THE EFFECTIVENESS OF SYSTEMIC APPROACH IN TEACHING VERBS AT SMP NEGERI 6 MAJENE

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This Undergraduate Thesis was written to fulfill a part of requirement for obtaining the Undergraduate Degree Education

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS SULAWESI BARAT

2024

ABSTRAK

YUSRANIA: Efektivitas Penerapan Pendekatan Sistemik pada Pengajaran Kata Kerja.. **Undergraduate Thesis. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024.**

Penelitian ini bertujuan untuk mengetahui efektivitas penerapan pendekatan sistemik dalam peningkatan pemahaman siswa terhadap materi kata kerja yang meliputi pemaknaan , pelafalan, kegunaan, pengejaan, pemaknaan, dan perubahan kata kerja. Penelitian ini menggunakan desain quasi-experimental. Populasi dalam penelitian ini adalah siswa kelas dua SMPN 6 Majene, tahun ajaran 2023/2024. Sampel penelitian terdiri atas 50 orang siswa yang dipilih dari dua kelas menggunakan teknik pengambilan sampel secara purposif.

Instrumen yang digunakan dalam penelitian ini adalah tes kata kerja dan kuesioner. Adapun hipotesis yang diajukan bahwa sistemik approach dapat meningkatkan penguasaan kata kerja terhadap siswa kelas dua SMPN 6 Majene.

Berdasarkan data yang diperoleh, siswa pada grup eksperimental mengalami peningkatan pada pemahaman mereka mengenai materi kata kerja yang meliputi kegunaan, pemaknaan, pengejaan, pelafalan,, dan perubahan kata kerja yang ditunjukkan oleh nilai rata-rata terakhir sebesar 64.92 yang lebih besar dibandingkan nilai tes akhir grup control yaitu 61.16. Indikasi lain yang menguatkan hal ini adalah nilai probabilitas independent t-test yang lebih kecil dari 0,05 (.000 < 0.05) dan persepsi siswa terhadap penggunaan pendekatan sistemik dalam pengajaran kata kerja terbukti sangat positif, dengan hasil skor rata-rata penilaian siswa sebesar 42,24. Dengan demikian, disimpulkan bahwa pendekatan sistemik efektif untuk meningkatkan penguasaan siswa terhadap kata kerja.

Kata kunci: Kata kerja, Pendekatan Sistemik, Persepsi Siswa

CHAPTER I

INTRODUCTION

A. Background

Verbs are a category of words primarily employed as predicates; in certain languages, they exhibit morphological features, including tense, aspect, person, or number attributes (Kridalaksana, 2011). Thus, the presence of a verb is crucial, as it is essential for the creation of a full English sentence. Yet, during practice, many beginners English learners tend to overlook the role of verbs in constructing their English sentences.

Saban, A.et.all (2022), the statement asserts that verbs are fundamental elements in language, serving as the foundation upon which phrases, clauses, and sentences are constructed. Their significance lies in their ability to convey actions, feelings, or mere existence, making them indispensable for coherent communication. Verbs serve as the vital core of sentences, elucidating the subject's actions or states. Without verbs, comprehension of sentence meaning becomes challenging for the audience. Additionally, complete sentences necessitate the inclusion of verbs. Therefore, the researcher concludes that verbs, as the central component of sentences and clauses, are pivotal in articulating what the subject is doing or experiencing. Furthermore, verbs are crucial for expressing events in the world, as they facilitate the combination of words into meaningful sentences.

Recognizing the verb is one of the most important steps in understanding the meaning of a sentence, because the verb is the part of a sentence and every sentence must have a verb. Verbs are words which usually express an action (Evelyn P. Alternberg, 2010). A verb communicates information regarding the subject of a sentence, representing actions, occurrences, or states of existence. The verb, whether single or compound, is an essential component of the sentence's predicate. Verbs are divided into some types, such as regular verbs and irregular verbs. Regular verbs are common verbs in the English language often deviate

from the straightforward pattern of adding *"-d, or –ed"* to the end of the words to form the past tense. Ann Cole Brown in Subhan (2020) defined that irregular verb such as *–drink, -drank, -drunk, and - know, -knew and –known.* In this case, the learners still did not know the differences between the regular verbs and irregular verbs, and the learners did not know the changes from verbs 1 to verbs 2 or even verbs 3.

Teachers frequently encounter challenges as many students struggle in mastering and memorizing verbs. This difficulty arises from students' inability to effectively incorporate verbs into sentences. Through field observations at SMP Negeri 6 Majene, the researcher identified several factors contributing to these issues. The initial factor is the instructional approach employed by teachers, often relying on alphabetical lists. Students are tasked with memorizing verbs in alphabetical order, devoid of understanding their meaning, spelling, pronunciation, use, and conjugation. Additionally, the arrangement of verbs in alphabetical lists lacks a systematic structure, hindering students from easily mastering verb concepts. Another contributing factor was teaching progress is the lack of control, insufficient motivation, and unsupportive learning environments, occasional limitations in teachers' knowledge references or teaching methods, and inadequate focus on verbs during the learning process contribute to the challenge. Teachers need to address these issues in teaching verbs. Hence, mastering this aspect of speech is essential for proficiency in any language."

