



# The Effectiveness of Systemic Approach in Teaching English Nouns to the First-Year Students at State Islamic Institute of Parepare

*Keefektifan Pendekatan Sistemik Dalam Pengajaran Kata Benda Bahasa Inggris Bagi Mahasiswa Tahun Angkatan Pertama Di Institut Agama Islam Negeri Parepare*

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## ABSTRACT

This research aimed to identify the achievement of a systemic approach and students' perceptions. The sample consisted of 22 students from the first semester of the Childhood Islamic Education Program. This research used a parallel mixed methods design. The instruments used in collecting data in this research were noun tests for quantitative data collection and an interview for qualitative data collection. The research results obtained came from two types of data. The results of quantitative data were analyzed using the SPSS statistical test showing the effectiveness of a systemic approach in teaching nouns as evidenced by students' scores. This result of quantitative data indicates that the mean score of the students' post-test (82.73) was higher than the pre-test (53.55). Another supporting indicator was the result of statistical analysis for the level of sig. 2 tailed was 0.000. It was lower than  $(\alpha)=0,05$ . It means the alternative hypothesis ( $H_1$ ) was accepted, which means using a systemic approach affects teaching nouns to increase students' nouns mastery. The results of the qualitative data showed that all five students with an increased score had a positive perception of learning nouns through a systemic approach. Thus, from the results of this research, it can be concluded that using a systemic approach in teaching nouns is effective, as evidenced by students' scores and positive perceptions. These perceptions also affect students' scores.

**Keywords:** The Effectiveness, Systemic Approach, Teaching Nouns

## ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi pencapaian pendekatan sistemik dan persepsi siswa. Sampel terdiri dari 22 mahasiswa semester I Jurusan Pendidikan Islam Anak Usia Dini. Penelitian ini menggunakan desain metode campuran paralel. Instrumen yang digunakan dalam pengumpulan data dalam penelitian ini adalah tes kata benda untuk pengumpulan data kuantitatif dan wawancara untuk pengumpulan data kualitatif. Hasil penelitian yang diperoleh berasal dari dua jenis data. Hasil data kuantitatif dianalisis menggunakan uji statistik SPSS yang menunjukkan pencapaian pendekatan sistemik dalam mengajarkan kata benda yang dibuktikan dengan nilai siswa. Hasil data kuantitatif ini menunjukkan bahwa nilai rata-rata post-test siswa (82,73) lebih tinggi dari pada pre-test (53,55). Indikator pendukung lainnya adalah hasil analisis statistik untuk tingkat sig. 2 ekor adalah 0,000. Lebih rendah dari  $(\alpha)=0,05$ . Artinya hipotesis alternatif ( $H_1$ ) diterima, yang berarti menggunakan pendekatan sistemik mempengaruhi pengajaran kata benda untuk meningkatkan penguasaan kata benda siswa. Hasil data kualitatif menunjukkan bahwa kelima siswa dengan skor yang meningkat memiliki persepsi positif terhadap pembelajaran kata benda melalui pendekatan sistemik. Dengan demikian, dari hasil penelitian ini dapat disimpulkan bahwa penggunaan pendekatan sistemik dalam pengajaran kata benda efektif, terbukti dengan nilai dan persepsi positif siswa. Persepsi ini juga mempengaruhi nilai siswa.

**Kata Kunci:** Keefektifan, Pendekatan Sistemik, Mengajar Kata Benda

## 1. INTRODUCTION

Vocabulary is a significant part of students learning English, both second language learning and foreign language. If students are rich and deep in vocabulary, students can convey messages or ideas. As McCarthy in Al-Bidawi [6], "No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in L2 just can not happen in any meaningful way". The ability of communicative competence can be known from students' ability to express their think and ideas through the right words and have meaningful sentences.

Similarly, Thornbury [20] stated that without mastering grammar, only a small part of the language could be achieved, but without vocabulary, there is nothing that can be revealed. It means that although people master the rule of structure, they do not have a vocabulary in their minds. They can not communicate at that time. If students have less vocabulary, they will not understand what people say. Therefore, vocabulary teaching needs to be considered in learning a foreign language.

Frank [12] states that nouns are one of speech's most essential parts. It is a composition with the verb to form the sentence center, which is crucial for every complete sentence. In this research, the researcher focused on nouns because the noun is the simplest among the eight parts of speech, which is why it is the first taught to students. In the learning process, students are required to master a large number of nouns. Shannon [18] stated that "a noun is a word used to name a living creature, a thing, a place, or an idea" (p. 23).

