

## Applying Systemic Approach to Improve Students Verb Mastery

A.Fitriani

[afian\\_edsa@yahoo.co.id](mailto:afian_edsa@yahoo.co.id)

Mansur Akil

[mansurakil@unm.ac.id](mailto:mansurakil@unm.ac.id)

Kisman Salija

Universitas Negeri makassar, Indonesia

### ABSTRACT

Vocabulary is one of the important aspects in teaching and learning a language. One of the ways to make effective learning materials is by involving the use systemic approach. This study aimed at investigating the applying of the of the systemic approach to improve students' understanding on verb material related to the use, usage, antonym, synonym, pronunciation, spelling, meaning. This research employed a quasi- experimental design. The populations were the second semester students of SMKN 2 Sinjai in academic year of 2018/2019. The sampled consisted of 40 students chosen from two classes by applying the purposive sampling technique then were separated into two groups, namely experimental and control group. The difference of experimental and control class was based on the teaching technique used during the treatment. While the experimental class was taught by applying systemic approach, control class was taught by applying the conventional method.

The instruments of this research were verb tests. The data were analyzed by using statistical analysis on SPSS for Windows 20.0 program. As per data experimental group experienced improvement on their understanding on verb in terms of use, usage, antonym, synonym, spelling, pronunciation, meaning indicated by the post—test means score ( 77.93 ) which was significantly higher than that of the control class (59.21) and the gain of experimental group (32.86) which was higher than control group (17.71). another supporting indicator is the t-test value which was higher than the t-table value ( $17.815 > 2.024$ ). Furthermore, the researcher found that the element of verb which experienced most significant increase on its mastery on the use, usage, while the lowest one was the pronunciation.

This research indicated that there was substantial differences improvement between experimental and control class. It implies that systemic approach that was applied in experimental group can improve the students' mastery on verb to improve students' mastery on verb.

**Keywords:** systemic approach, students verb mastery

## INTRODUCTION

Vocabulary is a conjoined part of any language learning process which consist of the total number words. It plays important roles, in accordance with the importance of vocabulary, Harmer (1991:149) beliefs that in teaching foreign language, including speaking, writing, reading and listening skills, it is impossible to use those skills without vocabulary because vocabularies are really important to build those skills.

In relation to vocabulary, there are eight parts of speech in the English language: noun, pronoun, verb, adjectives, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. In this research, the researcher focused on verb.

Verb plays the most important elements of sentences. Using verb means that we can express the quality of any person or object. Without verb we can't say how any object looks like. A verb is word that expresses an action or state of being. Learning verb is still needed since English is our foreign language.

Their categorization may prove some difficulties detailed in the followings. The first thing of studying English grammar may be the mapping of all verb types, enabling speakers to produce understandable utterances. Once we display all possible verb types, it may spare us a lot of subsequent explanations, and its real advantage lies in offering a logical view upon their possible combination to create tenses. Classifying verbs is necessary, as they express a multitude of grammatical categories, such as person (first, second, third) and number (singular, plural). Furthermore, in a syntactical approach, they express the predicate (Gălățeanu & Comișel, 1982, pp. 6–9), offering the following possible characteristics: tense (present, past, future), aspect (simple, continuous or progressive, perfect (simple), and (finite/non-finite: infinitive, gerund, participle).

Systemic approach is modern approaches apply by educational researchers to understand the phenomena with all its various and interconnected aspects. Akil (2015) declared that systemic approach is the approach affects the system as a whole that empahzise the regularity and holistic point of view identifying and categorizing verb. Therefore, the researcher instersted to find out the effectiveness of using systemic approach in teaching verb to the fourth-semester students in SMKN 2 Sinjai. The discussion of systemic approach in this research is mainly based on Akil's (2015) theory. it focuses on the use of systemic approach which was covered nine inter-related elements: use, usage, synonym, antonym, spelling, meaning, and pronunciation.

English is an international language, which becomes very vital instruments in daily life. English is also used in a broad variety of activities using verb to express ideas and concept. Every sentence should have a subject and a verb where it expresses a complete thought. The subject of the sentence must agree with the verb in order to create a correct sentence. Therefore, they needed to perform further study on the students' written work to find out the students' verb mastery agreement in order to make improvements in the next learning-teaching process.

