

**TEACHER'S APPERCEPTION TO ENHANCE
STUDENTS' INTEREST IN LEARNING ENGLISH
AT FIRST YEAR OF SMPN 1 WRINGINANOM
GRESIK**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Ardillah, Anisa. (2019), *Teacher's Apperception to Enhance Students' Interest in Learning English at First Year of SMPN 1 Wringinanom Gresik*. A thesis, English Education Department, Faculty of Education and Training, Uin Sunan Ampel Surabaya. Advisors: Drs. Muhtarom, M.Ed. Grad. Dip TESOL and Rakhmawati, M. Pd.

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Interest is one of factors that influences the successful of teaching and learning process. Interest comes from the students itself or from the environment that supports the students such as the teacher, materials and the activity. Therefore, to support the students to enhance their interest in learning English, the teacher tries to emphasize the apperception process at the beginning of learning. This research aimed to know how the teacher does apperception process in learning English *and to find out whether the apperception can enhance the students' interest in learning English at seventh grade of SMPN 1 Wringinanom Gresik. This study uses descriptive qualitative method. The data were collected through observation, interview and questionnaire. The participants of this study are an English teacher and the 32 first year students of C-class of SMPN 1 Wringinanom Gresik. The result of the study shows that the teacher used four stages of apperception: alpha zone, warmer, pre-teach and scene setting. First, the teacher used ice breaking, fun story and brain gym in alpha zone stage. Second, the teacher did questioning and self-assessment related to the previous materials in warmer stage. Third, the teacher always explains the steps in learning process to the students for the fluency of learning process namely pre-teach. And last, the scene setting was did through story, visualization, simulation and pantomime. Moreover, concerning the students' interest enhancement in learning English through apperception, the result of questionnaire distribution to students shows that 53% of the students strongly agree, 33% of the students agree, 11% of the students disagree and the rest that amount to only 3% of the students strongly disagree with the statements on the questionnaire. It means that the majority of the students agree that positive apperception can enhance their interest in learning English.*

ABSTRAK

Ardillah, Anisa. (2019), *apersepsi guru untuk meningkatkan minat siswa dalam belajar bahasa Inggris pada tahun pertama SMPN 1 Wringinanom Gresik*. Tesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Pelatihan, Uin Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.Ed. Grad. Dip TESOL dan Rakhmawati, M. Pd.

Kata kunci: Apersepsi, Minat Siswa, Belajar Bahasa Inggris

Minat merupakan salah satu faktor yang mempengaruhi keberhasilan dalam proses belajar mengajar. Minat berasal dari siswa itu sendiri atau dari lingkungan yang mendukung siswa seperti guru, materi dan kegiatan. Oleh karena itu, untuk mendukung siswa untuk meningkatkan minat mereka dalam belajar bahasa Inggris, guru mencoba untuk menekankan proses apersepsi pada awal pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana guru melakukan proses apersepsi dalam belajar bahasa Inggris dan untuk mengetahui apakah apersepsi tersebut dapat meningkatkan minat siswa dalam belajar bahasa Inggris di kelas tujuh SMPN 1 Wringinanom Gresik. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data dikumpulkan melalui observasi, wawancara dan kuesioner. Partisipan dalam penelitian ini adalah seorang guru Bahasa Inggris dan 32 siswa kelas-C SMPN 1 Wringinanom Gresik. Hasil penelitian menunjukkan bahwa guru menggunakan empat tahap apersepsi: zona alfa, warmer, pre-teach dan scene setting. Pertama, guru menggunakan ice breaking, fun story dan senam otak pada tahap zona alfa. Kedua, guru melakukan tanya jawab dan penilaian diri terkait dengan materi sebelumnya dalam tahap warmer. Ketiga, guru selalu menjelaskan langkah-langkah dalam proses pembelajaran kepada siswa untuk kelancaran proses belajar yaitu pr-teach. Dan terakhir, scene setting dilakukan melalui cerita, visualisasi, simulasi, dan pantomim. Selain itu, mengenai peningkatan minat siswa dalam belajar bahasa Inggris melalui apersepsi, hasil distribusi kuesioner kepada siswa menunjukkan bahwa 53% siswa sangat setuju, 33% siswa setuju, 11% siswa tidak setuju dan sisanya sebesar hanya 3% dari siswa sangat tidak setuju dengan pernyataan-pernyataan pada kuesioner. Ini menunjukkan bahwa mayoritas siswa setuju bahwa apersepsi yang positif dapat meningkatkan minat mereka dalam belajar bahasa Inggris.

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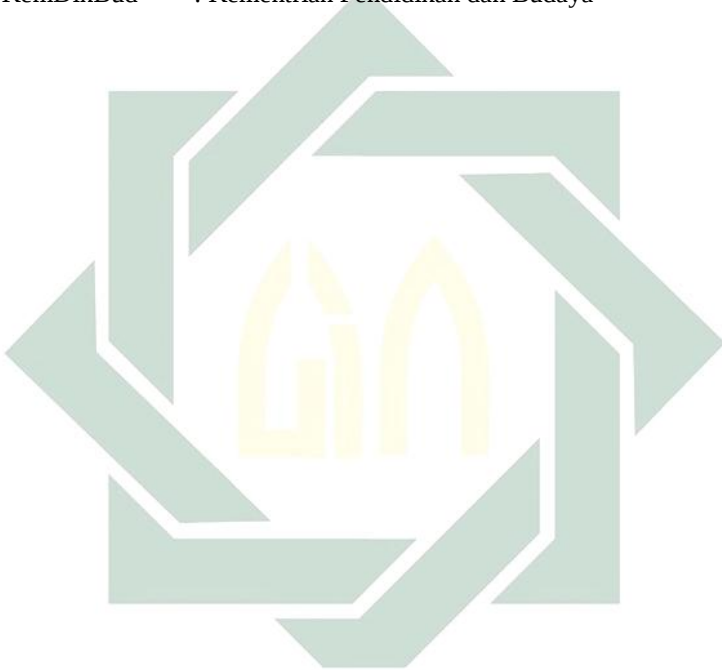


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LIST OF ABBREVIATION

SMPN	: Sekolah Menengah Pertama Negeri
MAN	: Madrasah Aliyah Negeri
ICT	: Information Communication Technology
Wamendik	: Wakil Menteri Pendidikan
KemDikBud	: Kementrian Pendidikan dan Budaya



CHAPTER I

INTRODUCTION

This introductory chapter provides some information that consists of six sections, namely background of the study, research question, objective of the research, significant of the study, scope and limitation, and definition of the key term at the end of the chapter.

