

## THE EFFECTIVENESS OF A SYSTEMIC TEACHING APPROACH ON THE ACQUISITION OF ENGLISH ADJECTIVE PROFICIENCY

ANALISIS EFEKTIVITAS PENDEKATAN PENGAJARAN SISTEMIK TERHADAP  
PENGUASAAN ADJEKTIVA DALAM BAHASA INGGRIS

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### ABSTRACT

*This study examines the effectiveness of a systemic teaching approach in enhancing adjective mastery among junior high school students. Participants were willingly selected and divided into two groups: an experimental group using the systemic approach and a control group following conventional methods. Data collection involved a vocabulary mastery test that included multiple-choice questions, fill-in-the-blank exercises, and sentence construction tasks. Pre-tests established a baseline for both groups, followed by post-tests after the instructional interventions. Statistical analyses, including descriptive statistics and independent samples t-tests, were conducted on the pre-test and post-test data. Results indicated a significant improvement in adjective mastery for the experimental group compared to the control group. This study suggests that the systemic teaching approach is an effective pedagogical strategy for enhancing English language learning outcomes, particularly in mastering adjectives.*

**Keywords:** systemic teaching approach, adjective mastery, English subject, and Effective learning

### ABSTRAK

*Penelitian ini menganalisis efektivitas pendekatan pengajaran sistemik dalam meningkatkan penguasaan adjektiva di kalangan siswa sekolah menengah pertama. Peserta dipilih secara sukarela dan dibagi menjadi dua kelompok: kelompok eksperimen yang menggunakan pendekatan sistemik dan kelompok kontrol yang mengikuti metode konvensional. Pengumpulan data dilakukan dengan menggunakan tes penguasaan kosakata yang mencakup pertanyaan pilihan gan-*

da, latihan isian, dan tugas konstruksi kalimat. Pre-test dilakukan untuk menetapkan baseline bagi kedua kelompok, diikuti dengan post-test setelah intervensi pengajaran. Analisis statistik, termasuk statistik deskriptif dan t-test sampel independen, dilakukan pada data pre-test dan post-test. Hasil menunjukkan peningkatan yang signifikan dalam penguasaan adjektiva untuk kelompok eksperimen dibandingkan dengan kelompok kontrol. Penelitian ini menyarankan bahwa pendekatan pengajaran sistemik merupakan strategi pedagogis yang efektif untuk meningkatkan hasil pembelajaran bahasa Inggris, terutama dalam penguasaan adjektiva.

**Kata kunci:** Pendekatan pengajaran sistemik, Penguasaan adjektiva, Mata Pelajaran Bahasa Inggris, dan Pembelajaran efektif

## A. INTRODUCTION

The mastery of vocabulary is universally recognized as a foundational element in the acquisition of language proficiency, particularly in English as a Second Language (ESL). As noted by Richards (2001), vocabulary serves not only as the bedrock of language competence but also significantly influences learners' abilities to engage in effective communication across speaking, listening, reading, and writing. Cameron (2001) further delineates the indicators of vocabulary mastery, which encompass word form—including pronunciation and spelling—meaning, and usage. This multifaceted nature of vocabulary underscores its critical role in facilitating learners' performance in various linguistic contexts, highlighting that inadequate vocabulary knowledge severely constrains students' communicative abilities.

Empirical observations and qualitative interviews conducted with educators reveal that students often encounter significant obstacles in their English language learning journey, predominantly stemming from insufficient vocabulary acquisition. Many students demonstrate an understanding of word meanings yet struggle with correct pronunciation, while others may be unable to employ known vocabulary in contextually appropriate sentences (Muhsyanur, 2022) and (Muhsyanur et al., 2021). These challenges indicate a pressing need for pedagogical innovations aimed at enhancing vocabulary instruction. Despite various teaching methodologies being implemented, persistent difficulties in vocabulary mastery remain, necessitating a systematic exploration of effective teaching strategies.

The systemic approach to vocabulary instruction emerges as a promising methodology that emphasizes the interconnectedness of linguistic elements and the integration of various teaching components. Al-Bhery et al. (2010) describe the systemic approach as one

that operates on the concept of a "system," wherein interrelated components work together to achieve specific educational goals. This approach not only facilitates the comprehensive teaching of vocabulary but also allows for a deeper understanding of how words function within the broader linguistic system. By addressing vocabulary in an integrated manner, educators can provide students with a richer, more contextualized learning experience.

