USING SYSTEMIC APPROACH TO IMPROVE STUDENTS' ADJECTIVE MASTERY AT SEVENTH GRADE STUDENTS OF SMP NEGERI 21 MAKASSAR

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ABSTRACT

This research aimed at finding out whether or not systemic approach can improve students' adjective mastery. Pre-experimental design was applied in this research with one group pretest - posttest design. The population of this research was the seventh grade students of SMP Negeri 21 Makassar, academic year 2017/2018, which consisted of 8 classes. This research used simple random sampling. The samples were 26 students of 7A. The research instrument used vocabulary test consisted of word form, word meaning, and word use as the research instrument. The result of this research showed that the application of systemic approach can improve students' adjective mastery. The result of this research showed that the application of systemic approach can improve students' adjective mastery. It was proved by the t-test value which was lower than 0.05. it was (0.00) > (0.05) and degree of freedom (n-1) = 25. And the result of the result showed that the mean score of pre-test was 54.64 and mean score of post-test was 78.16.

Keywords: *Adjective Mastery, Systemic Approach, Pre-experimental design, Vocabulary*

INTRODUCTION

In learning English, students have to learn vocabulary first in order to master English. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write, Richards (2001). There are some indicators, which can be used to measure vocabulary mastery. Those indicators are word form (including how the word is pronounced and spelt as well as the grammatical changes, which can be made to it), word meaning, and word use (Cameron, 2001). So, mastering vocabulary is important for learners since vocabulary mastery is one of the basic components and plays an important role in the four language skills since it gives contribution to students to perform their skill better. It is impossible for the students to perform their English appropriately if their vocabularies are very weak.

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Based on researcher's interview with teachers in SMP Negeri 21 Makassar on 19 January 2017, the researcher found some problems that teachers faced in teaching English. The teacher said that the students had difficulties in learning English in four-language skill. The teacher assumed that the problem faced by the students because they lack vocabulary. Sometimes, the students understand the word but they do not know the pronunciation or sometimes they know the meaning and the pronunciation but they can make it into a sentence. Dealing with those problems, the researcher realizes that teaching vocabulary must be taught as well as possible and the teachers have to be innovative in designing a teaching approach.

Many approaches had been implemented, but the problems still unsolved. Therefore, the researcher was interested to implement systemic approach that used lot and alternative solution. Systemic approach is one of the modern approaches applied by educational researchers to understand the phenomena with all its various and interconnected aspects. Al- Bhery et al. (2010: 407) stated 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 inter-relations that aim at achieving specific goals. Then, Al-Hajaya (2011: 6) stated that a concept critical to systemic approach is schemata, which is a set of things in one field interactively connected together to achieve specific objectives.

The limitation of this research viewed from three aspects:

1. By discipline, this research was under Language Teaching.
2. By content, the scope of the research was limited to learning process of vocabulary in junior high school student. This research focused on the application of systemic approach in improving students' adjective mastery.
3. By activity, the research proceed as in the following activities:
   a. The researcher explained about words classification especially adjective
   b. The students made a group 4-5 students each group
   c. The researcher gave a text to the students
   d. The students found the adjective word in text and then found the meaning and make a sentence

LITERATURE REVIEW

Indasari (2015) conducted a research under the title "*Using Systematic Approach in Teaching English Adjective at The Second Year Students of SMPN 4 Bajeng*". In her research, she found that using systematic approach is affective to improve the grammar ability in teaching English adjective. The similarity of this research is the material that teaching English adjective. The differences of this research are the method and the approaches, her research is using quasi experimental and using systematic approach and this research is using pre-experimental research and using systemic approach.

Referring to the findings above, the researcher concludes that vocabulary students can be improved by some techniques and systemic approach as a modern

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approach also can be use to improve students' vocabulary. That was why the researcher wanted to use systemic approach in the different context. In this case, the researcher used systemic approach as an approach to improve students' adjective mastery.

Swannel in Utami (2011) defined that "Mastery is comprehensive knowledge or use of a subject or instrument". The researcher concludes that vocabulary is an important component of language, also plays an important role in the four language skills. And the vocabulary mastery is a knowledge or something that we mastered and now the detail information to improve skill in target language.

1. Akil (2015) defines that systemic approach is an approach considers to 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.
2. Kaufman (2012) declares that systemic approach is an approach affects everything in the system.
3. Fogarty (2015) believes that systemic approach is the approach that describes something that happens or exists throughout a whole system.

Based on the definition above, the researcher conclude that systemic approach is an approach depended on the concept of system that emphasize the regularity and holistic point of view in identifying and categorizing adjective to make the learners easily to master them.