A. Background of Study

The success of teaching and learning process is influenced by many factors such as learning environment, learning materials, interest of learning and etc.¹ In general, there are two factors that affect learners' learning, internal factors and external factors.² Internal factors are factors that derived from self-learners such as talent, motivation, interest of learning, ability (potency) and attitude. External factors namely factors derived from outside of learners such as family, methods of learning, learning environment, educators' interaction patterns, the attention of parents, and so on.

Herbart regarded that the development of unspecialized, multifaceted interest as one of the primary goals of education. In Herbart's view, interest is closely related to learning. It allows for correct and complete recognition of an object, leads to meaningful learning, promotes long-term storage of knowledge, and provides motivation for further learning.³ Psychiatric in aspect of education also stated that interest not only affect a person's behavior, but also encourage people to keep doing and getting something. This is accordance with the opinion of Nasution that the lesson will run smoothly if there is interest. In other word, having good interest in doing something

¹ Muhibbin Syah, "*Psikologi Pendidikan*" (Remaja Rosdakarya, Bandung: 1995), 132

² Muhibbin Syah, "*Psikologi Pendidikan*"132

³ Ulrich schiefele "*Interest, Learning and Motivation, Educational Psychologist*" (Postprints der Universit"at Potsdam: 1991), 300.

will help to concentrate more, remember easily, and is not easily bored with what is learned.⁴

Interest is generally viewed as being of two types, individual and situational. Individual interest is conceived of as a relatively enduring preference for certain topics, subject areas, or activities. Whereas situational interest is an emotional state brought about by situational stimuli.⁵ Investigators have argued that situational sources of interest may be particularly important for educators dealing with students who do not have preexisting individual interests in their school activities. Then, it is being the duty of the teacher to arouse students' interest of learning in pre-activity, main activity and post-activity in teaching learning process

Pre-activity is the important aspect in teaching learning process. In 2013 curriculum, pre-activity covers greeting, praying, motivation and apperception.⁶ In this stage, the teacher should make sure that the students have ready to receive the new materials. The teacher normally does apperception to encourage students' interest in learning and to create understanding of the new material. Apperception is connecting between old and new information to keep the new information for later use.⁷ Apperception aims to bring the students' to the atmosphere of the class, to enhance students' interest of the topic or discussed lesson and to build students' understanding of the new material.

According to Herbart, a discussion dealing with experiences will invade learners' conscious awareness while their mind searches unconsciousness for connection between the new concept and what they already experienced. The new idea will only consider important if it can be connected to some

⁴ Slameto, "*Belajar dan Faktor-Faktor yang Mempengaruhinya*", (Rineka Cipta, Jakarta: 1995), 13.

⁵ Suzanne Hidi, - K. Ann Renninge, Educational Psychologist: "*The Four-Phase Model of Interest Development*", Vol. 41 No. 2, 2006, 114.

⁶ Permendikbud No.103, Tentang: "*Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah*", 2014.

⁷ Herbart & Apperception" Research Starters eNotes. (<http://www.enotes.com>, accessed on April 5, 2018)

ideas.⁸ Apperception normally given at the beginning of the class before the students receive the new materials, this is because early minutes in learning process is the most important time to bring the students' quality learning of next an hour.⁹

Regarding to the problem, there are several previous studies similar to the apperception process and students' interest in learning English that supported this research. The first is a research by Angga Taufan Dayu and Raudhatul Haura under title "*Apperception Setting in Pre-English Teaching*". As the result of the study through observation in the classroom, the researcher found that apperception very supporting students in learning.¹⁰ Another study under title "*The Student Interest as A Key Driver of Engagement for First Year Students*" by Ella Kahu, Karen Nelson and Catherine Picton examined the antecedents and consequences of students' interest. They found that interest impacts students' engagement in learning. Students' interest could be found out by their emotion, the result of the tasks and also from their self-efficacy.¹¹ The next previous study came from Tri Saswandi entitled "*Teaching Style and Students' Interest in Learning English*" found that teaching style enable to develop students' interest in learning English lesson.¹² This research is different with the researches mentioned above. The previous researches investigate the use of apperception generally, the antecedents and consequents of students' interest and compare the teaching style and students' interest, while this research investigated the process of apperception and its enhancement to students' interest.

In this research, the researcher choose SMPN 1 Wringinanom Gresik to conduct the research. The researcher did the research in this school based on the consideration that the teacher experienced with students' low interest and the

⁸ Angga Taufan Dayu, Raudhatul Haura "*Apperception Setting in Pre English Teaching*", 4.

⁹ Munif Chatib. "*Gurunya Manusia Menjadikan Semua Anak Istimewa dan Semua Anak Juara*" (Mizan Pustaka, Bandung: 2014), 77.

¹⁰ Angga Taufan Dayu, - Raudhatul Haura, *Apperception Setting*.....1

¹¹ Ella Kahu at.al., Student Success: "*Student Interest as A Key Driver of Engagement for First Year Students*", Vol. 8, No.2, 2017, 55.

¹² Tri Saswandi, Jurnal Penelitian Universitas Jambi Seri Humaniora: "*Teaching Style and Students' Interest in Learning English*", Vol. 17, No.1, 33-39.

teacher's emphasizing in apperception at the beginning of learning besides upgrading the way of teaching to make sure the students' readiness to learn English and to enhance their interest of the English materials. For the phenomenon, the researcher conduct the research under tittle *Teacher's Apperception to Enhance Students' Interest in Learning English at First Year of SMPN 1 Wringinanom Gresik*”.

A. Research Question

According to the background of study described above, the researcher formulates a research question as follows:

1. How is the process of teacher's apperception to enhance students' interest in learning English at first year of SMPN 1 Wringinanom Gresik?
2. How is the students' interest toward the teacher's apperception in English learning process at first year of SMPN 1 Wringinanom Gresik?

B. Objective of Study

The objectives of this research are:

1. To know how the teacher does apperception process to enhance students' interest in learning English at first year of SMPN 1 Wringinanom Gresik
2. To find out the students' interest toward teacher's apperception in English learning process at first year of SMPN 1 Wringinanom Gresik

C. Significance of Study

1. For English teachers

The finding of this research gives information for all of English teachers about the use of doing apperception in teaching English. It also gives representation of the apperception process to enhance the students' interest in learning English. Then, English teachers can consider the process implemented by teacher of the research subject to solve the same problem.

2. For Students

This research is expected enable to enhance interest of students of seventh grade at SMPN Wringinanom and to recognize their interest in learning English deeply. Then

they can develop their ability in English through their own interest.