Addressing these challenges, the researcher acknowledges the necessity for an enhanced approach of teaching verbs, emphasizing the need for teachers to be creative in formulating instructional approaches. Students require a novel approach that facilitates effortless memorization and mastery of verbs. In the teaching and learning process, teachers usually need some approaches to make the classroom atmosphere interesting. Thus, the students are not boring in the classroom and makes students enjoyable in acquiring knowledge which taught by their teacher. Furthermore, teacher must manage the classroom situation by using some approaches. Many approaches had been implemented such us using

discussion and speech but the problems are still unsolved. Therefore, an alternative solution being considered for teaching verbs is the systemic approach.

A systematic approach is among the contemporary approaches employed by educational researchers to comprehend phenomena, considering their diverse and interconnected facets comprehensively. Akil (2015) asserts that a systemic approach emphasizes understanding the entirety of the system and focuses on regularity when identifying and categorizing verbs. The significance of employing a systemic approach lies in its ability to offer students a holistic understanding of knowledge, facts, and concepts. In this approach, students receive instruction on all interconnected aspects of verbs, encompassing spelling, pronunciation, meaning, use, and conjugations. Consequently, students do not only improve their spelling and pronunciation but also gain a more comprehensive understanding of the meaning, use, and conjugation of words. This equips them with the knowledge to comprehend when and how to appropriately use words in sentences.

Derived from aforementioned explanation, the researcher is intrigued by the prospect of implementing a systemic approach in teaching verb. Consequently, the researcher undert research focusing on "***The Effectiveness of Systemic Approach in Teaching Verbs at the Second Grade Students of SMP Negeri 6 Majene.***

B. Problem Identification

Based on the background above the researcher identified the problem as follows :

1. The students were asked to memorize a list of verbs alphabetically, without comprehending their meaning, spelling, pronunciation, use, or conjugation.
2. The teachers' way of teaching verbs typically relied on teaching verbs through alphabetical lists. Students required a new approach that facilitates effortless memorization and mastery of verbs.

C. Limitation and Formulation

1. Limitation

In this research was restricted to focus on the learning process of the effectiveness of systemic approach in teaching verbs at the second-grade students of SMP Negeri 6 Majene.

2. Formulation

Based on the limitation above, the researcher formulated the problem as follows as follows:

a. Is the use of systemic approach effective in teaching verbs at the second-grade students of SMP Negeri 6 Majene?

b. What are students' perceptions towards the implementation of systemic approach in teaching verb at the second-grade students of SMP Negeri 6 Majene?

D. Research Objectives

Based on the formulation of the problem, the objectives of the research were as follows :

1. To find out the effectiveness of systemic approach in teaching verbs at the second-grade students of SMP Negeri 6 Majene.

2. To find out and describe students' perception towards the implementation of systemic approach in teaching verbs at the second-grade students of SMP Negeri 6 Majene.

E. Research Benefit

The outcome of this research was anticipated to provide valuable insights for English teachers. Overall, the study offers both theoretical and practical benefit as follows:

1. Theoretical Contribution :

The finding of this research contributed to enrich ELT theory which is expected to introduce the systemic approach in teaching verbs with systemic way and the result of this research could serve as valuable input

for the teaching and learning of English, particularly in the instruction of verbs.

2. Practical Contribution

a. The research findings were anticipated to provide valuable information for both teachers and students engaged in English instruction, particularly concerning verbs. Additionally, the researcher could contribute significantly to the teaching of verbs by employing a systemic approach, aiming to facilitate and inspire students in their English studies.

b. Other teachers could adapt this approach to enhanced students vocabulary especially for learning verbs.

c. For the others researcher, it provided the basic information of teaching verbs by using systemic approach

CHAPTER II

LITERATURE REVIEW

A. Previous Related Findings

Some researchers have conducted on the use of systemic approach to enhance students' vocabulary especially for verbs. Some research on the use of systemic approach is as below :

The first of the research by Rahmaeni (2016) is " The effectiveness of systemic approach in Teaching Irregular Verbs at the Second Grade Students of SMA Negeri 1 Alla. The t-test analysis revealed a significant improvement in students' mastery of irregular verbs between the pre-test and post-test. The test yielded a score smaller than 0.05 (0.000<0.05), leading to the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1), suggesting that the systemic approach enhances students' mastery of irregular verbs. This research shares a similarity with Rahmaeni's research in utilizing the systemic approach. However, the focus of Rahmaeni's research was solely on teaching irregular verbs, whereas this study encompasses both regular and irregular verbs.

The second of the research by Alwiah (2018) in her research on the "The Effectiveness of systemic approach in teaching adjectives". The researcher utilized statistical methods in the SPSS for Windows 20.0 program for data analysis. The results showed that the experimental group significantly improved their understanding in various areas, including use, usage, meaning, spelling, pronunciation, synonym, antonym, collocation, and order, as evidenced by their higher post-test mean score of (77.1) compared to the control group (59.7). Additionally, the experimental group showed a greater gain (31.2) compared to the control group (17.4). The t-test value (4.022) exceeded the t-table value (1.75), further supporting the significance of the results. The researcher observed that the most significant increase in mastery was observed in the usage of adjectives, whereas collocation showed the least improvement. The research findings revealed a significant improvement between the experimental and control groups.

Similar to Alwiah's research, both researches employed a systemic approach. However, the difference lies in the focus of the research: Alwiah's research centered on teaching adjectives with a focus on various aspects such as use, usage, antonym, synonym, spelling, pronunciation, and meaning, whereas this research focused on verbs, emphasizing aspects like meaning, spelling, use, pronunciation, and conjugation.

