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**A STUDY OF THE USE OF APPERCEPTION APPLICATION**

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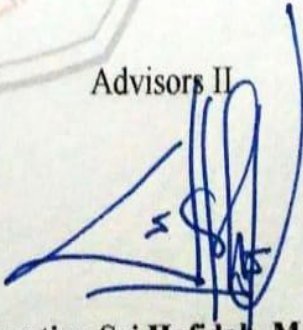
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# A STUDY OF THE USE OF APPERCEPTION APPLICATION

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**Abstract:** In the learning process there are five part that are carried out by the teacher namely opening, deliver, core material, assessment, closing, and evaluation. Opening here include apperception. Apperception is also used by teachers, especially for English teachers before delivering core material. The objective of this research is to find out how much influence the delivery of apperception conveyed by English teachers to students in English lessons by using descriptive qualitative design. The researchers used observation and documentation as techniques to collect the data. The researchers choose the subject tenth grade students of senior high school 1 Ngadirojo in academic year of 2019/2020. The result of this research is the tendency of the correlation of teachers apperception method and students response, correlation of teachers apperception method and learning condition, the rule of apperception into classroom teaching-learning management. The researchers conclude that apperception method as the part of learning process give influence in students activity in learning process, good apperception made the condition of learning well, enjoyed, and students fell relaxed. The classroom teaching management built by the teachers to control students in the class, by using apperception in the beginning of learning made students give their intention to the lesson or teachers.

**Key words:** *Apperception method, English lesson, Learning process.*

## INTRODUCTION

Apperception is useful activity to attract students attention to the material that will be delivered by the teachers because basically the success of learning process will be determined in the first 10 minutes. The teachers does the opening only by greeting, checking the attendance of students, and directly on the core material of lesson without doing apperception to make students less focused on receiving the lesson delivered by the teachers. When students enter to the classroom it is not necessarily in their minds in class to learn. In class, in his mind focused back on teaching material of course the teachers must have a strategy in attracting the attention of students.

Before the teaching process begins, in order to be able to present a new lesson material with previous material that is already understood by the students (Schor, 1998). Apperception aims to form an understanding while the teacher delivers the new material, it needs to be linked to the objects that the students has proficient at or it needs to relate it to the previous students experience to facilitate them with comprehensive understanding (Knowles, 1999). In delivering this apperception, the teachers needs to decide the proper method to ensure the students has the learning motivation (Stockdale & William, n.d).

apperception is need to teach all lessons, especially English lessons. It is very important to use apperception before entering English lessons because English is a subject or lesson that students tend to be less interested in school. The English teachers in class X used apperception every time. From this cases, the researchers want to find out how much influence the delivery of apperception conveyed by English teachers to students in English lessons.

## **RESEARCH METHOD**

This research used descriptive qualitative research design. The researchers used the object tenth grade students (X IPS 2 and X IPS 4) of senior high school 1 Ngadirojo. The researchers used observation and documentation to collect the data. The instrument were note and camera. The function of instruments to make evidence that the researchers dtrully does the research. The data analysis techniques was data reduction, data display, and conclusion drawing. Triangulation validity used by the researchers as the validity in this research. According to Sugiyono (2012: 226) said through observation, the researchers learns about behavior and meaning attached to those behavior. Observation sheet is sequence of notes which used in observation to write about phenomenon finding in this research (Sugiyono, 2012).

## **FINDINGS AND DISCUSSION**

In this research, the researchers should write all the data has been found in the observations and discuss the result of the data. There were four finding data that has been found in observation process.

### **Teachers Method of Giving Apperception**

The researchers has been observe in two different classes but in the same grade; X IPS 2 on 10 March 2020 and X IPS 4 on 12 March 2020. Based on observations that have been done by the researchers, the teachers used different apperception in two different classes. Apperception has three steps but in observation process the researchers only found two steps used by the teachers. These difference occurred because the teachers adjust apperception needs with the material.

Warmer steps used in X IPS 2. The teachers gave clue that refers to the core material about biography photos of figure in slide show. After students able to answer or guess who a figure, the teachers directly enters to pre-teach steps. Pre-teach steps used in X ips 2 and X ips 4. Pre teach is the process that teachers deliver the core material. In X ips 2, after used warmer steps enter to pre teach steps that. The teacher deliver the material about

guessing biography figure with the grammar review (past tense and regular verb). In X ips 4 teacher used pre-teach steps. The teachers deliver the core material about asking and answer question about figure.