D. Scope and Limit of Study

This research focus on the process of apperception which is a part of opening-activities and the students' interest dealing with apperception applied by the teacher at the beginning of English learning.

The researcher limits the research on an English class and the students at C-class of first year of SMPN 1 Wringinanom Gresik of 2018/2019 academic year.

E. Definition of Key Terms

The researcher attaches some definition of key terms within this research to facilitate the readers in understanding this research.

1. Apperception

Apperception in educational framework is relating the new material of the lesson with the students' knowledge.¹³ The apperception that means in this research is the process of the teacher in doing apperception to connect the current materials with students' knowledge to raise their interest in learning.

2. Students' Interest

Interest is intentionally engagement on an activity or object that is featured with concentration, good notice and good effect.¹⁴ This research focuses on students' interest in learn English at the school with the teacher after the teacher's effort to stimulate them through apperception.

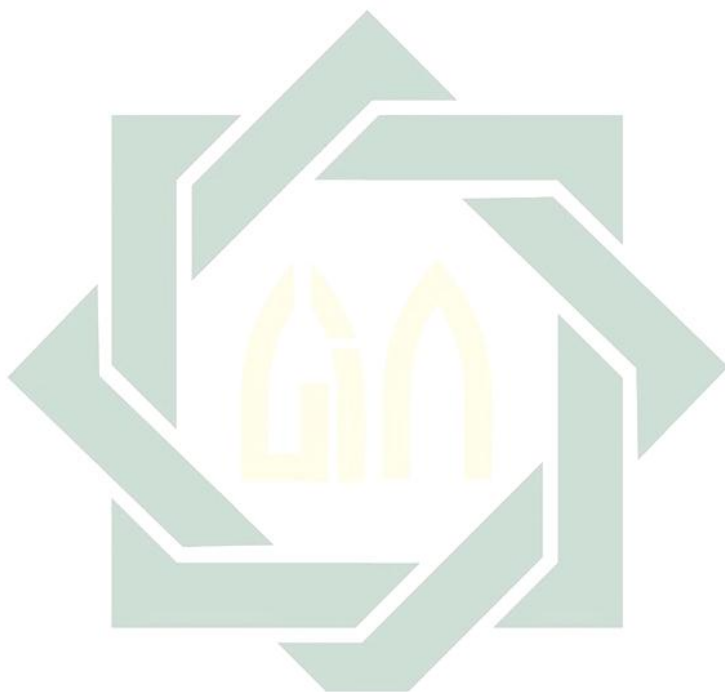
3. Learning English

Brown stated that "learning is acquiring or getting of knowledge of a subject or a skill by the study,

¹³ Lusiana Hasan Puteri, International Journal of Education: Training and Learning "The Apperception Approach for Stimulating Student Learning Motivation", licensee Online Academic Press, Vol. 2, No. 1, 2018, 8.

¹⁴ Tan Bee Teen, *Stimulating Student Interest in Language Learning* (Landon: Springer Nature, 2016), 28.

experience, or instruction”.¹⁵ Learning English in this research focuses on the process of acquiring English language of the students that are given by teacher in the classroom.



¹⁵ Brown. *“Principles of Language Learning and Teaching”*, (A Pearson Education Company: 2007), 168.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses some issues and theories related to the apperception and students' interest. This chapter is divided into two parts; those are some theories to approach the research questions discussed in this study and the review of some related previous studies.

A. Review of Literature

1. Pre-Learning Activity

According to Sujadi cited by Taufan Dayu on his paper, Pre-learning activities are activities undertaken to prepare students who are directly related to the material that will explained.¹⁶ Besides, the pre-activities undertaken to raise the students' interest in this following study and attention, explaining the activities which shall be passed by the students and show the relationship between the students' experiences with the material be studied.

According to explanation of the *Wamendik* about concept and the implementation of curriculum of 2013, the steps of learning divided into three activities; opening (pre-activities), whilst-activities where the teacher uses scientific approach and closing (post-activities).¹⁷ There some activities that are included in the opening session (pre-activity), they are; greeting the students and asking their condition, doing apperception, introducing material and motivating the students.

Jeremy Harmer stated in his book how to teach English, there are several sequences of English learning using the component of *ESA* (Engage, Study and Activate).¹⁸ In *engage* section, the teacher tries to arouse the students' interest, thus involving their emotion to the lesson.

¹⁶ Angga Taufan Dayu, Raudhatul Haura "Apperception Setting in Pre English Teaching", 4.

¹⁷ <http://kemdikbud.go.id/kemdikbud/dokumen/Paparan/Paparan%20Wamendik.pdf> accessed on Friday, September 20th, 2019 at 12. 34 pm.

¹⁸ Jeremy Harmer, "How to Teach English" (Pearson educational limited, England: 1998) 25.

In the *study* section, the students are asked to focus on the language, the information of materials and how they constructed. Then, in *activate* section the teacher describes exercises and activities which are designed to get students using language as freely and communicatively as they can.

From the theories above, pre-activity in curriculum 2013 especially in apperception and introducing material is similar with the engage section stated by Jeremy Harmer. Both aimed to prepare the students' readiness in learning and to arouse the students' interest and their attention. Both also try to bring the students involvement to the process of learning emotionally. According to Harmer, there are several activities and materials that frequently engage include; games (depending on the age and type), music, discussion (when handled challengingly) stimulating pictures, stories amusing anecdotes and etc.¹⁹ but even when the teacher do not use the activities, the teacher should ensure the students with the topic, exercise or language they are going to dealing with the materials.

2. Definition of Apperception

Theory of apperception firstly introduced by a German philosopher and psychologist, Johan Friedrich Herbart. According to Herbart, apperception is assimilating new information based on previous perception. It is an activity experienced on a regular basis by just about everyone.²⁰ The basic of the theory of apperception is connecting between old and new information to keep the new information for later use. In learning process, apperception will helps the students to build understanding of the new material and knowledge through students' knowledge and information that students owned.

According to Stout, The term apperception defined as the process by which a mental system assimilates or tends to assimilate a new component. In the process of apperception includes the process of understanding, interpreting,

¹⁹ Jeremy Harmer, "*How to Teach English*.....25.

²⁰ Herbart & Apperception" Research Starters eNotes, (<http://www.enotes.com>, accessed on April 5, 2018)

classifying and subsuming which covered in one feature.²¹ Furthermore, Leibnitz stated that apperception is the activity that is consciously carried out with known object.²² So, the person who is doing apperception knows that they are doing an observation. The observation here is seeking the old concept and relating it to the new concept.