In the English learning process, the researcher observed the first-year students of the Early Childhood Islamic Education Program or Pendidikan Islam Anak Usia Dini (PIAUD) at State Islamic Institute of Parepare and found some problems in the teaching and learning process. The observation is conducted by observing the class and interviewing the lecturer. The first problem, students often got difficulties in mastering memorizing and identifying nouns because it consists of many categories. Second, students did not know the meaning of the words. Third, the students could not pronounce and spell nouns correctly. And the last, they lack vocabulary. However, to make students master

vocabulary, especially nouns, teachers must be more creative in the teaching-learning process.

Dealing with the problems above, the researcher accomplishes that nouns must be taught as better as possible. The teachers need a new approach to the teaching-learning process. Then, the students are not bored in the classroom, making them satisfied with acquiring the vocabulary their teacher has taught. Therefore, one of the approaches which are considered to use in teaching nouns is systemic approach as an alternative solution.

Systemic approach is an effective approach to be applied in the classroom. Akil [2] declares that a systemic approach is an approach that involves the system as an entire that asserts the regularity and holistic point of view in identifying and categorizing. Students can participate directly in the learning process by using a systemic approach in the classroom because there are conversations and sharing among the students as well as independent learning opportunities. The importance of the systemic approach is providing the students with the knowledge, facts, and concepts in an integrated way because, in this approach, the students are taught all interrelated elements of nouns, namely pronunciation, spelling, use, usage, and meaning.

Awad [5], entitled "Attractive Educational Strategies in Teaching and Learning Chemistry," based on the article stated that attractive educational strategies in teaching and learning chemistry can be achieved by using attractive and interactive appropriate methodologies; one of them is Systemic Approach (SATLC).

In some research related to this research, Akib (2012) conducted research using a systemic approach to improve the vocabulary mastery of the eleventh-grade students of SMA Negeri 1 Bontomarannu. He found that using a systemic approach improved students' vocabulary mastery. The result showed that the vocabulary mastery of the students in an experimental class who were taught by using a systemic approach improved more significantly than the students in the control class who were taught by using the traditional approach.

Mallombasi, Akil, and Iskandar [16] investigate the research on the effectiveness of the systemic approach

to developing students' mastery of adjectives. Their research found that the element of adjective which experienced the most significant development happened in order. The result of the research indicated that there was significant development between experimental and control classes. It means that a systemic approach that was applied in the experimental group could develop the student's mastery of adjectives. Thus, it was concluded that the systemic approach effectively developed students' mastery of adjectives.

Another researcher, Rahmaeni [18], did research entitled "The Effectiveness of a Systemic Approach in Teaching Irregular Verbs at the Second Grade Students of SMA Negeri 1 Alla". The result showed that in the analysis of the t-test, there was a significant difference in students' irregular verbs 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 this research's alternative hypothesis ( $H_1$ ) is accepted because a systemic approach improves students' mastery of irregular verbs.

Alwiah [7] conducted research entitled "The Effectiveness of a Systemic Approach in Teaching Adjectives to the Third Semester Students of Muhammadiyah University of Makassar in the Academic year 2017/2018". She found that the element of adjective which experienced the most significant increase in its mastery happened on the usage, while the lowest was the collocation. The result of her research indicated that there was a significant improvement between the experimental and control class. The systemic approach applied in the experimental group can improve the students' mastery of adjectives material. Thus it is concluded that the systemic approach effectively improves students' adjectives. The similarity between other research and this research is that they use a systemic approach. The difference is the substance of this research will focus on teaching nouns.

Regarding the explanation above, the researcher is interested in conducting the research entitled "The Effectiveness of Systemic Approach in Teaching Nouns to the First Year Students at State Islamic Institute of Parepare."

## 2. LITERATURE REVIEW

### 2.1. Systemic Approach

Fahmy and Lagowski [11] The Systemic Approach in Teaching and Learning (SATL) is based on constructivist principles and involves the creation of closed cluster concept maps called systemic diagrams. "The SATL technique encourages deep learning, as opposed to rote learning" [5]. Akil states that a systemic approach is an approach that considers the holistic point of view that covers the fundamental elements of a system. This approach consists of three main points; they are an intersection, which refers to the presence of all system's elements (everything) simultaneously. An interaction that is about the interaction of all system elements and interrelation implies that all interactions of the elements support the achievement of the goal of the system [2].