By using this approach, the students will be able to enjoy during the learning process, they can follow the lesson until finishing it. Therefore, it can develop their verb. It is expected that it can increase the interest and motivation of students in learning a verb. For researcher, a verb can facilitate when the teacher will be given lesson with easily and interesting visual aids without many efforts.

In this section, the students learn to use verbs to indicate when an action occurred. Verbs are an important part of our life, without them no one will be able to communicate action. Understanding and using verb effectively is an essential part of communicating in any language.

## **RELATED LITERATURE**

### **Systemic Approach**

#### **Definition of Systemic Approach**

There are several opinions about systemic approach proposed by some experts. Akil (2015) states that systemic approach is an approach that considers the holistic point of view that covers the entire elements of a system. All elements of the system should intersect, interrelate, and interact one another. If any element misses any of these systemic features, the element should be excluded from the system, and otherwise, it will jeopardize the system. Moreover, Kaufman (2012) claims systemic approach as an approach that affects everything in the system. Systemic approach is also defined by Fogarty (2015) as the approach that describes something that happens or exists throughout a whole system. In addition, Al-Bhery et al. (2010:407) declares that systemic approach depended on the concept of the system that meant a set of things that accumulated in a certain field and had several interrelations that aim at achieving specific goals. Therefore, the researcher concludes that systemic approach is an approach that depended on the concept of system that emphasizes the regularity and holistic point of view in identifying and categorizing verb to make the learners easily to master them.

#### **Teaching verb by using systemic approach**

Systemic approach emphasizes the regularity and holistic point of view in doing or learning something. This approach consists of three main points, namely intersection, interaction, and interrelation (Akil, 2015). Intersection refers to all elements of a system (everything) present at the same time. Interaction means all elements of a system interact one another (functional). Then, interrelation implies all interactions of the elements support the achievement of the goal of the system (relevant). The following figure describes the concept of systemic approach related to verb:



Figure 2.1  
The chart of systemic approach (Akil, 2015)

#### Aspects of teaching verb by using systemic approach

There are seventh aspects which must be included in teaching verb by using systemic approach. Those are spelling, pronunciation, meaning, use, usage, synonym, antonym. These aspects cover 3 points of systemic approach; intersection, interaction and interrelation. The following are the definition of those aspect:

#### The concept of verb

- 1) Use : A method or manner of employing or applying something
- 2) Usage : The way in which words and phrases are actually used ( as in a particular form or sense) in a language community
- 3) Synonym : One of two or more words or expression of the same language that have the same or nearly the same meaning in some or all senses
- 4) Antonym : A word of opposite meaning
- 5) Spelling : The forming of words from letters according to accepted usage
- 6) Meaning : The thing one intends to convey especially by language
- 7) Pronunciation : The way to pronounce a word

#### **The explanation of verb by using systemic approach.**

The verb and subject are very closely tied to each other. This relation will give influence to the form of subject and verb. Michael (1982) states that verb follows the subject in declarative sentence; it generally shows the action of the sentence. Every sentence must have a verb. The verb could be a single word.

## **Definition of verb**

Verb is word that come from the latin word *verbum*, it is a part of speech that is used to described motion or convey a subject in action. According Elizabeth O'Brien (2009) A verb is a word that expresses an action or a state of being. In addition, Merriam webster define verb as words that show an action (sing), accurence (develope, or state of being (exist).

## **The importance of verb**

The are a lot of reason why a verb is important. Some of them are stated by Lindsey Wegner, M.A., CCC-SLP & Readable Writer, accessed July 19, 2017

1. Verb is a tool for Make a statement – The dog *ran* home.
2. Verb can Help to ask a question – Did he *run* home?
3. Verb helps Give a command – *Run* home.
4. Verb Express action – The dog *ran* after the ball.
5. Verb as Express a state of being – The dog *is* tired from running.

## **The Function of Verb**

1. To work or operate in the correct or normal way.
2. To work or operate in a particular way.
3. To operate in the same way as something else.
4. To do all the things that you normally do.

## **Research Methodology**

The research design was Quasi- Experimental Design. This reseacrh design was employed by the researcher to collect and analyze the data in order to get answer form the reseacrh question. The populations were the second semester students of SMKN 2 Sinjai in academic year of 2018/2019. The sampled consisted of 40 studentss chosen from two classes by using purposive sampling technique then were divided into two groups, namely experimental and control group. The difference between experimental and control class was based on the teaching technique used during the treatment. While the experimental class was taught by using systemic approach, control class was taught by using the conventional method. The isnruments of this research were verb test. It included 70 items that consist of seventh parts which was refers to of use, usage, antonym, synonym, spelling, pronuncition, meaning. Then The data were analyzed by using statistical analysis on SPSS for Windows 20.0 program.