From the definitions above, the researcher conclude that apperception is connecting the previous materials, old knowledge and experiences that students have with new knowledge consciously to build understanding of the concept of the new knowledge.

3. The Stages of Apperception in Learning

Munif Chatib in his book *Gurunya Manusia* divided the process of learning into two large stages, those are apperception and strategy. He tried to comprehend Herbart's theory and concludes four sources of apperception stag as follows.²³

a. Alpha Zone

Alpha zone is one of brain waves which takes the brightest stage of brain creativity process. It is the best condition to learn because the neurons are in a harmony.

There are four ways to invite students to alpha zone:

1. Ice Breaking

Ice breaking believed as a very effective way to bring the students to alpha zone. But, the teacher should be selective in choosing the kind of ice breaking. It should be ensured that ice breaking is not spending too much time. The characteristic of good ice breaking that can be applied in the classroom are taking short time, involving all of the students in the classroom, explaining-ability of the teacher of teaching-

²¹ G. F. Stout, *Apperception and the Movement of Attention* (Oxford University Press: 1891), 30.

²² Nasution, *Didaktik Asas-Asas Mengajar* (Bumi Aksara, Jakarta: 1995), 157.

²³ Munif Chatib, *Gurunya Manusia Menjadikan..... 87*

point, and fulfilling the target to make students happy

2. Fun Story

Dr. Ellen weber stated that fun story enable to increase endorphin hormone that function to decrease tired, anxiety and also make the person happy.²⁴ He also said that fun story increases the relaxation that is beneficial to add oxygen to the brain, then the better exchange of the air on the brain will help students to study well.

3. Music

As the finding of Herry Chunagi and Siegel based on neuron theory, stated that music stimulation causes a circuit (hydroelectric connectivity) that beneath it all as the base of mathematic, logical, language, music and emotion proficiency for the children.²⁵ The balance of the neurons on the brain makes the students calm and quiet that can be an instrument to carry the students to enjoy the learning process.

4. Brain Gym

Brain gym is an exercise series of simple body movement. It aimed to stimulate left and right brains, to relax front and back brains and also to stimulate the feeling and emotion that is middle brain and cerebrum.

b. Warmer

Warmer is reviewing the previous materials. Usually warmer is applied in the second meeting to re-remember the received knowledge in the previous meeting. According to Munif Chatib, there are two appropriate ways to do warming in apperception:

²⁴ Munif Chatib, *Gurunya Manusia Menjadikan.....* 97

²⁵ Manfred Clynes, *"Music, Mind and Brain: The Neuropsychology of Music"*. (Plenum, New York 1982), 126.

game and self-assessment.²⁶ First, question games to repeat previous materials through games that include questions of previous lessons. Second, self-assessment to measure the students' comprehension of previous materials.

c. Pre-teach

It is activity that is better to do before the main learning activity so the learning process will run as the expectation and there are no problems faced. The example of pre-teach is the explanation of the discussion arrangement, the group members, and the stages of doing activity

d. Scene Setting

Scene setting has several functions for students' learning process as follows:

1. Building learning concept of students. Scene setting can help students to construct a new concept of the material through the example that given by the teacher related to the students' experiences.
2. Giving learning experience before going to the main materials. Linking the students' experience and creating or recalling the experiences at the beginning of the materials will ease the students in understanding the current material.
3. As the prediction of instructions. For the students' comprehension of the concept knowledge, the students will be easily predict what the each structured instructions given by the teacher are.
4. Sparking students' interest and curiosity. The curiosity and interest of the students is stimulated when the students are knowing what the advantages and effect of the material to their life. The students will unburden their

²⁶ Munif Chatib. *Gurunya Manusia Menjadikan.....* 108

awareness when the materials are linked to their daily life.

The sources of scene setting ideas can be easily taken through life safety, advantages for students, cause-effect, information and news, imaginative story, questions and also film. Then, the ideas above can be extended through storytelling, visualization, and simulation, pantomime or visiting influential figure

But then, there are provisions of scene setting that should be noticed by the teacher, they are:

1. Designing strategy before scene setting to ease the teacher in determining scene setting sources and pattern. It will give the clear instructions to the students and the teacher enable to predict the time spends in scene setting.
2. Scene setting should be shorter than the main activity and not taking long time. Although as the interest and the attention students' catcher, scene setting should be done in short time because the main knowledge that should be receive by the students is laid on the main activity.
3. The last scene setting should be related to the chosen strategy. To prevent the leap of the topic and the discussion and to make the steps are running well, the last scene setting and the strategy should be linked.
4. Scene setting should be interesting, then it needs teacher's creativity to be more interesting and functional.

4. Students' Interest in Learning English

There are many factors that affect the success of learning, even the factors that come from the student himself (internal factor) or the factors that come from the outside. There are two kinds of internal factors that come from student that are known as physiologic aspect and

psychological aspect. Interest is one of psychological aspects that enable to affect students' learning.²⁷ When the students has high interest in learning, the students will pay attention to the teacher's explanation and they will push themselves to understand the materials.

Hilgard stated that interest is a continuous tendency of paying attention and enjoying of activity or content.²⁸ The literature of cognitive psychology compromised to define interest as intentionally engagement on an activity or object that is featured with concentration, good notice and good effect.²⁹ The students are called interested to the material when the students are doing good behavior in the classroom in learning process.

According to M. Alisuf Sabri's, Interest is the tendency to always pay attention and remember things continually, this interest is closely related to feelings of pleasure, because it can be said that interest happens because of his love for something, people who are interested in something means that he is happy to something.³⁰ Furthermore, Krapp described interest as a relational construct that consists of a more or less enduring relationship between a person and an object.³¹ The relationship may comprise concrete action of the person and abstract mental operation or feeling.

From the definition above, the researcher conclude that interest is positive feeling and behavior of the person in following activity or content. The feeling involves the enjoyment, the happiness and good attention to the teacher and the material. Besides, the desire to know about the material is in a high level. The positive behavior appears

²⁷ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta, Rineka Cipta, 1995), 95.

²⁸ Slameto, *Belajar dan Faktor-Faktor.....*104

²⁹ Tan Bee Teen, *Stimulating Student Interest in Language Learning* (Landon: Springer Nature, 2016), 28.

³⁰ M. Alisuf Sabri, *Psikologi Pendidikan*, (Jakarta: Pedoman Ilmu Jaya, 1995), 84.