Teaching Adjective by Using Systemic Approach

Systemic approach is the approach that 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 means all elements of a system (everything) present at the same time. Interaction means all elements of a system interacts one another (functional) and interrelation means 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 adjective word:

Figure 1. Adjective as a system (Akil, 2015)

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In relation to teaching word especially adjective by using systemic approach, Akil (2015) presents some steps as follows:

1. Explain word generally. It includes definitions, functions and type of word.
2. Explain one type of word, that is adjective. In this step, the teacher explains adjective generally (definitions, functions and types of adjective, function and position of adjective)
3. Select some words of each category and explain them. Each word must be explained with their inter-related elements namely spelling, pronunciation, meaning, use, usage, kinds, form, function and position of adjective. It aims to help the students to understand all elements that affect the adjective and also to make the students having full understanding about the intersection, interaction and interrelation of the word system.
4. Evaluate the students understanding by using dictation and diction technique. Dictation technique will help the teacher to know the students listening skill while diction technique will help the teacher to know the students understanding of the word meaning, use and usage.

Based on the explanation above the researcher concludes that teaching words especially adjective by using systemic approach is very good because the teacher teaches all inter-related elements of the word systemically, so the students will be easy to comprehend the spelling, pronunciation, meaning, use, usage, kinds, form, function and position of adjective.

Moreover, Systemic Approach provides into three criteria, such as; inter-relation, intersection, and interaction of words. The table below shows the criteria:

| Criteria	Inter-relation	Intersection	Interaction
	How do the words connect with each other?	Are the words relevant with each other?	Do the words affect with each other?

Figure 2. Criteria of Systemic Approach

Vocabulary is an important component of language, and plays an important role in the four language skills. Vocabulary mastery is one of the most important things that makes our communication fluent. And Adjective is one of part of speech. Adjectve is word that explains noun and gives more information about the noun. Therefore, teacher should be more creative to encourage student attention in teaching and learning process to increase student vocabulary mastery. So, the teacher need to choose a good approaches in improving students' vocabulary mastery. One of the method is using systemic approach.

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RESEARCH METHOD

In this research, the researcher applied pre-experimental design. The researcher used one group pretest - posttest design. The group got pretest, treatment, and posttest. Before giving treatment, the researcher gave pretest. Posttest was given after the treatment. The result of the pretest and posttest were compared to find out whether the systemic approach could improve students' vocabulary mastery especially in teaching English adjective,

The following is the illustration of the research design:

$$O_1 \longrightarrow X \longrightarrow O_2$$
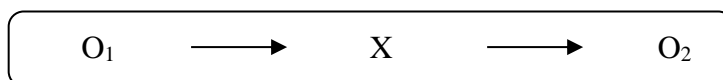
(Gay, 2006)

O_1 : Pretest (word form including how the word was pronounced and spelt as well as the grammatical changes which could be made to it, word meaning, and word use)

X : Treatment

O_2 : Posttest (word form including how the word was pronounced and spelt as well as the grammatical changes that could be made to it, word meaning, and word use).

The population of this research was the students of the first grade at SMP Negeri 21 Makassar. At this school, the first grade consist of eleven classes with 375 students, the second grade consist of eleven classes with 289 students, and the third grade consist of twelve classes with 317 students. There are 25-30 students in each class. The total number of population was 981 students.

This research used cluster random sampling technique. The researcher chose randomly of the eleven classes of first grade as the sample of this research. The researcher chose 7A classes as the sample of this research. The sample consisted of 26 students.

In collecting the data, the researcher used a vocabulary test as the instrument (word meaning, word use, and word formation). The total number of test items was 35. It consisted of 10 items of word form test, 10 items of matching word tests, 10 items of translate test and 5 items of sentence constraction test. The test administer in pre-test and post-test. The pre-test was given before treatments. Pre-test intended to find out the prior students' knowladge while the post-test was given after treatments. Meanwhile, post-test was given after treatments and it intended to find out the effectiveness of systemic approach in teaching adjective.

The data acquired from the test were analyzed by using *Statistical Package for Social Science* (SPSS) version 20.0 to find out the score rate frequency and percentage, the mean score, the standard deviation, and the significant difference between the score of students' pretest and posttest.