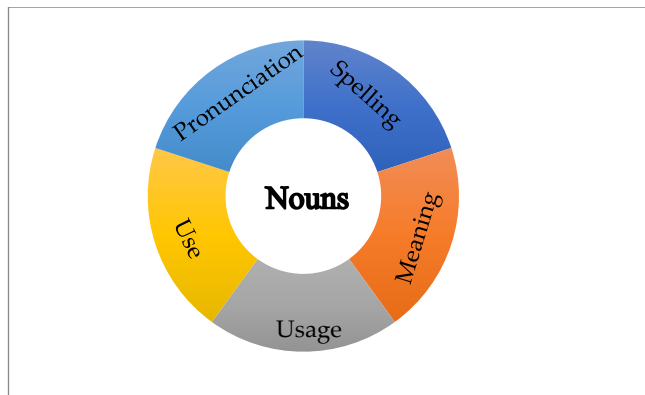
There are differences between systematic and systemic approach. Systematic means something is well organized and arranged according to a set of plans or is grouped into systems, whereas systemic means something has or can affect the entire system [5].

### 2.2. Effectiveness in Teaching Nouns using Systemic Approach

Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teachers have become good at their practice because they evaluate their practice. Beck in Manichander (2005) identifies some potential sources of evidence of teaching effectiveness. These include student ratings (such as student evaluations of teaching), peer reviews, self-reviews, and interviews with students.

Vocabulary is one of the essential things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words [21]. Those statements indicate the importance of teaching vocabulary as a foreign language. It is supported by Thornbury [20], who says that "you can say very little with grammar, but you can say almost anything with words". If the students know more vocabulary, it will be easy for them to learn another aspect of language, and they can say anything although without correct grammar. Systemic approach to teaching and learning contributes to interrelationships between concepts,

methodologies, and disciplines. In this research, nouns as part of vocabulary can be taught using a systemic approach. The systemic approach (Akil's theory) chart is shown in the figure below..



**Figure 1.** The Chart of Systemic Approach

### 2.3. The concept of nouns

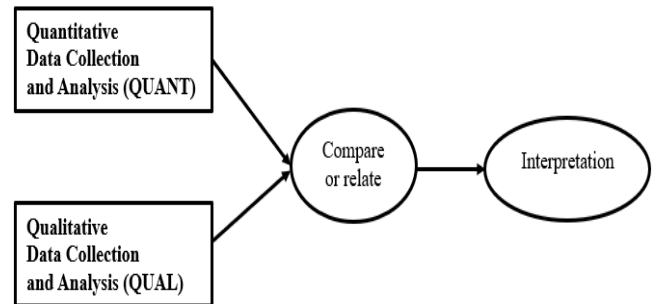
According to Shannon who stated: “a noun is a word used to name a living creature, a thing, a place, or an idea”. It is used to identify people, places, things, or ideas [19].

Shannon categorizes nouns into eight categories: proper nouns, common nouns, concrete nouns, abstract nouns, count nouns, mass nouns or noncount nouns, compound nouns, and collective nouns [19].

## 3. RESEARCH METHOD

### 3.1. Research Design

The research design used a mixed method, which combined two forms of the method in research that are quantitative and qualitative. Creswell [8] mixed method is a research approach that combines qualitative and quantitative research. This method answered the first and second research questions where the first question acquires quantitative data and the second question is qualitative data. According to Creswell and Clark (2018), “mixed methods research helps answer questions that cannot be answered by quantitative or qualitative approaches alone.”



**Figure 2.** Convergent Parallel Mixed Methods Design

This research was a convergent parallel mixed methods design, which combined two forms of the method in research that are quantitative and qualitative. Creswell [8] mixed method is a research approach that combines qualitative and quantitative research. This method involves gathering quantitative and qualitative data, analyzing each type individually, then comparing the findings to determine if they support or contradict one another [9]. This research answered the first and second research questions where the first question acquires quantitative data and the second question is qualitative data.

### 3.2. Research Instrument

The researcher used nouns test and semi-structured interview as the instruments for collecting the data. Firstly, the noun test was applied to the pre-test and post-test. The instruments aimed to measure the student's vocabulary enrichment, especially nouns. The elements of nouns in this research were pronunciation, spelling, use, usage, and meaning. It included 40 items that consisted of 4 parts.

Secondly, the researcher applied semi-structured interviews by using opened-ended questions to interview the students. Gay, Mills, and Airasian [14] stated that a semi-structured interview was not to answer predetermined questions but to find out where participants come from and what they had experienced. In structured interviews, the researcher has a specific set of questions that elicits certain information from respondents. The reason for the choice of this instrument as a way of data collection was that interview is not only a way to allow the participants an opportunity to express their experiences but also a way to gain knowledge from them [15].