### **Students Response in Learning Process**

Students response was the steps where researchers to find out how students response when gave apperception by the teachers. There were two students response that discussed. The first response when gave apperception and the second response when follow the larning process. The researchers discussed two classes students response were X ips 2 and X ips 4.

Students response at X ips 2 in the first response were given apperception by the teachers. Students enthusiastic because felt curious about who a figure. Each students guesses the clue very excited and different answer by the students. The second response, after students could guesses who a figure on the slide. In minutes 16-90, students still enhuasiatic and listened the the teachers explained about the grammar related with the material guesses who a figure before. Students still enthusiasatic because in the first minutes their attention focused in guesses a figure. At the last minutes of learning, some students made a little crowded because it was near to approaching time go home.

Students response at X ips 4 in the first response was different because the steps was different. The teachers used pre pre-teach and starting the learning material directly delivery the core material without guidance students attention. Students got passive some students made crowded, chit chat wth friends when the teachers has explained the question.

### **Learning Condition**

Learning condition was time to refers to conditions in the learning process. In this research, the researchers used five major categories of learning conditions adapted from K. Khalil and Ihsan A. Elkhider Journal and theory of Gagne: verbal information, intellectual skills, motor skills, cognitive strategies, and attitudes. Two classes have different learning condition.

Learning condition occurred in X ips 2 was verbal information, motor skills, cognitive strategies, and attitudes. Verbal skills was being able to state ideas “knowing that” or having declarative knowledge, teachers asked students to read books, guesses a clue according to the material, and students also active to answered. Motor skills condition means that students active in the class did not only sit down but also forward of the class it make students did not bored. Almost all students of X ips 2 active in the class, the teachers asked students to answered in front of the class. A cognitive strategy was having certain techniques of thinking ways of analyzing problems and having approachers to solving



problems. Students guess who a figure in the slide, it made students analyze to answer who figure. The teachers also gave task to find out the answer to the question and students answer correctly. Attitude mental was states that influence the choices of personal actions. Teachers did not gve lessons, knowledge but also should built students attitudes. Teachers give warning when students made crowded and asked students to came on time in learning process.

Learning condition occurred at X ips 4 was verbal information, cognitive strategy, and attitudes. Verbal information in X ips 4, the teachers explained the rules of learning material and how the schedule of learning on that day. Cognitive strategies were students looked for the answered to the question gave by the teachers and students think a lot to find out the answer. Some students still passive because confuse and did not understand how to solve the problem. Attitudes in X ips 4 were teachers also gave warning and asked students to calm down when follow the learning process. From this cases, teachers hopes students could more discipline and study how to respect each other.

### **Classroom Management**

Classroom management was a teachers task to manage th class and control for the class conducive. Master classroom management according to the expert consist build relationship with students, through preparation was key, followed seasoned teachers, harness the power of praise, and keep culture in mind. There were two different classroom management between X ips 2 and X ips 4.

Classroom management in X ips 2, build relationship with students is important to built students and teachers relationship well as friend. Teachers has good relationship with students of X ips 2, students did not anxious or felt afraid when teacher entered to the class. Thorough preparation is key it means teachers should prepare the material well before enter to class. Teachers prepapre all material well before taught students in X ips 2. Followed seasoned teachers it means teacher should able to control the students followed in the class. Teacher made a schedule before entered to the class. In over all, students could follow the learning well. Keep culture in mind was one thing teachers should know. English teachers could follow the culture in senior high school 1 Ngadirojo as well as other teachers.

Classroom management in X ips 4, build relatioshiop with students of X ips 4. Teachers asked students to write the answer of the question in blackboard, teachers walked around when learning process, and teachers help students found the difficulties. Through preparation was key, teachers prepare the instrument for teaching in order the learning process success. Followed the teachers seasoned happened in X ips 4, teachers make sure

that students follow the teachers rules did not well. Students followed the teachers rules although the students a little crowded and passive in learning process. Students of Xips 4 confuse because did not understand the material.