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The finding presented here deals with the result of the students' mastery of adjective through systemic approach. The data were collected through vocabulary test in pre and post-test which involved 25 students

DISCUSSION

Pre-Test and Post-Test

a. Frequency and Rate Percentage of Pre-test and Post-test Scores

The illustration of the students' vocabulary test result in pre-test and post-test is shown as follows:

Table 1. The Frequency and Percentage of the Pre-test and the Post-test Scores

Classification		Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very good	86-100	1	4%	8	32%
Good	71-85	4	16%	10	40%
Fair	56-70	7	28%	5	20%
Low	$\leq$ - 50	13	52%	2	8%
	Total	25	100%	25	100%

Table 1 showed the frequency and percentage of the students' vocabulary test score obtained from pre-test and post-test. In pre-test, 1 student (4%) got very good score, 4 students (16%) got good score, 7 students (28%) got fair score and 13 students (52%) got low score. On the other hand, in post-test there were 8 students (32%) got very good score, 10 students (40%) got good score, 5 students (20%) got fair score and 2 students (8%) got low score.

Comparing with the result of the students' pre-test and post-test showed that there were 13 students got low score in pre-test and 2 students got low score in post-test, 7 students got fair score in pre-test and 5 students got fair score in post-test, 4 students got good score in pre-test and 10 students got good score in post-test, 1 students got very good score in pre-test and 8 students got very good score in post-test. It could be concluded that there were an improvement of the students' post test and pretest score.

b. Mean and Standard Deviation of Students' Scores

The mean score and standard deviation were presented in the table below:

Table 2. Mean Score and Standard Deviation of Students' Pre-test and Post-test

	Mean	Standard Deviation
Pre-test	54,64	14,90
Post-test	78,16	14,74

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Table 2 showed the difference of mean score and standard deviation between pre-test and post-test. From the mean scores above, the researcher found that the mean score of the students' pre-test was 54, 64 and the standard deviation of it was 14, 90. While in the post-test, the mean score increased to 78, 16 and the standard deviation of it was 14, 74.

c. Gain Score

Table 3. Gain Score

Class	Mean score		Gain Score
	Pre-test	**Post-test**	
Experimental	54.64	78.16	23.52

Table 4.1.3 showed the gain score of pre-test and post-test. The gain score showed that there was an improvement on students' adjective mastery. The mean score in the pre-test was 54.64 while in post-test the score was 78.16 so it could be stated that the gain was 23.52.

d. Test of Significance

The hypothesis of this research stated in the previous chapter was tested through inferential analysis using paired sample t-test. It aims to find out if there was a significant difference between the students' score of pre-test and post-test. The following table presented the test of significance of the students' scores of the pre-test and post-test.

Table 4. Test of Significance

Variables	Probability Value	Level of Significance (α)
Pre-test and Post-test	0.00	0.05

Table 4 above showed the result of the computation of the T-test of the students' score of the pre-test and post-test. We could see that the probability value (0.00) was smaller than the level of significance (0.05). Therefore, it could be interpreted that there was a significant difference between the students' scores of the pre-test and post-test. So, it could be concluded that null hypothesis (H_0) was rejected.

Based on the data above, the alternative hypotheses of this research (H_1) was accepted. It indicated that that there was an improvement in the students' adjective mastery. Therefore, it could be concluded that systemic approach significantly improves the students' adjective mastery.

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1. **The Students' Adjective Mastery in Three Aspects of Vocabulary**
   a. **Jumbled Letter (Word Formation)**

   Table 5. The Percentage of word formation Pre-test and Post-test

Classification		Pre-Test		Post-Test	
		Frequency	Percent	Frequency	Percent
Very good	86-100	12	48%	22	88%
Good	71-85	4	16%	0	0%
Fair	56-70	8	32%	2	8%
Low	$\leq$ - 50	1	4%	1	4%
	Total	25	100%	25	100%

Table 5 showed the frequency and percentage of the students' score obtained from vocabulary test in pre-test and post-test were improved. In pre-test, students got very good were 12 students (48%), good score were 4 students (16%), got fair score were 8 students (32%), and got low score was 1 student (4%). In post-test, students got very good were 22 students (88%), no students got good score, students got fair score were 2 students (8%), and got low score was 1 student (4%).

Comparing with the result of the students' pre-test and post-test, the students' post-test score was higher than their pretest score. It implied that systemic approach improved the students' adjective mastery in part of word formation.

Table 6. The mean score and standard deviation of word formation in pre-test and post-test

	Mean	Standard Deviation
Pre-test	78.00	17.08
Post-test	90.80	14,41

Table 6 showed the differences between mean score and standard deviation of the students' adjective mastery obtained from pre-test and post-test. It could be seen that the mean score of the students' pre-test was 78.00 while the mean score of the students' post-test was 90.80. It was indicated that the mean score of the students' post-test was higher than the students' pre-test. In the table 4.2.2 above, it could be seen that the standard deviation of the students' decreased from 17.08 to 14.41 and the result indicated that systemic approach improved the students' adjective mastery in part of word formation.