The Third of the research by Fitriani (2019) is "Applying systemic approach to improve student's verb Mastery. The researcher utilized verb tests as the instruments for this research. Data analysis was conducted using statistical methods in the SPSS for Windows 20.0 program. The results indicated that the experimental group showed significant improvement in their understanding of verbs, particularly in terms of use, usage, antonyms, synonyms, spelling, pronunciation, and meaning, as evidenced by their higher post-test mean score of 77.93 compared to the control group (59.21). Moreover, the experimental group exhibited a greater gain (32.86) compared to the control group (17.71). The t-test value (17.815) exceeded the t-table value (2.024), further confirming the significance of the results. Additionally, the researcher noted that the aspect of verbs experiencing. The most notable improvement occurred in the utilization and application, while the pronunciation aspect displayed the least enhancement. Both this study and Fitriani's research adopted a systemic approach. Nonetheless, the distinction lies in the research focus: Fitriani's research concentrated on teaching verbs encompassing diverse aspects including usage, use, antonyms, synonyms, spelling, pronunciation, and meaning, while this study emphasized verbs, highlighting elements such as spelling, usage, pronunciation, meaning, and conjugation. Based on the aforementioned studies, it become evident that employed a systemic approach in teaching verbs holds significant importance. This approach offered students a comprehensive understanding of verbs by integrating knowledge, facts, and concepts. Furthermore, it ensured that students were taught all interconnected aspects of verbs, including spelling, pronunciation, meaning, use and conjugation. Utilizing a systemic approach proves effective in enhancing students' vocabulary proficiency, particularly concerning verbs in the

teaching process. This research aimed to investigate the effectiveness of employing a systemic approach in teaching verbs as a component of vocabulary.

Based on the findings presented earlier, the researcher's concluded is that employing diverse techniques, including modern approaches like the systemic approach could improve students' proficiency in verbs. This was the rationale behind the researcher's decision to implement the systemic approach in a distinct context. It aimed to enhance students' mastery of verbs.

B. Theoretical Framework

1. The Concept of Verb

a. Definition of Verb

Verbs play a crucial role in the process of learning the English language. The researcher provides several definitions of verbs as follows.

1. Vincent F Hopper (2012) defines verb serve as the backbone of written and spoken language. Every sentence contains at least one verb. Indeed, verbs are the asserting word without verbs it is impossible to make sentence and without verbs, it can turn such as nonsensical utterance into sentence

2. Lester Kaufman (2021) states that A verb is a term or group of terms indicating an action, emotion, or state of existence, often referred to as a linking verb. Verb often consist of more than one word like phrasal verb and helping verb.

3. Jerzy Robert Wilk (2022) explained that a verb is a part of speech that express an action or a state the basic form of a verb is the infinitive, in many languages a verb can be easily distinguished from other parts of speech such as noun or adjectives by characteristics endings.

From the given definition, the researcher deduced that a verb is a linguistic element or category representing an action, state, or condition of the subject. Verbs depict movement or portray a subject engaged in activity. Examples of verbs include walk, shop, jump, read, and so forth. Additionally, verbs exhibit various tenses depending on their usage within a sentence.

b. Kinds of Verb

Several researchers have proposed different categorizations of verbs, taking into account factors such as sentence structure, principal parts, forms, as well as syntaxes and semantics, from various perspectives. Ba'dulu (2014) distinguishes verbs into active and passive categories. Verbs are considered active if the subject performs an action or simply exists, while they are deemed passive if the subject is the recipient of the action. Additionally, Ba'dulu asserts that verbs can be classified into three categories: intransitive (requiring no additional words to convey their meaning), transitive (needing a direct object for completeness), or linking (connecting the subject to a noun or adjective in the predicate). On the other hand, Rasyid et al. (2013) categorize English verbs into six groups based on their forms.

1. Finite verbs (FV) are a verb's form changes based on three conditions: modifications in number, person, and tense within sentences
2. A non-finite verb (NFV) is a verb with an unalterable form, despite variations in number, person, and kinds of tenses within the sentence.
3. Regular verbs (RV) are verbs that follow a consistent rule or display uniformity in their modifications.
4. Irregular verbs (IV) are verbs that lack a consistent rule or exhibit a lack of uniformity in their modifications.
5. Derivative verbs (DV), also known as "form verbs," are verbs formed from nouns or other verbs through affixation. This process involves adding prefixes or suffixes to nouns or verbs.
6. Non-derivative verbs (NDF), also referred to as "pure verbs," are verbs that lack derivative affixes. These non-derivative verbs can be regular or irregular in form.

    Rasyid et al. (2013) categorize verbs into primary types based on syntax and semantics perspectives.

1. Lexical verbs, also known as full verbs, are verbs characterized by their broad scope, which expands continually as knowledge and technology progress. These verbs are classified into groups including dynamic verbs,

stative verbs, transitive verbs, intransitive verbs, and copulative or linking verbs.

2. Special verbs refer to verbs with unique characteristics that differentiate them from lexical verbs. These verbs can be classified as either anomalous finite verbs or auxiliary verbs.

According to Ann Cale Brown and Jeffrey Nilson in Subhan (2014), verbs have four principal parts, which are as follows:

a. The infinitive: the base form of the verb found in dictionaries.

b. The present participle: formed by adding '-Ing' to the infinitive, with adjustments like dropping the final 'e' or doubling the final 'g'.

c. Past verbs: verbs indicating past actions, categorized as regular or irregular based on their formation.

d. Past participle: often formed by adding '-d' or '-ed' to regular verbs, with irregular verbs formed differently.