³¹ Suzzane Hidi, - Ann Renninge, Educational Psychologist: *The Four-Phase Model of Interest Development*, Vol. 41, No. 2, 2006, 112

through the students' attitude in learning, doing the task and involving the activity.

5. Types of Interest

Krabb and Hidi at al stated that there are two major conception of interest.³²

a. Individual interest

Individual interest is conceptualized as a relatively stable affective-evaluative orientation toward certain subject areas or objects. This behavior is related with a psychological state of good affect and diligence and inclines result in improved learning. Individual interest can be defined in terms of specific areas such as school subjects (e.g., biology, history, mathematics) or specific events of famous culture (e.g., music, sports, movies). Individual interest may include both growing the present knowledge and pursuing new knowledge

b. Situational interest

Situational interest is a temporary state aroused by specific features of as situation, task, or object. The situational interest defines a short-term psychological state that invoke a focused attention, augmented cognitive functioning, diligence, enjoyment or emotional participation, and curiosity.³³ In addition, when interest is high, to focus attention and cognitive activity will be relatively uncomplicated. According to Hidi, automatic attention may explain the facilitative effect of interest on cognitive functioning

6. Components of Students' Interest

According to Hidi, Harackiewicz and Renninger, there are three components that make up interest: feeling, value and knowledge.³⁴

- a. Feeling refers to individuals' connection with object, topic or activity with positive feelings, mood, emotion, and

³² Mary Ainley, at.al., Journal of Educational Psychology: "Interest, Learning, and the Psychological Processes That Mediate Their Relationship" Vol. 94, No. 3, 2002, 545

³³ Tan Bee Tin, *Stimulating students' interest*.....31

³⁴ Tan Bee Tin, *Stimulating students' interest*.....29

belief especially enjoyment in language learning. As the consequences of this positive affect, students will show positive behavior in learning such as paying attention to explanation of teacher and doing assignment well.

- b. Value means that students are aware and know that what they learn are important. Then, they will deepen their understanding what they learn. It gives an attribution of personal significance that may be vary for every person because the need of every students can be different.
- c. Stored knowledge regarding the object has a complementary and corresponding role to play in interest development. Basically, the students will be interested to something when what they learn has relationship with their knowledge and their experiences. The students will easily have desire to dig the information related to what they have known.

These components (value, feeling, and knowledge) are viewed as relating to each other and the emphasis people put on each component may vary based on the stage of interest development.³⁵ In other words, according to the grounds of developing knowledge and interest, the emphasis individuals put on the affective or cognitive components of their interest may differ.

Generally described interest as connecting both a cognitive and affective process performed with value, feeling and knowledge.³⁶ In terms of second and foreign language learning, along with a wide variety of objects available for students to interact with, the several affective and cognitive valences linked to various objects that are assisted as the rich components for students' interest experiences. As their knowledge in language development, students may put more emphasis on the cognitive dimension (attributions of personal significance related to language).

³⁵ Tan Bee Tin, *Stimulating students' interest*.....29

³⁶ Tan Bee Tin, *Stimulating students' interest*.....30

B. Previous Study

Concerning the problem of the current study, there are several previous studies that related to this research discusses. The first similar study conducted The second previous study is “*The Correlation Between Students’ Interest In Oral Language Program And Speaking Ability At The Eleventh Grade Of MAN Kembangawit In 2014/2015 Academic Year*” that was conducted by Lailiana Rochmatul Chusniyah. Here, the researcher found that there is a significant correlation between the students’ interest and their speaking English ability. The students’ interest could influence their achievement. If the students do not have interest in learning English, they will have difficulty to absorb the lesson. This is qualitative research that measure the correlation between two variables. The instruments that used by the researcher are documentation and questionnaire that distributed to two classes that consist of 44 students. As the finding of this research, there is correlation between students’ interest and the achievement of students. The students with high interest had fluency more than they who had low interest in English.³⁷

The second is a study entitle “*Apperception Setting in Pre-English Teaching*” by Angga Taufan Dayu and Raudhatul Haura. Apperception learning is one of pre activities learning that is undertaken to prepare students in learning the material that will be studied. Apperception makes a connection between students’ experiences and their knowledge with the current material. The researcher did several steps to prepare students receiving new knowledge. They are: creating alpha zone, warmer and pre-teach. As the result of the researchers’ observation in the classroom, apperception is really support students in learning English. It can provide the basis for the students to receive new material and spark students’ interest.³⁸

The third research was conducted by Mary Ainley, Suzanne Hidi and Dagmar Berndorff that entitled “*Interest, Learning, and the Psychological Processes That Mediate Their Relationship*”. In this research, the researchers investigated how much individual

³⁷ Lailiana Rochmatul Chusniya, Thesis: “*The Correlation Between Students’ Interest In Oral Language Program And Speaking Ability At The Eleventh Grade Of MAN Kembangawit In 2014/2015 Academic Year*”(Surabaya: UIN Surabaya, 2015), 26.

³⁸ Angga Taufan Dayu, - Raudhatul Haura, *Apperception Setting*.....4

interest and situational factors impact the students' topic interest and the text of learning. The participants were 117 Australian Grade 8 students and 104 Grade 9 Canadian students from lower-middle class and middle class background with the same equal of gender. There are three ways to measure the students' self-interest. Two of them are given the online prior reading to the task and the rest is pencil and paper measure after the reading task. The finding said that whether individual, situational or topic interest are features of a set that correlate interest with learning outcomes.³⁹

The next is a similar study entitled "*A Case Study of Students Interest in Learning Listening at Man Surabaya*" This study was conducted by Ilmu Faridol (2012, State Islamic University Sunan Ampel Surabaya). In his research, he investigated the teacher's strategy in teaching listening and also measured the students' interest in learning listening. The researcher used descriptive qualitative design that was conducted to eleventh grade students of IPA program in MAN Surabaya. Observation, questionnaire and interview were chosen by the researcher to collect the data. After the researcher conducted the research, it was found that 58 % of students don't interest to learning listening. When the teacher tried teaching bottom up strategy without top down and interactive strategy, he finally perceived that the bottom up strategy was the better one to apply in teaching listening. As the result, the degrees of students who are not interested to learning listening are only 9% of students. The strategy that used by the teacher here are top down strategy, bottom up strategy, and interactive strategy.⁴⁰

The last previous research came from Dk Yusimah Pg Hj Amjaha that entitled "*A Study of Teachers' Strategies to Develop Students' Interest towards Learning English as A Second Language*". The research investigated the teachers' strategies to develop students' interest in following the English lesson in the classroom and the reason of the students' lose interest. In conducting research, survey questionnaires were disseminated to both teachers and students. The participant are 45 students and two

³⁹ Mary Ainley et al., *Interest, Learning*.....545

⁴⁰ Ilmu Faridol, Thesis: "*A Case Study of Students Interest in Learning Listening at Man Surabaya*" (Surabaya: UIN Surabaya, 2013), 45.

