation, and order.

* + - 1. **Students’ Classification Score in Writing Components**

The following table shows the mean score and standard deviation of students’ score in pre-test and post-test. The scores are presented based on nine elements namely use, usage, synonym, antonym, spelling, meaning, collocation, and adjective order.

Table. 3 Mean scores and standard deviations of students’ pre-test and post-test score

in term of nine adjectives’ elements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Adjective's Elements | | Experimental Group | | Control Group | |
| Mean Score | Standard Deviation | Mean Score | Standard Deviation |
| 1 | Spelling | Pre-test | 45.5 | 1.605 | 47.5 | 1.832 |
| Post-test | 80 | 1.451 | 63 | 1.218 |
| 2 | Pronunciation | Pre-test | 48 | 1.604 | 39.5 | 1.877 |
| Post-test | 79.5 | 1.504 | 54.5 | 1.791 |
| 3 | Meaning | Pre-test | 46 | 1.635 | 42 | 1.908 |
| Post-test | 75 | 1.147 | 58 | 1.542 |
| 4 | Use | Pre-test | 42 | 2.016 | 42.5 | 1.860 |
| Post-test | 75 | 1.147 | 62.5 | 1.293 |
| 5 | Usage | Pre-test | 42 | 1.936 | 41.5 | 1.667 |
| Post-test | 79 | 1.373 | 61 | 1.373 |
| 6 | Synonym | Pre-test | 45.5 | 1.605 | 39 | 2.024 |
| Post-test | 80 | 1.451 | 62.5 | 1.517 |
| 7 | Antonym | Pre-test | 49.5 | 1.663 | 37 | 1.838 |
| Post-test | 75 | 1.147 | 56 | 1.635 |
| 8 | Collocation | Pre-test | 49.5 | 1.669 | 42.5 | 1.943 |
| Post-test | 75 | 1.147 | 56.5 | 1.755 |
| 9 | Adjective Order | Pre-test | 48 | 1.576 | 48 | 1.981 |
| Post-test | 75 | 1.144 | 63 | 1.218 |

Based on statistical data above, the result of the research showed that systemic approach is effective to use in teaching adjectives. It was proven by the result of data analysis of pre-test and post-test. It showed that the students’ post-tests had higher score than pre-tests in term of all adjective’s elements namelyspelling, pronunciation, meaning, use, usage, synonym, antonym, collocation, and adjective order. In other words, the use of systemic approach in teaching adjective can improve students’ adjectives mastery which includesnine-interrelated elements of adjectives that were taught in the treatments. The researcher taught the whole elements related to adjectives systemically. Thus, the students could know how to spell and pronounce the words. Moreover, they were able to know the meaning of the words, then students know the synonymy and antonym of the word and understand when and how to use the word in the sentence in different context.

Theoretically, this finding proved the theories that related to systemic approach. Akil (2015) claims that the success of a system to achieve its goal is determined by intersection, interrelation, and interaction of its elements.

**CONCLUSION AND SUGGESTTION**

The use of systemic approach in teaching English adjectives helps to improve the achievement of the first semester students of Muhammadiyah University of Makassar. It was proven by the total mean score of the students post-test in the experimental group (77.1) which is higher than that of the control class (59.7) and it is also proven by the gain score of the experimental group (31.2) which was higher than that of the control group (17.4). In addition, t-test value was higher than the t-table value (4.022>2.024), then it indicates that the whole elements of adjectives should be taught systemically because the completeness of the materials determines the effectiveness of learning process. In this research, the researcher found that the most significant improvement happened on the usage while the lowest one was on the collocation.

This research can be additional reference. English lecturers at Muhammadiyah University of Makassar are suggested to use systemic approach in teaching adjectives to help students understanding adjectives faster and better. Systemic approach helps the students to master and comprehend adjectives because they are taught all interrelated elements related to adjectives. In addition, this approach makes the students’ to be more active in the classroom and motivates them to study English, especially adjectives. The students are supposed to learn adjective as one of the alternatives to enrich their vocabulary and to learn about nine inter-related elements namely use, usage, synonym, antonym, pronunciation, spelling, collocation and order. This study can lead other researchers to conduct a research with the same approach in the different element of English to know whether or not the systemic approach theory can be effective to improve students’ ability in other elements of English or in the different subject.

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