1. Students' classification score

A The Mean score and Standar deviation mean score and standar deviation of students' pre-test and post-test presented in the following table:

Table. 1 Mean score and standar deviation of both classes in pre-test and post-test

| Test      | Experimental Group |           | Control Group |           |
|-----------|--------------------|-----------|---------------|-----------|
|           | Mean               | Standard  | Mean          | Standar   |
|           |                    | Deviation |               | Deviation |
| Pre-Test  | 45.07              | 15.03     | 41.50         | 18.03     |
| Post-Test | 77.93              | 17.06     | 59.21         | 15.03     |

Table. 1 shows that the mean score and standard deviation of both experimental and control group in pre-test and post-test. For experimental group the mean score was 45.07 and standard deviation 15,03 in pre-test. In post-test, the mean score was 77.93 and standard deviation is 17,06 The mean score for the control group was 41.50 and standard deviation was 18,03 in pre- test. While in pos-test, the mean score was 59.21 and standar deviation was 15,03.

**a. Gain Score of student's pre-test and post-test**

Gain of students' pre-tes and post-test of both groups was presented the following table.

Table.2 : Gain score of student's Pre-tes and Post-test

| Gain Total | Experiment | Control |
|------------|------------|---------|
|            | 32.86      | 17.71   |

Table 4.4, shows that gain of experimental group (32.86) was higher than control group (17.71) this means that systemic approach that was applied in experimental group can improve the students' verb.

**b. T-Test Value of Students**

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

Table.3 T-Test Value of Student's

| Group  | T-test | T-table |
|--------|--------|---------|
| N-Gain | 8.929  | 2.024   |
|        | 17.815 | 2.024   |

For the level significance 0,05 and degree of freedom (df) = 38, then the value of t-table was 2.024. based on the table, for experimental group the t-test value was 17.815, and t-table value was 2.024. it shows that t-test value was higher than t-table value (17.815>2.024). and for control group the t-test value was 8.929, and t-table value was 2.024. it shows that t-test value higher than t-table value (8.929> 2.204). it indicated that there was significant of between experiment and control group. Thus, the null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted. The alternative hypothesis said that there was significant improvement of students' verb after using systemic approach.

## 2. Students' Classification Score in Writing Components

The following table shows the mean score and standard deviation of students' score in pretest and post-test. The scores are presented based on seventh elements namely use, usage, synonym, antonym, spelling, meaning,

Table.4 Mean Score and Standar Deviation of students' pre-test and post-test score in term of seventh verb elements.

**Group Statistics**

| Kelompok                    |           | N  | Mean  | Std. Deviation | Std. Error Mean |
|-----------------------------|-----------|----|-------|----------------|-----------------|
| CONTROL CLASS USE           | Post Test | 20 | 61,50 | 12,258         | 2,741           |
|                             | Pre Test  | 20 | 42,50 | 16,504         | 3,690           |
| EXPERIMENTAL CLASS USE      | Post Test | 20 | 75,00 | 11,471         | 2,565           |
|                             | Pre Test  | 20 | 42,00 | 20,157         | 4,507           |
| CONTROL CLASS USAGE         | Post Test | 20 | 60,50 | 14,318         | 3,202           |
|                             | Pre Test  | 20 | 42,00 | 16,416         | 3,671           |
| EXPERIMENTAL CLASS USAGE    | Post Test | 20 | 79,00 | 13,727         | 3,069           |
|                             | Pre Test  | 20 | 42,00 | 19,358         | 4,329           |
| CONTROL CLASS SYNONYM       | Post Test | 20 | 61,50 | 15,985         | 3,574           |
|                             | Pre Test  | 20 | 39,00 | 20,494         | 4,583           |
| EXPERIMENTAL CLASS SYNONYM  | Post Test | 20 | 80,00 | 14,510         | 3,244           |
|                             | Pre Test  | 20 | 45,50 | 16,051         | 3,589           |
| CONTROL CLASS ANTONYM       | Post Test | 20 | 56,50 | 17,554         | 3,925           |
|                             | Pre Test  | 20 | 38,00 | 17,947         | 4,013           |
| EXPERIMENTAL CLASS ANTONYM  | Post Test | 20 | 76,00 | 12,312         | 2,753           |
|                             | Pre Test  | 20 | 46,50 | 16,631         | 3,719           |
| CONTROL CLASS SPELLING      | Post Test | 20 | 63,00 | 12,183         | 2,724           |
|                             | Pre Test  | 20 | 48,50 | 18,715         | 4,185           |
| EXPERIMENTAL CLASS SPELLING | Post Test | 20 | 79,50 | 14,681         | 3,283           |
|                             | Pre Test  | 20 | 45,50 | 16,051         | 3,589           |