English language teachers in two of the primary schools in Brunei. There are three statements on students' questionnaire as follow: teachers' strategies, students' interest in learning English and learning English as their second language. As the result, 90% of the students strongly agreed if teachers use ICT and music in teaching, 66.7% agreed that they are interested to learn the English and 56.7% who found that learning English as their second language was fun. From the teachers, the researcher found that the printed materials and ICT was used in teaching. Both the teachers used interesting material and enjoyable activities and also held reading programs and language week. Then, uninteresting activity, unmatched materials with needs, and the difficulty of English are several reasons of students' lose interest in learning.⁴¹

The differences of those previous studies and this current research are the variable on the problem that influences the students' interest in learning English. The three of the previous studies investigate the skill or the narrower scope of English lesson but this current research will investigate the students' interest generally but only in the apperception setting at the opening of the class. Furthermore, this current research will only investigate the effect of the apperception to students' interest in learning English.

⁴¹ Dk Yusimah Pg Hj Amjah "Procedia: Social and Behavioral Sciences" *A study of teachers' strategies so develop students' interest towards learning English as a second language*". Vol. 134, 2014.

CHAPTER III

RESEARCH METHOD

This chapter elaborates information dealing with the research procedure that the researcher applied in conducting this research. It covers approach and research design, research subject, research setting, research instrument, data collection technique, data analysis technique and research stages.

A. Approach and Research Design

As the research questions at the first chapter, this research is conducted to show the result of the apperception process applied by the teacher and students' interest dealing with the teacher apperception at the beginning of learning English. This research used descriptive qualitative method. Qualitative research is a kind of research design that is suitable used to address a research problem in which the researcher does not know the variables of research and needs to deal with the participants.⁴² Furthermore, descriptive research is designed to obtain information about a particular problem and to describe it. Descriptive research represents various activities that have the same goal to describe the situation or phenomenon.⁴³ According to Sudarwan, descriptive research is truly suitable to use a qualitative approach of research.⁴⁴

This method namely descriptive qualitative is suitable to describe the apperception process of the teacher and students' interest in learning English dealing with apperception. The researcher here acted as a non-participant observer who collected, identified, processed and interpreted the data of the research. As a non-participant observer, the researcher only the process of apperception of the teacher in the class without directly interacted researcher subject in investigating the teacher's apperception process. The data presentation was followed by the result of the interpretation. Last, the researcher

⁴² Creswell - John W, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2012), 12

⁴³ Emmanuel J. Mason and William J. Bramble, *Understanding and Conducting Research*, (New York: McGraw-Hill Book Company, 1998) 31

⁴⁴ Sudarwan Danim, *Menjadi Peneliti Kualitatif*, (Bandung: Pustaka Setia, 2002), 61.

focused on the making assessments whether the research was successful or not.

B. Research subject

The subject of this research is an English teacher and 32 students of C-class of first year at SMPN 1 Wringinanom Gresik. Subjects here are someone who have needed information, able to share their experiences or information, involved in phenomenon directly, available to interviewed, and not under pressure.⁴⁵ There are 6 classes and two English Teacher at first year of SMPN 1 Wringinanom Gresik. But, this research only focused on one English teacher who emphasizes the apperception in learning. The teacher teaches three classes. The classes are A, B and C class of first year. But in this research the researcher was recommended to do research only in C-Class.

C. Research Setting

This research was conducted at SMPN 1 Wringinanom Gresik. The school is located on Jl. Wringinanom Gresik. This research particularly conducted on English subject on academic year 2018/2019 at first year of C- class students.

D. Data and Sources of Data

1. Data

There are some data used in qualitative method, such as visual data (photography, film, and video), document data, internet, observation and interview.⁴⁶ The data of the research for the first research question was from the result of observation in the class for three meetings and the result of interview to the teacher about the process of apperception in English class. The data for second research question was gotten from the result of distributing questionnaire for the students about the students' interest dealing with apperception.

⁴⁵ J.R. Raco, "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 109

⁴⁶ Rowohlt Taschenbuch Verlag GmbH, Reinbek bei Hamburg, "*An Introduction to Qualitative Research Fourth Edition Sage*" (Hants: Colour Press Ltd) 2009), 219

2. Source of data

The source of data for this research was an English teacher and classroom observation for answering the first research problem. Afterwards, the data to answer the second research question was taken from the first year students at C-class of SMPN 1 Wringinanom Gresik.

E. Research Instruments

Wiersma stated that instrument is an equipment to measure the research variables.⁴⁷ Instruments help the researcher in conducting data collection technique. In this research, the researcher used three kinds of instruments to the data for this research

1. Observation checklist

The observation checklist in this research is an instrument to observe the apperception process of the teacher. Observation checklist was arranged by the researcher by adapting four stages of apperception from Munif Chatib book namely alpha zone, warmer, pre-teach and scene setting.⁴⁸ The observation checklist was organized as yes/no checklist and a column to make a note of activity that used by the teacher in every stage of apperception.

As the theory, the researcher divided the observation checklist into four stages. The first is alpha zone stage that consist of 4 activities: telling fun story, doing ice breaking, listening to music and doing brain gym. The second is warmer that consist of two activities: reviewing previous materials through game and reviewing material through questioning. The third is pre-teach. And the last is scene setting that has five activities: telling story related to the material, visualizing, doing simulation, doing pantomime and inviting prominent. The total is 12 activities added to 2 activities (opening and greeting). So, the observation checklist consists of 14 activities. But, in this

⁴⁷Wiersma William, "*Research Method in Education: An Introduction*", Seventh Edition. (Boston: Allyn and Bacon, 2000), 12.

⁴⁸ Munif Chatib, *Gurunya Manusia Menjadikan.....* 87

case the teacher would do only one activity in every stage (see appendix 1).

2. Questionnaire

Questionnaire is several written questions which used to gain any informations from respondents to find out something that related to them based on their experience or prior knowledge.⁴⁹ The questionnaire in this study is to answer the second research problem. The questionnaire was formulated based on Hidi, Harackiewicz and Renninger theory to measure the students' interest. The questionnaire was closed questionnaire in a form of 4-points likert scale (strongly disagree, disagree, agree and disagree) that consist of 20 statements.