Table 7. The significance of word formation pre-test and post-test

Variables	Probability Value	Level of Significance (α)
Pre-test and Post-test	0.01	0.05

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Table 7 above showed the result of the computation of the T-test of the students' score of the pre-test and post-test. It could be seen that the probability value (0.01) was smaller than the level of significance (0.05). Therefore, it could be interpreted that there was a significant difference between the students' scores of the pre-test and post-test. So, it could be concluded that null hypothesis (H_0) was rejected.

Based on the data above, the alternative hypotheses of this research (H_1) was accepted. It indicateed that there was an improvement in the students' adjective mastery.

b. Matching Words (Word Meaning)

Table 8. The Percentage of word meaning Pre-test and Post-test

Classification		Pre-Test		Post-Test	
		Frequency	Percent	Frequency	Percent
Very good	86-100	0	0%	10	40%
Good	71-85	3	12%	6	24%
Fair	56-70	3	12%	7	28%
Low	≤ - 50	19	76%	2	8%
	Total	25	100%	25	100%

Table 8 showed the frequency and percentage of the students' score obtained from vocabulary test in pre-test and post-test were improved. In pre-test, no students got very good score, good score were 3 students (12%), got fair score were 3 students (12%), and got low score were 19 students (76%). In post-test, students got very good were 10 students (40%), good score were 6 students (24%), students got fair score were 7 students (28%), and got low score were 2 students (8%).

Comparing with the result of the students' pre-test and post-test, the students' post-test score was higher than their pretest score. It implied that systemic approach improved the students' adjective mastery in part of word meaning.

Table 9. The mean score and standard deviation of word meaning in pre-test and post-test

	Mean	Standard Deviation
Pre-test	49.80	14,80
Post-test	77.76	14.48

Table 9 showed the differences between mean score and standard deviation of the students' adjective mastery obtained from pre-test and post-test. It could be seen that the mean score of the students' pre-test was 49.80 while the mean score of the students' post-test was 77.76. It was indicated that the mean score of the students' post-test was higher than the students' pre-test. In the table

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4.3.2 above, it could be seen that the standard deviation of the students' decreased from 14.80 to 14.48 and the result indicated systemic approach improved the students' adjective mastery in part of word meaning

Table 10. The significance of word meaning pre-test and post-test

Variables	Probability Value	Level of Significance (α)
Pre-test and Post-test	0.00	0.05

Table above showed the result of the computation of the T-test of the students' score of the pre-test and post-test. It could be seen that the probability value (0.00) was smaller than the level of significance (0.05). Therefore, it could be interpreted that there was a significant difference between the students' scores of the pre-test and post-test. So, it could be concluded that null hypothesis (H_0) was rejected.

Based on the data above, the alternative hypotheses of this research (H_1) was accepted. It indicated that there was an improvement in the students' adjective mastery.

c. Make Sentences (Word Use)

Table 11. The Percentage of word use Pre-test and Post-test

Classification		Pre-Test		Post-Test	
		Frequency	Percent	Frequency	Percent
Very good	86-100	3	12%	9	36%
Good	71-85	1	4%	3	12%
Fair	56-70	4	16%	6	24%
Low	≤ - 50	17	68%	7	28%
	Total	25	100%	25	100%

Table 11 showed the frequency and percentage of the students' score obtained from vocabulary test in pre-test and post-test were improved. In pre-test, got very good score were 3 students (12%), good score was 1 student (4%), got fair score were 4 students (16%), and got low score were 17 students (68%). In post-test, students got very good were 9 students (36%), good score were 3 students (12%), students got fair score were 6 students (24%), and got low score were 7 students (28%).

Comparing with the result of the students' pre-test and post-test, the students' post-test score was higher than their pretest score. It implied that systemic approach improved the students' adjective mastery in part of word use.

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Table 12. The mean score and standard deviation of word use in pre-test and post-test

	Mean	Standard Deviation
Pre-test Post-test	42.80 66.80	29.82 27.00

Table 12 showed the differences between mean score and standard deviation of the students' adjective mastery obtained from pre-test and post-test. It could be seen that the mean score of the students' pre-test was 42.80 while the mean score of the students' post-test was 66.80. It was indicated that the mean score of the students' post-test was higher than the students' pre-test. In the table 4.2.8 above, it could be seen that the standard deviation of the students' decreased from 29.82 to 27.00 and the result indicated that systemic approach improved the students' adjective mastery in part of word use.