## **DISCUSSION**

Discussion was part of the research. In discussion, the researchers presented the discussion data which contains conclusions from the findings data. The discussion consist of three discussion; first was “correlation of teachers apperception method and students response”, second was “correlation of teachers apperception method and learning condition”, and third was “the rule of apperception into classroom teaching learning management”.

### **Correlation of Teachers Apperception Method And Students Response**

The calculation of the result of students' questionnaire and the explanation of previous studies from Annisa Ardilah (2019) above, the students are happy and excited in learning English. The activities in apperception stages that related to their knowledge and experiences facilitates them and make them enthusiastic in learning English. The students also learn English enthusiastically because they know well the importance of learning English through the teacher's information. Its same with findings data of this research that most of students of two classes enthusiastically to learning English according to the apperception method.

### **Correlation of Teachers Apperception Method and Learning Condition**

Siti Murtiningrum (2009) stated the role or method of the teacher in classroom was very important to success of the English learning interaction. All activities happened in the class was influenced by the teacher role or method. The class activity as determined most by the teacher. English teacher at Senior High School 1 Ngadirojo was active and build good relationship with the students. Teacher manage the students well because teacher manage the class well and used correct method appropriate with students need. Sometimes some students difficult to control by the teacher in the class.

### **The Rule of Apperception Into Classroom Teaching Learning Management**

Meria Santy Sibarani (2017) said in classroom management rules, making discipline is dominant strategy used by teacher, especially in rules classroom. This term included into sub-theme emerged commonly in the interview data. In students disciplined students must have obey on the rules of the teacher. For this sub-themes, the participants mentioned that they had used this strategy in their learning process. From the findings above, it showed that the participants used the discipline strategy in their rules classroom activity, it means that the teachers thought that the discipline could help the students becomes aware

of their assignments and obligations. It same with observation result of the researcher in Senior High School 1 Ngadirojo that teacher also build students attitudes by students dicipline personality. The teacher arrived on time, to teach students to enter class on time. The teacher gave a warning to students when made a crowded in the learning process. The teacher gave the first warning by saying, if did not ignored by students, the teacher gave a warning by asking students to answer the questions gave by the teacher.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research that has been done about the use of apperception method to teach English lesson in English learning process at ten grade of senior high school 1 Ngadirojo in academic year of 2019/2020, the researcher conclude that: first, student responses affect the success of an apperception method used. The findings of the researcher showed, the English teacher at senior high school 1 Ngadirojo used a method that adjusts the material to be taught. In X IPS 2 students enthusiasm responses to learning. They actively follow the process using the method of apperception warmer and pre teach. In class X IPS 4, students 'responses differ because the apperception method used is different, that is using pre teach so that students' responses tend to be some active students but most are passive and crowded. The second, these factors are the media, teaching instruments, and classroom management. Media is important because today the learning media is not only in the form of printouts or books but many others such as power points, games, etc. The media used by high school 1 ngadirojo teachers are power points that contain pictures referring to the material. The third, instruments used were in accordance with the findings, namely laptops and books. The fourth, teacher manages the class well but there are some students who are difficult to manage. The fifrth, the success of the apperception method used by teachers has a relationship with classroom learning conditions. according to the researchers' findings, the success of the apperception method can change the learning conditions in the classroom. good class management needs to be considered because it supports this apperception method effectively. good classroom management that is building relationships between teacher and student so students can openly give opinions and ask questions. teachers must prepare everything that supports the learning process in class so that they can use class time well.

### **Suggestion**

Based on the analysis and conclusion of the research, the researcher would like to ~~give some suggestion. Based on the results of the data analysis the suggestion are drawn:~~  
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First for English teacher of grade tenth at senior high school 1 Ngadirojo. The researcher's suggestion is related to the use of the apperception method. The teacher should use the apperception method at each time they begin the lesson. Interesting apperception methods will encourage students to take lessons. Second for students of grade tenth at senior high 1 Ngadirojo. For tenth grade students at senior high school 1 ngadirojo is expected to pay attention to the teacher when taught. As students must follow the learning process in class and respect teachers in class. Third for advice to schools related to English lessons taught in tenth grade at senior high school 1 ngadirojo.

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