Based on this explanation, verbs have four principal parts, but the researcher focuses solely on past verbs, which include both regular and irregular verbs, for their research. and the research Concludes that verbs come in various types, being distinguished from numerous perspectives and aspects.

c. Concept of Regular verbs

According to Delahunty and Garvey (2010), regular verbs adhere to typical language patterns. These verbs, such as "walk" changing to "walked" or "laugh" becoming "laughed," follow a suffixation rule within the neural system for grammatical processing. Regular verbs exhibit consistent patterns of transformation, like "watch" transitioning to "watched" and "borrow" to "borrowed." However, irregular verbs, like "throw" changing to "threw," do not follow predictable patterns and may alter their stem vowels in their past tense forms. Regular verbs typically add the suffixes "-d" or "-ed" to indicate past tense, as seen in examples like "borrow-borrowed," "look-looked," and "ask-asked." . Based on Sydney Greenbaum (2013) in his book, *an introduction to English Grammar, third edition.* Those are:

a) If the base ends in –e, drop the –e before adding –ed.

Table 2.1 The base ends in –e, drop the –e before adding –ed.

Base Form	Past Tense	Past Participle
Like	Liked	Liked
Live	Lived	Lived
Love	Loved	Loved

b) If the base ends in –*ee, -oe, -ie,* or –*ye*, keep the final –*d*

Table 2.1 The base ends in –ee, -oe, -ie, or –ye, keep the final –d

Base Form	Past Tense	Past Participle
Agree	Agreed	Agreed
Free	Freed	Freed
See	Seed	Seed

c) If the base ends in a consonant plus –*y,* we can change the –*y* to –I and then add and then add –*ed*.

Table 2.2 The base ends in a consonant plus –y, we can change the –y to –I and then add and then add –ed.

Base Form	Past Tense	Past Participle
Carry	Carried	Carried
Study	Studied	Studied
Marry	Married	Married

d) If a vowel precedes the final –*y,* we just add -*ed*

Table 2.3 A vowel precedes the final –y, we just add -e

Base Form	Past Tense	Past Participle
Enjoy	Enjoyed	Enjoyed
Stay	Stayed	Stayed
Obey	Obeyed	Obeyed

However, there are exceptions where the "-y" changes to "-i," despite a preceding vowel: for instance, in words like "lay," "pay," "say," and "mislay." These words cannot simply add "-ed" because they fall into the category of irregular verbs. Instead, the "-y" is removed and replaced with "-id," resulting in forms such as "lay-laid," "pay-paid," "mislay-mislaid," and "say-said.".

e) If the base ends in –c, the –c is not affect generally doubled as –ck even though the final syllable of the base is not stressed:

Table 2.4 The base ends in –c, the –c is not affect generally doubled as –ck

Base form	Past Tense	Past Participle
Frolic	Frolicked	Frolicked
Antic	Anticked	Anticked
Medic	Medicked	Medicked

2. Concept of Irregular Verbs

Distinguishing between regular and irregular verbs is essential for students. This differentiation is primarily observed in their forms; regular verbs maintain consistency between the past tense (preterit) and past participle, whereas irregular verbs display unpredictable forms for these. Sometimes, the forms vary, while in other cases, they remain unchanged. Therefore, mastering this concept requires careful attention.

a. Explanation of Irregular Verbs

Irregular verbs represent a category in which the past simple and past participle forms do not adhere to a consistent pattern, unlike regular verbs. Instead, they consist of varying forms that must be memorized individually (Jerzy Wilk, 2022).

There are over 300 primary verbs in English categorized as irregular. Unlike regular verbs, which typically add "-ed" to form their past tense and past participle, irregular verbs do not follow a predictable pattern. Instead, they undergo significant changes from their base form. However, some irregular verbs maintain the same form across all three principal parts. In summary, irregular verbs are characterized by their unpredictable forms

across their principal parts, sometimes remaining the same and sometimes differing.

b. Categories of Irregular Verbs

To become proficient in irregular verbs, English learners must first understand their fundamental components. Irregular verbs are primarily composed of three parts that require careful consideration: the base form (verb 1), the simple past tense form (verb 2), and the past participle form (verb 3). This distinction is outlined by Geoffrey Leech and Jan Svartvik (2013) in their book "A Communicative Distinguished.":

1. An irregular verb that maintains identical forms across all three principal parts: the base form, the past tense form, and the past participle form.

Table 2.5 Verbs with identical forms in all three principals

Base form	Past tense	Past participle
Overcome	Overcame	Overcome
Run	Ran	Run

2. Irregular verb in which two parts are exactly the same.

Table 2.6 Verb in which two parts are exactly the same

Base form	Past tense	Past participle
Send	Sent	Sent
Sleep	Slept	Slept

3. Irregular verb which is totally different on its tree-forms.

Table 2.7 Verb which is totally different on its tree-forms

Base form	Past tense	Past participle
Fall	Fell	Fallen
Fly	Flew	Flown

3. Concept of Systemic Approach

a. History of the Systemic Approach

The systemic approach originated in the United States during the early 1950s and later spread to France in the 1970s. It presents a novel and promising avenue for both research and practical application. This approach has found diverse applications across various fields, including biology, ecology, economics, family therapy, organizational management, urban planning, and land use planning. Central to the systemic approach are key concepts such as systems, interaction, feedback, regulation, organization, purpose, holistic perspective, and evolution. It materializes through modeling processes, extensively employing graphical representations, progressing from qualitative model development, depicted in "maps," to constructing dynamic and quantified models operable on computers, facilitating simulation.