This research aims to evaluate the effectiveness of the systemic approach in vocabulary instruction, with a particular focus on enhancing students' mastery of adjectives—an essential aspect of English vocabulary. By systematically teaching adjectives within an integrated framework, the study seeks to determine whether this approach can improve students' linguistic competencies. Ultimately, the findings of this research are expected to contribute to the broader discourse on effective language teaching methodologies, providing valuable insights for educators seeking to optimize vocabulary instruction and improve student outcomes in English language learning.

## **B. LITERATURE REVIEW**

The literature on vocabulary acquisition underscores the critical role that vocabulary plays in language learning, particularly in developing proficiency in English as a foreign language. As noted by Nation (2001), vocabulary knowledge is not merely about knowing words but encompasses various dimensions, including the ability to understand meanings, recognize word forms, and apply words in context. This multifaceted nature of vocabulary mastery indicates that effective vocabulary instruction must address these components holistically, which is essential for enabling learners to use language effectively in both receptive and productive skills.

Several studies have explored the challenges faced by students in mastering vocabulary. For instance, McKeown et al. (2009) found that students often struggle with word meanings and usage due to insufficient exposure to vocabulary in context. This is particularly true for adjectives, which are essential for providing detailed descriptions and enhancing communication clarity. Furthermore, research by O'Malley and Chamot (1990) emphasizes the importance of employing effective learning strategies to enhance vocabulary retention and use. These strategies include not only direct instruction but also engaging students in contextualized language use, which can foster deeper understanding and retention of vocabulary.

The systemic approach to vocabulary instruction has gained traction as an effective pedagogical strategy. According to Al-Hajaya (2011), this approach encourages an integrated understanding of vocabulary, allowing students to see the relationships between words and their uses in various contexts. The systemic approach aligns with constructivist principles of learning, which advocate for meaningful engagement with language. By presenting vocabulary within a network of related concepts, educators can help students develop a more nuanced understanding of word meanings and uses, thereby enhancing their overall language proficiency.

Additionally, previous research has demonstrated the effectiveness of integrated approaches in vocabulary teaching. For example, studies by Thornbury (2002) indicate that teaching vocabulary through thematic units can lead to better retention and application of words. This method encourages learners to make connections between vocabulary items and real-life contexts, promoting both comprehension and usage. The literature suggests that a systemic approach to vocabulary instruction not only addresses the individual components of vocabulary mastery but also fosters a more comprehensive understanding of language, ultimately leading to improved communication skills in English learners. Thus, the present study aims to build upon these findings by examining the specific impact of the systemic approach on students' mastery of adjectives.

Moreover, vocabulary acquisition is influenced by the instructional methods employed by educators. Research by Wright (2010) indicates that interactive and collaborative learning environments enhance vocabulary development among students. Involving students in group activities and discussions allows them to practice using new vocabulary in meaningful contexts, reinforcing their understanding and retention of the language. This social interaction not only aids in vocabulary acquisition but also builds students' confidence in using the language, which is crucial for effective communication.

Another critical aspect of vocabulary instruction is the role of feedback in the learning process. According to Hattie and Timperley (2007), effective feedback can significantly enhance students' learning outcomes. When students receive constructive feedback on their vocabulary usage, they are more likely to correct their errors and improve their language skills. This is particularly important in the context of learning adjectives, as incorrect usage can lead to misunderstandings and confusion in communication. Therefore,

integrating systematic feedback mechanisms into vocabulary instruction can further support students' mastery of language.

In conclusion, the body of research highlights the significance of a comprehensive approach to vocabulary instruction, particularly in the context of adjectives. The systemic approach, combined with interactive methods and constructive feedback, presents a robust framework for enhancing vocabulary mastery among students. By addressing the various dimensions of vocabulary acquisition, educators can better prepare learners to communicate effectively in English, thereby improving their overall language proficiency.

### C. METHOD

The participants in this study were students from a junior high school, selected based on their willingness to participate in the research. They were divided into two groups: the experimental group that utilized the systemic approach and the control group that followed conventional teaching methods. Data were collected using a vocabulary mastery test specifically designed to assess students' understanding and use of adjectives. The test consisted of multiple-choice questions, fill-in-the-blank exercises, and sentence construction tasks. Pre-tests were administered before the instructional interventions to establish a baseline for both groups, followed by post-tests after the implementation of the teaching methods.

The data collected from the pre-tests and post-tests were analysed using statistical methods. Descriptive statistics were calculated to summarize the performance of both groups. Additionally, an independent samples t-test was conducted to determine if there were significant differences in adjective mastery between the experimental and control groups after the intervention. This methodological approach ensures a robust analysis of the effectiveness of the systemic approach in improving students' mastery of adjectives.