|                                  |           |    |       |        |       |
|----------------------------------|-----------|----|-------|--------|-------|
| CONTROL CLASS PRONUNCIATION      | Post Test | 20 | 54,50 | 17,911 | 4,005 |
|                                  | Pre Test  | 20 | 39,50 | 18,771 | 4,197 |
| EXPERIMENTAL CLASS PRONUNCIATION | Post Test | 20 | 79,50 | 15,035 | 3,362 |
|                                  | Pre Test  | 20 | 48,00 | 16,092 | 3,598 |
| CONTROL CLASS MEANING            | Post Test | 20 | 57,00 | 14,179 | 3,171 |
|                                  | Pre Test  | 20 | 41,00 | 17,741 | 3,967 |
| EXPERIMENTAL CLASS MEANING       | Post Test | 20 | 76,50 | 14,244 | 3,185 |
|                                  | Pre Test  | 20 | 46,00 | 16,351 | 3,656 |

Based on statistical data above, the findings of the research showed that systemic approach is effective to use in teaching verb. It was proven by the result of data analysis of pretest and post-test. It showed that the students' post-test had higher score than pre-tests in term of all verb elements namely spelling, pronunciation, meaning, use, usage, synonym, antonym. In other words, the use of systemic approach in teaching verb can improve students' verb mastery which includes nine-interrelated elements of verb that were taught in the treatments. The researcher taught the whole elements related to verb 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. In this approach, all interrelated elements of adjectives are intersected, interrelated and interacted one another to make the subject is totally clear for students.

## DISCUSSION

This part deals with the interpretation of the finding, derived from the statistical analysis through vocabularies verb test. Based on the hypothesis use by the researcher, that is "using systemic approach significantly improves the students' verb mastery at the fourth semester students of SMKN 2 Sinjai ", this research aims to find out whether or not teaching verb using systemic approach is effective to the fourth smester students of SMKN 2 Sinjai.

Before giving the treatment, the researcher conducted pre-test. The content of pre-test and post-test was same. The description of the data collected in pre-test as explained in the previous section showed that there was a students gained very good score and some of the students' gained good score, fair score, and poor score. Most of the students got difficulties to comprehend the synonym and usage. Besides that, they were difficult to make sentences by their own words because they had lack of vocabulary.



## CONCLUSION AND SUGGESTION

From the explanation above the researcher determine that the use of systemic approach in teaching English verb helps the students' achievement in English verb for fourth semester of students' SMKN 2 Sinjai Utara.. It was proven with the total higher mean score of the students post-test in experimental group (77.93) than the control class (59.21) and it also proven by the gain score of experimental group (32.86) was higher than control group (17.71) In addition, t-test value was higher than t-table value ( $17.815 > 2.024$ ), then hence it indicates that the whole elements of verb should be taught systemically because the completeness of the materials determines the of learning process. In this research, the researcher found that the highest element in systemic approach was usage and the lowest one was synonym.

For suggestion, this research can be used as additional reference for English lecturers at SMKN 2 Sinjai. English teachers at SMKN 2 Sinjai are suggested to use systemic approach to teach verb to help students understanding verb faster and better because they learn all interrelated elements related to verb. In addition, this approach makes the students' more active in the classroom and motivates them to study English especially verb. For the students are suggested that the students learn verb as one of the alternative to add their vocabulary and to learn about nine inter-related element namely use, usage, synonym, antonym spelling pronunciation, meaning. For further researcher are suggested for the next researcher who are interested to conduct a research with the same approach to use it in the different element of English to know whether or not systemic approach theory can be function to improve students' ability in other element of English or in the different subject.

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