Table 13. The significance of word use pre-test and post-test

Variables	Probability Value	Level of Significance (α)
Pre-test and Post-test	0.00	0.05

Table 13 above showed the result of the computation of the T-test of the students' score of the pre-test and post-test. It could be seen that the probability value (0.00) was smaller than the level of significance (0.05). Therefore, it could be interpreted that there was a significant difference between the students' scores of the pre-test and post-test. So, it could be concluded that null hypothesis (H_0) was rejected. Based on the data above, the alternative hypotheses of this research (H_1) was accepted. It indicated that there was an improvement in the students' adjective mastery.

CONCLUSION

This part deals with the interpretation of the finding, derived from the statistical analysis through vocabulary test. Based on the research problem of this research, that is "is the use of systemic approach can improve students' adjective mastery", this research aimed to find out whether or not teaching adjective using systemic approach improves the adjective mastery of the first grade students of SMP Negeri 21 Makassar.

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 student 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 usage. Besides, they

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were difficult to make sentences by their own words because they lacked vocabulary.

The improvement of the students' adjective mastery could be separated from nine-interrelated elements of adjective namely spelling, pronunciation, meaning, use, usage, kinds, form, position, function that were taught in the treatments. The researcher taught the whole elements related to adjective systemically. So the students could know how to spell and pronounce the words. Moreover, they were able to know the meaning of the words and understand when and how to use the word in the sentence in different context.

Theoretically, this finding proved the theories that are related to systemic approach. Akil (2015) declared that the success of a system to achieve its goal is determined by the intersection, interrelation and interaction of its elements. In this approach, all interrelated elements of adjective are intersected, interrelated and interacted one another to make the subject is totally clear for students. Al- Bhery (2010:2) also identified systemic as studying concepts or topics through and integrated system where all relations among any concept or topic and the rest of topics or concepts are clear. This makes the students to be able to link what has been studied to what is going to be studied. In addition, by applying systemic approach in teaching and learning process made the student active, motivated and excited in learning adjective.

There were some obstacles in technical context that make the treatment did not run as planned before. The problems dealt with time management and students' background knowledge. The first obstacle was time management. In the first treatment, the researcher took time to explain the approach that would be applied and the material. The first treatment ran out of time so the students had to finish their work during the recess time. So in the next treatment, the researcher tried to manage time well. The second obstacle was the students' background knowledge. Some of students had limited background of English especially on vocabularies. It can be seen, when the researcher applied the treatment. There were a lot of students who always asked about the word and their elements. So, the researcher should explain it again and again. In addition, the researcher must give them more help and lead them in doing their exercises.

After the class, the researcher asked the students about their feelings of learning adjective through systemic approach. Most of them felt more enthusiastic to study English, especially on adjective. And also they asked the researcher to teach them in another time.

Based on the findings, the result of the research showed that systemic approach improves students' adjective mastery. It was proven by the result of data analysis of pre-test and post-test that the students' post-test had higher score than pre-test. This result was supported by the research of Akib (2012) in her thesis in title Using Systemic Approach to Improve The Vocabulary Mastery of The Eleventh Grade Students of SMA Negeri 1 Bontomarannu that showed that using systemic approach was effective to improve students' vocabulary mastery and in my research was focused in improving students' adjective mastery. This chapter presented

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some conclusions based on the findings and discussions from the data analysis. It also present the suggestions related to the conclusions.

The use of systemic approach was effective to use in improving students' adjective mastery of the first grade students of SMP Negeri 21 Makassar. It was proved by the significant difference of the students' score between pre-test and post-test after giving treatments. The result of the data analysis showed that the mean score of the students' post-test (78,16) was higher than the mean score of their pre-test (54,64). It also indicated that the whole elements of adjective should be taught systemically because the completeness of the materials determines the effectiveness of learning process.

Based on the analysis of t-test, there was significant difference in students' adjective mastery in pre-test and post-test. The score from hypothesis testing was smaller than 0.05 which was $0.000 < 0.05$. It means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) of this research was accepted because systemic approach improved students' adjective mastery.

SUGGESTION

Based on the conclusion above, the researcher proposed some suggestions as follows:
1. English teachers at SMP Negeri 21 Makassar are suggested to use systemic approach in teaching adjective. Systemic approach could help students to master and comprehend adjective because they are taught all interrelated elements related to adjective. In addition, this approach could made the students' more active in the classroom and also could motivated them to study English, especially adjective.
2. For further researchers, who are interested in doing research concerning the use of systemic approach to teach other grammatical points, they have to make sure that the elements of the point in the systemic circle more clear and easy to understand. They may input synonym or antonym in the part of meaning.

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