In the realm of English studies, the systemic approach was introduced by Professor Dr. Mansur Akil in 2013. It draws inspiration from systems thinking, a holistic analytical approach emphasizing the interconnections, interrelations, and interactions among the constituent parts of systems over time, within the broader context of larger systems. The systemic approach, as adopted by educational researchers, aims to explore interconnected aspects to encourage students to delve into various dimensions of English language learning comprehensively. This holistic approach underscores the significance of teaching adjectives with thorough explanations.

Akil asserts that the systemic approach pertains to viewing systems as a whole, emphasizing a universal perspective in identification and categorization. Consequently, the researcher seeks to investigate the efficacy of employing the systemic approach in teaching verbs to senior high school students. The discussion of the systemic approach in this research predominantly aligns with Akil's theoretical framework, emphasizing the equal importance of all elements (determinants) within the system, their intersections, interrelations, and interactions. Visual representations are employed to elucidate the systemic approach further.
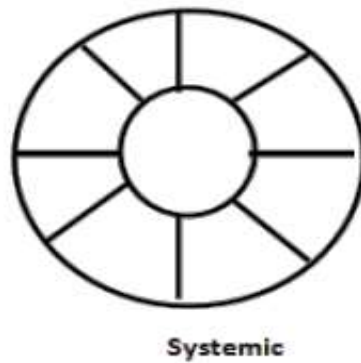
Systemic

Figure 1. Systemic Approach

b. Definition of the Systemic Approach

The systemic approach stands out as a highly efficient method in teaching verbs. Various definitions of the systemic approach are available from different sources:

1. Al-Bhery et al. (2010) stated that the systemic approach is grounded in the concept of a system. Which refers to a collection of elements gathered within a specific domain and possessing various interconnections with the purpose of attaining specific objectives.

2. According to Kaufman (2012), the systemic approach is an approach that impacts every facet within the system.

3. Akil (2015) defined the systemic approach as an approach that adopts a holistic viewpoint, encompassing all elements of a system. All elements must intersect, interrelate, and interact with each other. Any element lacking these systemic features should be excluded from the system, as its inclusion may jeopardize the system.

4. Fogarty (2015) suggested that the systemic approach characterizes events or existence across an entire system.

From these definitions, the researcher concluded that the systemic approach, rooted in the concept of systems, emphasizes consistency and a comprehensive perspective in identifying and categorizing verbs, thereby facilitating learners' mastery of the subject.

c. List of Irregular Verb

     In the systemic approach, irregular verbs are systematically categorized into five groups, as outlined by Frank in Rahmaeni (2013), based on their irregularity levels. These classifications are elaborated as follows:

1. Each of the three principal parts exhibits distinct forms

    a. Change the final vowel in the base form to 'a' to form the past tense, and then substitute the vowel 'a' in the base form with 'u' to produce the past participle form. For instance:

Base form	Past tense	Past participle
Ring	Rang	Rung
Sing	Sang	Sung
Swim	Swam	Swum

    b. Change the vowels (excluding those at the first and last positions) in the base form to 'o' to form the past tense. Then, add the consonant 'n' at the end of the past tense to produce the past participle form. For example:

Base form	Past tense	Past participle
Choose	Chose	Chosen
Do	Did	Done
Draw	Drew	Drawn

2. Substitute the vowel 'o' (excluding the first position) in the base form with the vowel 'e' to form the past tense. Then, add the consonant 'n' to the base form to create the past participle. For example:

Base form	Past tense	Past participle
Throw	Threw	Thrown
Show	Showed	Shown
Know	Knew	Known

3. Change the vowel 'a' in the base form to 'e' to form the past tense. Then, add the consonant 'n' to the base form to create the past participle. For example:

Base form	Past tense	Past participle
Draw	Drew	Drawn
Overdraw	Overdrew	Overdrawn
Withdraw	Withdrew	Withdrawn

4. Replace the consonant 'y' in the base form with 'ew' to form the past tense. Then, change 'ew' in the past tense to 'own' to create the past participle. For example:

Base form	Past tense	Past participle
Fly	Flew	Flown
Overfly	Overflew	Overflown

5. Change the vowel 'i' in the base form to 'o' to form the past tense. Then, add the consonant 'n' to the base form to create the past participle. For example:

Base form	Past tense	Past participle
Ride	Rode	Ridden
Bide	Bode	Bidden
Stride	Strode	Stridden

6. Change 'ear' in the base form to 'ore' to form the past tense, and then alter 'ore' in the past tense to 'orn' to create the past participle. For example:

Base form	Past tense	Past participle
Swear	Swore	Sworn
Tear	Tore	Torn
Wear	Wore	Worn

7. Eliminate the vowel letter 'e' from the base form to create the past tense. Then, double the consonants 't' or 'd' and add 'en' at the end to form the past participle. For example:

Base form	Past tense	Past participle
Backbite	Backbit	Backbitten
Bite	Bit	Bitten
Hide	Hid	Hidden

8. Change 'ake' in the base form to 'ook' to form the past tense, and then add the consonant 'n' at the end to create the past participle. For example:

Base form	Past tense	Past participle
Take	Took	Taken
Shake	Shook	Shaken
Undertake	Undertook	Undertaken

9. Change the vowel 'i' in the base form to 'a' to form the past tense. Then, double the consonant 'd' and add 'en' at the end to create the past participle. For example:

Base form	Past tense	Past participle
Bad	Bade	Bidden
Forbid	Forbad(E)	Forbidden

10. Change the vowel 'i' in the base form to 'a' to form the past tense. Next, add the consonant 'n' at the end to create the past participle. For example:

Base form	Past tense	Past participle
Forgive	Forgave	Forgiven
Give	Gave	Given

11. Add 'ed' to the end of the base form to form the past tense, and then include the consonant letter 'n' at the end to create the past participle. For example:

Base form	Past tense	Past participle
Mow	Mowed	Mown
Hew	Hewed	Hewn
Sew	Sewed	Sewn

12. The second and third principal parts exhibit resemblances. Change the vowel 'a' in the base form to 'u' to form both the past and past participle forms. For example:

Base form	Past tense	Past participle
Cling	Clung	Clung
Overhang	Overhung	Overhung
Hang	Hung	Hung

13 All three principal parts remain identical. There are no alterations in the spelling of the base form. For example:

Base form	Past tense	Past participle
Let	Let	Let
Put	Put	Put
Shut	Shut	Shut

4. Teaching Verbs by Using Systemic Approach

The systemic approach underscored consistency and a comprehensive perspective. Point of view in doing or learning something. This approach consisted 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 refers to how all

elements interact to facilitate attainment of the goal of the system (relevant). In relation to teaching verbs by using systemic approach, Akil (2015) presents some steps as follows:

a. Explaining verbs generally. It includes definitions, functions and types of verbs.

b. Explaining types of verbs (that is regular and irregular verb). During this stage, the teacher offers a broad explanation of verbs, encompassing their definitions, functions, and various types. The verbs are subsequently categorized into five groups based on the distinct characteristics of their three principal parts: where all three parts differ, where the second and third parts are similar, where all three the components are similar. where the first and third segments are identical, where the first and second parts are alike.

c. Choosing words from each category and providing explanations for them is the next step. Each word should be elaborated on with a focus on their interconnected elements, including spelling, pronunciation, meaning, usage, and conjugation, including the base form, present tense, past tense, past participle, and present participle). The objective is to assist students in comprehending all aspects influencing verbs and ensuring they have a comprehensive understanding of the interconnection, interaction, and intersection within the system of words.

d. Evaluating students' comprehension is carried out through dictation and diction techniques. Dictation aids in gauging listening skills, while diction helps evaluate from the explanation provided above, the comprehension of word meanings and usage by students can be inferred researcher deduces that instructing verbs through a systemic approach is highly effective. This is because the teacher systematically imparts knowledge about all interconnected elements of words, enabling students to easily grasp spelling, pronunciation, meaning, use, and conjugation. Additionally, students find it uncomplicated to distinguish between regular and irregular verbs.

5. Components of the Systemic Approach

Figure 2. The concept of systemic approach (Akil, 2015)

The component of systemic approach as follows:

a. Spelling

Spelling is simply how we order letters to create words in an accepted and conventionalized form. By using standardized spelling, we can easily recognize words that we read and mitigate any potential misunderstandings that might occur between words. There are several major varieties of English: American, British, Australian and so on, in general it does not matter which variety of English spelling you or your class use as long as they are consistent. This means that you can accept work from your students which is in either American or British spelling.

1) -our / -or

Most British English words ending in *–our* change to *–or* in American English.

col**our** > col**or**, hon**our** > hon**or**

2) -ce / -se

There are pairs of words which are nouns & verbs. For example, in British English there are: advice – advise license – license practice – practice.

3) -ise / -ize

Most British spellings use -ise at the end of words while American spellingsuse -ize. criticise > criticize organise > organize

However, you found many British and international publicationsusing the -ize spelling as well

b. Meaning

Meaning refers to the communication conveyed through words, sentences, and symbols within a context. It is also referred to as lexical meaning or semantic meaning. Word meanings are like stretchy pullovers, whose outline contour is visible, but whose detailed shape varies with use: 'The proper meaning of a word . . . is never something upon whichthe word sits like a gull on a stone. "It may justly be urged that, properly speaking (Norquist Richard,2019).

c. Use

"In its noun form, 'use' originates from the verb form 'use,' which signifies employing or utilizing something for a specific function or purpose. For instance, 'I use my bag to carry my stuff to school every day.' When 'use' is interpreted as a noun, as in the sentence, 'What's the use of that notebook if you're not going to write anything in it during your class?' it refers to the value, purpose, or intended application of a particular object in that context." *Use* can function as a verb with several different meanings, but usually means "to put into service or action." As a noun, *use* also has a broad range of definitions, but often refers to "the act of putting something into service or action."

a) *Did you **use** the discount code I gave you?* (Verb)

b) *Yes, I made **use** of the code you gave me.* (Noun)

The word use is used in the sense of employ. Observe the two sentences given below.

a) I used it for a long time.

b) She did use her book very well.