### D. RESULT AND DISCUSSION

The research findings focused on students' mastery of adjectives through a systemic approach. Data were collected using vocabulary tests in the form of pre-tests and post-tests, involving 25 students.

Table 1 shows the frequency and percentage distribution of students' scores from both the pre-test and post-test. The results indicate a significant improvement in students' scores from the pre-test to the post-test. In the pre-test, the majority of students (52%)

fell into the "Low" category, which significantly decreased to 8% in the post-test. Meanwhile, the number of students achieving "Excellent" scores increased from 4% to 32%. This change demonstrates a positive enhancement in overall performance, confirming the effectiveness of the systemic approach employed in this research.

The average scores and standard deviations for both tests are presented in Table 2. The average score increased from 54.64 in the pre-test to 78.16 in the post-test, indicating a substantial improvement in students' understanding of adjectives. The relatively stable standard deviation reflects consistent performance across both tests.

The gain scores, representing the improvement from the pre-test to the post-test, are summarized in Table 3, with a gain score of 23.52 indicating a significant enhancement in students' mastery of adjectives. A paired sample t-test was conducted to determine the significance of the improvement, with the results shown in Table 4. The probability value of 0.00, which is well below the significance level of 0.05, leads to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_1$ ). This confirms that the systemic approach significantly improved students' mastery of adjectives.

Furthermore, Table 5 presents the results of students' mastery of adjectives across three aspects of vocabulary: word formation (jumbled letters), understanding word meanings (matching words), and word usage (constructing sentences). In the word formation aspect, the percentage of students achieving "Excellent" scores increased from 48% in the pre-test to 88% in the post-test. In the aspect of understanding word meanings, 40% of students fell into the "Excellent" category in the post-test, indicating significant progress in vocabulary comprehension. Lastly, in using adjectives in sentences, the "Excellent" score increased from 12% to 36%, reflecting an improved ability among students to utilize adjectives in sentence construction.

These findings provide strong evidence that the systemic approach significantly enhances students' mastery of adjectives. Prior to the implementation of this approach, students faced considerable challenges in understanding adjectives, as reflected in the low pre-test scores. The instructional interventions were designed to address nine interrelated elements of adjectives, including spelling, pronunciation, meaning, usage, types, forms, position, and func-

tions. Teaching these elements cohesively allowed students to develop a comprehensive understanding of adjectives.

This pedagogical approach aligns with the theories proposed by Akil (2015) and Al-Bhery (2010), which emphasize the importance of interconnectedness in education systems. When students can see the relationships among various concepts, they are better able to synthesize information and apply their knowledge in practical contexts. The results of this study support these theories, demonstrating that the systemic approach fosters knowledge acquisition while also enhancing student engagement and motivation.

The challenges encountered, particularly in time management and the varied backgrounds of students regarding English vocabulary, were significant concerns. Initial sessions required sufficient time to explain the systemic approach, resulting in incomplete activities. Improved time management in subsequent sessions facilitated a more effective learning environment. Additionally, the limited vocabulary knowledge among some students necessitated repeated clarifications during lessons, highlighting the need for differentiated instruction tailored to diverse learning needs.

Feedback from students after the intervention indicated an increased enthusiasm for learning about adjectives, further reinforcing the positive impact of the systemic approach on their learning experience. Many students expressed a desire to continue teaching in this area, demonstrating increased interest and motivation to engage with the material.

Overall, these findings affirm that the systemic approach effectively enhances students' mastery of adjectives, as evidenced by the significant improvements in their post-test scores. This result is consistent with previous research by Akib (2012), which also demonstrated the effectiveness of a systemic approach in enhancing vocabulary mastery. The implications of this research underscore the necessity for educators to consider integrated and systematic teaching methodologies to promote deeper understanding and mastery of language components among students.

## **E. CONCLUSION**

This study demonstrates that implementing a systemic approach significantly enhances students' mastery of adjectives in English. The results show a marked improvement in student performance, with average scores rising from 54.64 in the pre-test to 78.16 in the post-test, indicating a gain score of 23.52. This im-



provement suggests that the comprehensive teaching strategy effectively facilitated vocabulary acquisition by engaging students in the learning process and fostering greater interest in language learning.

The positive feedback from students further reinforces the value of this approach, highlighting their increased enthusiasm and motivation. The findings align with existing literature that emphasizes the importance of interconnected learning systems in language education. Therefore, this study supports the integration of systemic approaches into teaching practices, providing a structured framework that aids in the development of students' understanding of language components. Future research should explore the long-term effects of such approaches and their applicability to other language elements to further enhance language education methodologies.

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