3. Interview guideline

Donald Ary stated "the main purpose of the study is to tell people about the experience of the research".⁵⁰ It means that experience is an important thing in the research. To keep the interview process running well, the researcher prepared an interview guidelines.

The researcher designed the questions of interview to the teacher in open ended questions. The questions will guides the researcher to conduct a semi-structured interview. Miller and Crabtree have stated that semi-structured interviews are guided, concentrate, focused and open ended communication events that are co-created by the interviewer and interviewee and occur outside of the stream of everyday life.⁵¹

There are six questions in the interview guideline used to find deeper information of apperception process in English learning. The questions are about the teacher's stimulus to catch the students' interest in learning English, the specific activity to review pervious material, teacher's way to keep main learning is running well, teacher's way to build early concept of new material, the sources of idea of

⁴⁹ Arikunto Suharsimi, "*Metodologi Penelitian*", (Yogyakarta: Bina Aksara, 2006), p. 151

⁵⁰ Ary, Donald et al. (2007). "*Introduction to Research in Education*" New York: CBS College Publishing. pg. 453

⁵¹ Phyllys Tharenbu, at.al, "*Management Research Methods*" (United State: Cambrige, 2007), 104.

the teacher and the way of teacher to tell the students about the importance of learning English. (See appendix 3)

F. Data Collection Techniques

According to Creswell, there are varied techniques to collect qualitative data, there are observations, documents, interviews and questionnaire, and audiovisual material.⁵² In this research, the data was collected by the researcher using observation checklist, questionnaire and interview. The detail of each technique will be explained as follow:

1. Observation

According to Creswell, Observation is the process of gathering open-ended, first information by observing people and places in research site.⁵³ In this research, the researcher conducted observation in the classroom for three meetings. The first meeting was happened on Monday, 08 April 2019. Then, followed by the second meeting on Thursday, 11 April 2019. And the third meeting which is the last meeting was occurred on Monday, 15 April 2019.

In every meeting, he researcher came to the class as the observer to observe the teacher's process of apperception using observation checklist. The researcher gave a mark on yes/no column based on the activities that was done by the teacher or/and students and make a note in detail of each activity on a column of observation checklist.

2. Questionnaire

Questionnaire is usually conducted for the purpose of asking questions to ascertain people's thoughts about, and feelings towards, issues, events, behaviors, and soon.⁵⁴ The questionnaire aimed to know the students' interest through their opinion and feeling of teacher's apperception in English learning process. The researcher distributed the

⁵² John W. Creswell. "Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research", the 4th edition. (Boston: Pearson Education, Inc., 2010), 212

⁵³ Creswell. John W, "Education research: planning, conducting, and evaluating quantitative and qualitative research, Fourth Edition" . Pearson Education: 2013. Page: 213.

⁵⁴ Phyllis Tharenbu, at.al., *Management Research*.....102.

questionnaire to the students after the third meeting and asked them to give a mark on the choices that they agree with the statement of every item.

3. Interview

The overall aim of interviews is to elicit the interviewee's information in-depth (e.g. their thought and feelings) about a topic rather than interviewer influencing them.⁵⁵ This interview aimed to get deeper information about the process of apperception in order to be sufficient in answering research question number one.

G. Data Analysis Technique

This research used a descriptive qualitative method. The data was analyzed and described by the researcher using the theory of Creswell. According to Creswell, there are six steps to analyze the qualitative data.⁵⁶ The steps of the data analysis of this research are explain in detail as follows:

1. Organizing and preparing the data.

In this step, the researcher transcribed and typed up the result of observation checklist, teacher's interview and calculated the result questionnaires that has been filled by the participants. The researcher also sorted and arranged the data depending on the research problem which ones are belonging to the process of apperception in learning English and which ones are belonging to students' interest.

4. Reading through all the data.

Reading the data aims to obtain a general sense of the information and to reflect on its overall meaning of the process of teacher's apperception in English learning process and students' interest toward teacher's apperception in English learning process.

5. Coding process.

Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information.⁵⁷ In this process the data of the study will be

⁵⁵ Phyllis Tharenbu, at.al., *Management Research*.....102.

⁵⁶ John W Creswell "*Research Design Qualitative, Quantitative And Mix Method Approach*" (Sage Publication United State: 2009), 172

⁵⁷ John W Creswell, *Research Design*.....172

chosen and concentrated through simplify, sharpen, categorize, throw the data do not need to, and organize the data in order to get the final conclusion and verification.⁵⁸ To reduce the data, the researcher coded the data based on the research problem as follows:

- a. Categorizing the process of teacher's apperception in teaching English
 - b. Categorizing the students' interest toward teacher's apperception in English learning process
6. Generating the Description for Each Problem

The description involves a detailed rendering of information about people, places or events in a setting.⁵⁹ The researcher interconnected and developed the findings of the process of apperception into a theoretical model as in grounded theory. Then, for the findings of the students' interest are organized into general description based on the result of the questionnaire.

7. Representing the Description to Qualitative Narrative.

The data and information which has been collected were processed as the grounded theory, advance a drawing of the specific research site or convey descriptive information about each participant in table.⁶⁰ It aims to make them more structured and accessible for the readers. Furthermore, the data of this research displayed on the narrative text to explain the process of apperception in every meeting.

In displaying questionnaire, the researcher enclose the table of the result of students' interest toward teacher's apperception in English learning process using formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage of students' interest in learning English

⁵⁸ Sri Sumarni, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Insan Madani, 2012), 97

⁵⁹ John W Creswell, *Research Design*.....175

⁶⁰ John W Creswell, *Research Design*.....176

F : the number of frequency of the students' answer (each choice)

N : the number of frequency of the students' answer (whole choices)

8. Interpreting Data

In this step, the researcher interpreted the data derived from the comparison between the findings of the research and the literature or theories. Then at the last, the researcher drew the conclusion of the research.

H. Research Stages

The process of this study was conducted as the stages bellow:

1. Taking a preliminary research

Preliminary research was carried out on the school which is aimed to make clear the problems concerning this research. The preliminary research supports the researcher to get the deeper information concerning apperception and students' interest in learning English from the teacher which are being the raised problems in this research

2. Designing Research Design

The researcher determined the suitable tittle and research questions before design the methodology of research contained the data collection technique, instruments and data analysis technique that appropriate to answer the research question. The researcher also decided scope and limitation of the research to make sure that the research is not too general or too narrow.