In both the sentences, we can find that the word use is used in the sense

of 'employ' and hence, the meaning of the first sentence would be 'I employed it for a long time', and the meaning of the second sentence would be 'she employed her book very well'. The word use is generally used as a verb as we can see from the sentences given above. At the same time it can be used as a noun also as in the sentence 'he is not aware of its use'. In this sentence, the word use is used as a noun and the meaning of the sentence would be 'he is not aware of its utility'. Here the word use is used in the sense of 'utility'. According to the Oxford English dictionary, the word use is also used in the sense 'apply (a name or title) to oneself.' Look at the following example "*She uses her maiden name still*".

d. Pronunciation

The definition of pronunciation encompasses both suprasegmental and segmental characteristics. While these elements are discussed separately here, it's crucial to recognize that they operate in conjunction during speech and are typically best acquired as an integral component of spoken language. The theory presented below is indispensable for educators to comprehend how these diverse aspects function, but learners may not need to delve deeply into the theory. This perspective is articulated by Fraser in Meidi Lughar (2017). Suprasegmental Aspects of Pronunciation such as stress, intonation and gesture

a. Conjugation

Conjugation is the changing of a verb's frame to specific a diverse individual, number, tense, angle, or sexual orientation. In arrange to communicate in more than one tone, verbs must be conjugated. To conjugate something is to change a verb's frame to precise a diverse meaning, Conjugation Changes to Precise: person (subject), number (solitary or plural), tense (past, show, future), perspective (the degree to which the activity is completed), gender (male or female—in a few dialects but not in English). Changing (or conjugating) a verb implies taking it out of its infinitive (base) shape and making it fit the sentence suitably. Consider the verb to be and the cases of how it is conjugated into the show tense.

a) I am 32 a long time ancient.

b) You're a awesome foot player.

c) Acoustics is the ponder of the properties of sound.

To begin with of all, the conjugation of be into the present tense tells us that these activities are happening presently. I am (as of now) 32 a long time ancient. (Right presently) you're a marvelous football player. Furthermore, whereas one seems contend that the setting of who is doing the activity is as of now given by pronouns you and I, take note how the conjugated frame is tells us that acoustics, which looks like a plural, may be a particular word. The significance is truly driven domestic within the final two examples, both of which are syntactically redress as sheep has the same spelling within the singular and plural shapes. The primary tells us that a (fair one) sheep is running over the field, while the final tells us that different (more than one) sheep are running over the field. No other word in this sentence demonstrates how numerous sheep there are but the verb, hence the conjugation is basic to the meaning of the sentence.

6. Perception

a. Definition of Perception

Agreeing to Sreena and Ilankumaran (2018) expressed that Recognition is defined the way you think about something and your thought of what it is like; b) the way that you simply take note things along with your faculties of locate, hearing etc.; c) the common capacity to get it or take note things quickly." From these terms, recognition can say that the way in which a individual bargains with data from the environment utilizing the faculties is known as Cognitive discernment.

Ordinarily, Recognition is based on person's intrigued, identity or individual characteristics and experience. Here, understudies gave the recognition to the instructors based on the students' perception, personality or individual characteristic and encounter amid they are thought by their instructor. It influences the mental content of the understudies. Visual recognition alludes to the critical in cognitive handling.

b. Types of Perception

Anggraeni (2019) classified the sorts of recognition that are the result of interaction between humans and objects, they are positive and negative recognitions, all of which are understood as takes after:

1. Positive Perception

   Positive perception is discernment that describes all data (known or unknown) emphatically. In other word positive perception is evaluating on question that include their self which has positive elucidation. Other than, somebody who had positive perception acknowledged and back the protest that's seen.

2. Negative Perception

   Negative perception is discernment that describes data (known or obscure) contrarily or not reasonable with the protest seen. In other words, negative discernment is assessing on question that include their self which has negative translation. Other than, somebody has negative discernment dismissed the object that seen.

   Based on the clarification over it can be concluded that person discernment is the encompassing environment or the state of the person concerned (self-perception). Thus, positive or negative discernment continuously affect person to do an activity.

C. Conceptual Framework

Learning is the prepare of securing information and abilities. Different learning speculations, counting the all-encompassing learning hypothesis, exist. Within the setting of this investigate, the holistic learning hypothesis adjusts with and underpins the systemic approach. This hypothesis advocates for the crossing point, interaction, and interrelation of all components inside a system. Utilizing a systemic approach in instructing facilitates students' comprehension of materials, as efficient and systematic approach tend to surrender way better results. Similarly, when understudies are instructed in verbs employing a systemic approach, they discover it easier to ace verbs since they get instruction on all interconnected elements.

Theoretical framework underlying this inquired about is displayed within the taking after graph:
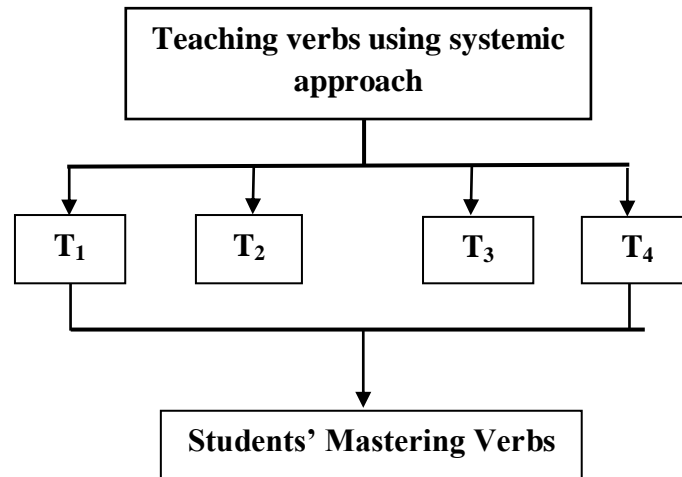
```
        ┌─────────────────────────┐
        │  Teaching verbs using   │
        │    systemic approach    │
        └────────────┬────────────┘
         ┌─────┬─────┼─────┬─────┐
         ▼     ▼     ▼     ▼
      ┌─────┐┌─────┐┌─────┐┌─────┐
      │ T₁  ││ T₂  ││ T₃  ││ T₄  │
      └─────┘└─────┘└─────┘└─────┘
         └─────┴─────┬─────┴─────┘
                     ▼
        ┌─────────────────────────┐
        │ Students' Mastering Verbs│
        └─────────────────────────┘
```