### 3.3. Data Analysis

In the procedures of collecting data, in quantitative data, the researcher gave a pre-test to students, then gave them treatment. After providing treatment, the researcher gave students a post-test. The researcher wanted to see whether or not the treatment showed a different score. To collect qualitative data, the researcher applied interviews to find out students' perceptions of a systemic approach to vocabulary learning, especially nouns. Gay Mills and Airasian [13] state that the researcher can investigate the participants' responses in an interview to collect facts about their experiences and feelings. It was used to check the impressions the researcher gained through the systemic approach to learning nouns. The interview was semi-structured. The interview guide contained some questions for students to get the needed data.

Following the research design, the researcher analyzed quantitative and qualitative data separately. Quantitative data were analyzed using SPSS software. Then, to collect qualitative data, the researcher applied interviews to find out students' perceptions of a systemic approach to vocabulary learning, especially nouns. The interview was semi-structured.

## 4. FINDING AND DISCUSSION

### 4.1. Research Findings

The research findings of this research researcher divide this part into two parts. Firstly, there is a description of quantitative data analyzed using the SPSS application, and secondly, a description of qualitative data using the interview with the students. The quantitative data is required to answer the first research question about the achievement of using systemic approach in teaching nouns. Furthermore, qualitative data is required to answer the second research question about students perception of learning nouns through a systemic approach.

The researcher collected the research data from students' scores (pre-test and post-test) and delivered it to the learners' treatment using a systemic approach to teaching nouns. The pre-test was given before the treatment. There were 40 items questions that consisted of 4 parts, and the post-test was given after being given treatment in the same form as the post-test items but with different questions that related to the

nouns material. Below are the results of the students in the table.

**Table 1.** The paired samples statistics in pre-test and post-test

#### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pair 1 Pretest	22	53.4545	8.96940	1.91228
Posttest	22	82.7273	6.54786	1.39601

Table 1 shows the mean score of the students pre-test was 53.4545, and the mean score of post-test was 82.7273. Standard deviation of pre-test was 8.96940 and standard deviation of post-test was 6.54786. It means there is improvement of students nouns test using systemic approach.

From quantitative data analysis, it could be seen that the systemic approach affected students' scores. The high score in this research showed an improvement that a systemic approach to teaching nouns could cause. It was proven by the data analysis of the pre-test and post-test that the students post-test had higher scores than the pre-test, in which the mean score of the post-test was 82.7273, while in the pre-test, only 53.4545. The alternative hypothesis said there was a significant improvement in students' nouns after using a systemic approach. This result indicated that the systemic approach to teaching significantly affected the student's ability to learn nouns at the State Islamic Institute of Parepare.

**Table 2.** Paired Samples T-test Value of students Paired Samples Test

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pre test - Posttest	-29.273	4.344	.926	-31.199	-27.346	-31.604	21	.000	

Based on table 2, from data analysis researcher found the result of statistical analysis for level of the sig. 2 tailed was 0.000. It was lower than  $(\alpha)=(0,05)$  with degree of freedom  $(df)=N-1$ , where  $N$ = number of subjects (22 students) or  $(df)$  is  $N-1= 22-1=21$ ). It means the alternative hypothesis ( $H_1$ ) was accepted, and the

null hypothesis ( $H_0$ ) was rejected. It means there was a difference in teaching nouns before and after using Systemic Approach. Therefore, the researcher concluded that Systemic Approach increases students nouns mastery of the first-year students at State Islamic Institute of Parepare.

Then, the researcher described qualitative data. The interview was conducted after teaching nouns by using a systemic approach. There were five students to be interviewed to answer the second research question. To know about students' perceptions, the researcher gained the data using open-ended interview questions. The data interview was conducted on November 25, 2021.

The researcher elaborated on the qualitative data result of interviews based on the interview specifications. There were two interview specifications that were constructed by the researcher as described above. They were to know learner perceptions about the effect of using a systemic approach in teaching nouns to know learner perceptions about using a systemic approach in teaching nouns. The first interview specification consisted of 3 questions. Further, the second interview specification consisted of 4 questions.

Firstly, the first three interview questions were asked to determine the students perceptions about the use of systemic approach in teaching nouns. The interview result indicated that all five students stated that using a systemic approach in teaching nouns was effective. It was because it affected their learning of nouns and could create an easier understanding of the material in teaching nouns and influence students' progress in learning nouns.

Secondly, based on the data obtained from four questions, students' interviews were about the student's perception of the use of a systemic approach in learning nouns. All five interviewees positively perceived using a systemic approach to learning nouns. They perceived the benefit of a systemic approach to teaching and learning

#### 4.2. Discussion

From quantitative data analysis, it could be seen that the systemic approach affected students' scores. The high score in this research showed an improvement that a systemic approach to teaching nouns could cause. It was proven by the data analysis of the pre-test

and post-test that the students post-test had higher scores than the pre-test, in which the mean score of the post-test was 82.73, while in the pre-test, only 53.55. The result of statistical analysis for the level of sig. 2 tailed was 0.000. It was lower than  $(\alpha)=(0,05)$  with degree of freedom ( $df=N-1$ , where  $N$ = number of subjects (22 students) or ( $df$  is  $N-1= 22-1=21$ ). It means the alternative hypothesis ( $H_1$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected. It means there was a difference in teaching nouns before and after using Systemic Approach. Therefore, the researcher concluded that Systemic Approach increases students' nouns mastery of the first-year students at State Islamic Institute of Parepare.

The researcher assumed that using a systemic approach in the teaching and learning effectively enhanced students' vocabulary focused on nouns. It proved to improve students' nouns after the treatment was conducted significantly. The previous supported studies that had been performed by researchers related to the use of systemic approach. Alwiah conducted research the systemic approach applied in the experimental group can improve the students' mastery of adjectives material. The result of her research indicated that there was a significant improvement between the experimental and control class [7].

Mallombasi, Akil, and Iskandar in their article "Developing Students' Mastery on Adjective Using Systemic Approach," stated the systemic approach concept of a system that emphasizes the regularity and holistic point of view in identifying and categorizing that makes the learners easily master them [16]. Another researcher Awad entitled "Attractive Educational Strategies in Teaching and Learning Chemistry" based on the article stated that attractive educational strategies in teaching and learning chemistry can be achieved by using attractive and interactive appropriate methodologies one of them is Systemic Approach (SATLC) [5].

The improvement of the students' nouns could be separated from five-interrelated elements of nouns, namely pronunciation, spelling, meaning, use, and usage. Therefore, the students could know how to spell and correctly pronounce words. Furthermore, they knew the meaning of the words, and then the students learned how to use the word in the sentence in different contexts. Theoretically, this finding proved the theories that are related to systemic approach. Akil

(2016) declares that a systemic approach is an approach that involves the system as an entire that assert the regularity and holistic point of view in identifying and categorizing. By implementing a systemic approach in the classroom, the students can be directly involved in the learning process because there are discussions and sharing among the students. They can learn independently and make the material completely obvious.

Furthermore, in qualitative data analysis, the students perceived the use of a systemic approach to learning nouns systematically and made students more accessible and more understandable because of the form of the diagram. They also perceived increasing nouns score after learning using systemic approach. This research result supported Fahmy and Lagowski [11] statement that the systemic approach encourages deep learning instead of rote learning. It was suggested that the systemic approach mimics our current understanding of how the human brain functions, which is why the systemic approach is successful. Mallombasi, Akil, and Iskandar stated the element of adjectives taught by using systemic approach significant development happened in order and could develop students' mastery of adjectives [16].

Moreover, the learners also perceived that the systemic approach was exciting and motivated students to learn nouns because they were curious to know more when they could know the meaning of the words. Al-bhery stated the systemic approach depended on the system concept, which meant a set of things that accumulated in a particular field and had several interrelations to achieve specific goals. The other statement matched this research result [3]. Akil stated that by implementing a systemic approach in the classroom, the students can be directly involved in the learning process because there are discussions and sharing among the students, and they can learn independently [2]. The importance of the systemic approach is providing the students with the knowledge, facts, and concepts in an integrated way because, in this approach, the students are taught all interrelated elements of nouns, namely pronunciation, spelling, use, usage, and meaning.

Based on the interview result, it can be seen that the use of a systemic approach in the teaching-learning process affected the students' perceptions. The systemic approach plays a role in learners' scores and

perceptions positively. The interview result proved the statement of Awad based on the article stated that attractive educational strategies in teaching and learning chemistry could be achieved by using attractive and interactive appropriate methodologies; one of them is Systemic Approach (SATLC) [5].

## 5. CONCLUSION

The use of a systemic approach was effective in teaching nouns. The quantitative data analysis shows that the mean score of the students' post-test (82.73) was higher than the pre-test (53.55). Another supporting indicator was the result of statistical analysis for level of the sig. 2 tailed was 0.000. It was lower than  $(\alpha)=(0,05)$ . It means the alternative hypothesis ( $H_1$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected. It means there was a difference in teaching nouns before and after using Systemic Approach.

Using a systemic approach in teaching nouns affects the students' positive perception. It can be seen from the qualitative data analysis, which showed all students perceived the use of systemic approach in positively teaching nouns.

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