T_1 T_2 T_3 T_4

Teaching verbs using systemic approach

Students' Mastering Verbs

Figure 2.2 Framework

```
        ┌─────────────────────────┐
        │  Teaching verbs using   │
        │    systemic approach    │
        └────────────┬────────────┘
                     ▼
        ┌─────────────────────────┐
        │      Questionnaire       │
        └────────────┬────────────┘
                     ▼
        ┌─────────────────────────┐
        │   Students' Perceptions  │
        └─────────────────────────┘
```

Teaching verbs using systemic approach

Questionnaire
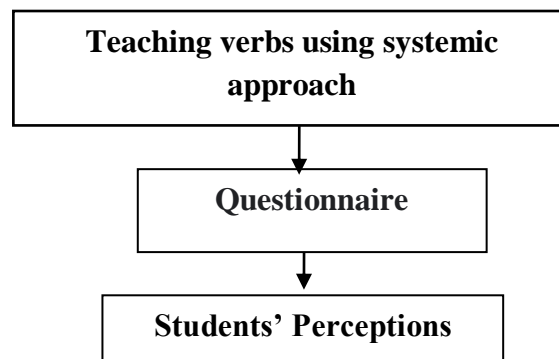
Students' Perceptions

Figure 3. Framework

Based on the conceptual framework the analyst educated two distinctive classes taken by purposive sampling. The educating materials set in as takes after, giving a few verbs, at that point the analyst presented and clarified materials around verbs. The employment of verbs in sentences, systemic approach, and its methodologies in teaching and learning verbs were examined. The researcher asked the students to classify verbs into five categories using a systemic approach in the teaching and learning process. Subsequently, the students were divided into several groups by numbering them (from one to five). They discussed the definition of verbs in the list, selecting five verbs from the initial category and explaining all aspects related

to verbs, including spelling (how to spell the word), elocution (how to articulate the word), meaning (the meaning of the word), utilize (the capacities of the word), that cover 3 focused of systemic approach namely crossing point, interaction and interrelation) and conjugations (the shape of verb within the base shape, straightforward, past, past participle and show participle). And the final disperses a survey to know students' discernments.

D. Hypothesis

Alternative hypothesis (HI): The implementation of systemic approach in teaching verb can improve the student's verb mastery of the second-grade of SMP Negeri 6 Majene. According to hypothesis, the researcher assumed that H_1 was accepted. In other words that systemic approach effective for students' ability especially in verbs.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two parts that is conclusion and suggestion. The conclusion explains the matching about the finding of the research and theories that support them. Meanwhile, suggestion puts researcher's expectation to the readers about findings

A. Conclusion

Based on the findings and discussions of the researcher, it is concluded that:

1. The use of systemic approach in teaching verb effective for student's verb. It could be seen from the mean score post-test comparison between experimental class and control class post-test. The mean score in experimental class was 64.92 while in control class was 61.16 and it was proven by the t-test value of student's enhancement on verb of both experimental class and control class post-test was smaller than α (0.00<0.05).

2. The students' perception on the use of systemic approach in teaching verb was strongly positive. It was proven by the result of the students' rating mean score which was 42.24. It was supported from the percentage of the questionnaire which showed that most of students choose strongly agree with their perceptions toward systemic approach in enhancing their vocabulary especially verbs.

B. Suggestion

As the result of using systemic approach, the researcher proposes some suggestion for the teacher, the students and the next researchers as follows

1. For the Teacher

Based on result of the research the researcher found that systemic approach was one of the approaches could improve student's vocabulary in terms of verb. It helped the students enjoy, because the researcher suggests that the systemic approach in teaching verb, can make the classroom more attractive. Thus, students can understand verb faster and better.

2. For the Students

The students who need improvement in their verb may try to practice with systemic approach. The researcher thinks that the using of systemic approach in teaching and learning verb can give the students a lot of opportunities to be creative and brave in their performance.

3. For the Next Researcher

The researcher utilized the systemic approach to improve students' proficiency in verbs, suggesting that other researchers could explore employing the systemic approach in conjunction with different language skills for English learning. Additionally, further research could investigate the efficacy of the systemic approach in teaching various elements beyond verbs.

4. The Strength

The systemic approach in English language learning has several strongness. First the complexity and interconnection of elements within the system can enhance student's ability in grasp the overall picture, because students learn many languages element such as spelling, meaning, use, pronunciation and conjugation of word specially for verb. Second, Systemic approach is holistic method that examines how part of the system interrelates and function within a large context. By Implementing systemic approach becomes primary strength in providing a comprehensive perspective that helps in understand some of element in language such as spelling, meaning, use, pronunciation and conjugation. Overall, this approach is highly effective in addressing complex issues across various fields such us student's verb in studying English.

5. The weakness

here are some weaknesses of this research, first Student must learn many languages element such as spelling, meaning, use, pronunciation and conjugation, which can be very overwhelming because teaching various language element can also be challenging for teacher. These challenges make the application of the systemic approach in English language learning

complex and require careful planning second the duration of the research is too short and some of students still low in spelling and pronounce the word.

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