3. Implementing Research

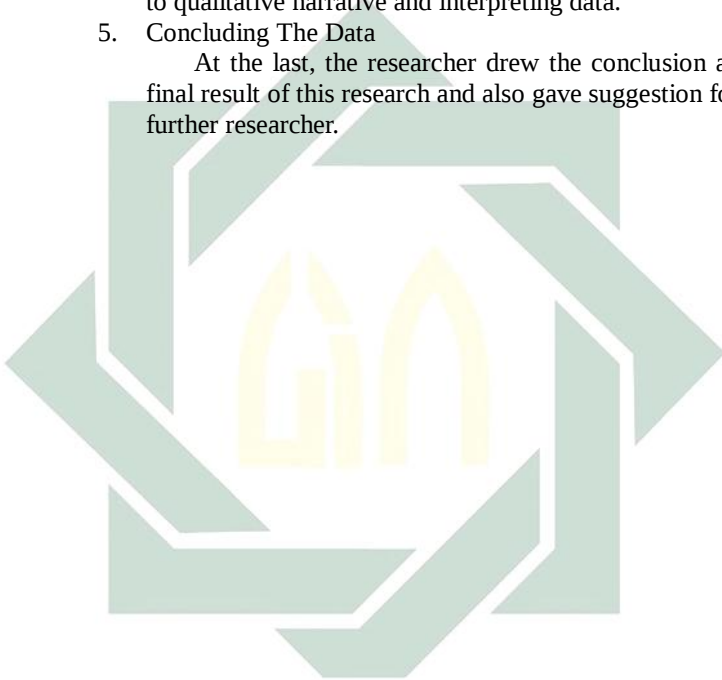
In this stage, the researcher started to take the data based on the data collection technique that was planned. The researcher joined the decided class to observe the process of the teacher apperception using observation checklist. At the end of the last meeting (third meeting) the researcher distributing questionnaire to measure the students' interest dealing with apperception. Last, the researcher interviewed the teacher to get some information that the researcher did not get yet in classroom observation.

4. Analyzing The Data

The researcher analyzed the data grounded on the theories which were explained on chapter II. The analysis of data consists of organizing and preparing the data, reading through all the data, coding process, generating the description for each problem, representing the description to qualitative narrative and interpreting data.

5. Concluding The Data

At the last, the researcher drew the conclusion as the final result of this research and also gave suggestion for the further researcher.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the findings and discussion about the process of apperception in learning English and the students' interest in learning English of seventh grade of SMPN 1 Wringinanom Gresik. It is intended to answer the problem of the study.

A. Research Finding

The research was conducted from 29th March, 2019 until 15th April, 2019 at C-class of seventh grade which is consist of 32 students. The data are collected through classroom observation checklist, teacher interview and questionnaire for students as explained on the research method in Chapter III. The data collection were aimed to answer the research questions of how the process of apperception in learning English at seventh grade of SMPN 1 Wringinanom Gresik is and whether the apperception can enhance the students' interest in learning English of seventh grade of SMPN 1 Wringinanom Gresik. The findings of this research are categorized in accordance to the research question.

1. The Process of Teacher's Apperception to Enhance Students' Interest in Learning English

To gain the answer of the question "how is the process of teacher's apperception to enhance students' interest in learning English at first year of SMPN 1 Wringinanom Gresik" the researcher do observation checklist and interview to an English teacher related to the apperception process of the teacher in teaching English. The researcher did observation to the class using observation checklist.

The detailed results of classroom observation of apperception process in teaching English are described in each meeting as following:

a. First Meeting

The first meeting started at 07.00 a.m. on 8th April, 2019. When the teacher came into the class, the teacher started to greet and check students' attendance list. After

that, the teacher did four kinds of activities with the students before the teacher came to the whilst-activity. The activities are ice breaking, reviewing the previous material, giving instruction to the students and building a concept of the main material.

In ice breaking, the teacher invited the students to do a simple clapping. The teacher showed three different kinds of clapping, the students should remember every clapping that was be shown by the teacher then the teacher instructed the students to do the first, second or third clapping with utterance “one, two or three”. It was a very simple but the teacher succeeded to make the students happy, enthusiastic and quiet.

In reviewing the previous material, the teacher asked every student to make a question related to the previous material and divided the students into 4 big groups of row. The teacher called a name of student to read the question and asked a student from another row to answer.

Then, in giving instruction the teacher firstly divided the students into group of four. After that, the teacher asked the students to open the page of the assignments and explained what the students should do. The teacher also gave them chance to ask the unclear instruction and explain again the instruction till the students understand with the task.

At the last, to build the concept of material that is new for some students, the teacher told some buildings around the school that most of the students knew and stimulated the students to mention some simple characteristics of the building. Then, the teacher invited the students to the whilst-activities that discussed about main material namely describing a place and mentioning the characteristic of a place such as house, school and some public places.

b. Second Meeting

At the second meeting, the class was begun at 10.00 a.m. on 11st April, 2019. To begin the class, the teacher greeted the students and asked their condition and what

they felt then asked the students who was not joined the class in that day. After the teacher knew her students' condition, the teacher started to do some activities with the students before doing the whilst-activity. The activities is telling fun story, reviewing material, giving instruction and building concept of the new material.

Firstly, the teacher told fun short story and gave the students simple riddles that related to the told story. The students who knew the answer should raise their hand before gave the answer.

Secondly, the teacher shared a paper contained of a some questions about the material that was learnt, what they understood and what they did not understand for every pair of students and asked them to fill it. Then, the teacher explained previous materials that the students did not understand.

Thirdly, before doing activity that related to the current materials, the teacher showed the materials that they would learn, the steps of learning and the tasks that they should do.

Lastly, the teacher invited and showed a flashcard to a student, then the student should mention the characteristics of the shown animal to his/her friends to build understanding and to introduce some vocabularies related to the materials that would be learned,. Then, a student who knew the answer was invited to the front and answered it through the movement of the animal. At the last, the teacher would show the flashcard as the answer to the students. This kind of activity was as bridge for the students to do assignments related to the animal characteristics. The teacher hopes that the students would be easily describe the characteristic of animal in the form of dialogue.

c. Third Meeting

The third meeting was going on 15th April, 2019 at 07.00 a.m.-08.20 a.m. When the teacher firstly come into the class, the teacher greeted the students and checked the students' attendance. After that, the teacher did four activities before moving to the whilst-activity.

The activities were doing brain gym with the students, reviewing the previous materials, giving instruction related to the main material and task, and building understanding of the new material.

First, the teacher invited the students to do brain gym to train their concentration and to refresh their brain before starting the lesson.

Second, the teacher invited the students to review the previous materials through chain questions. The teacher gave the students time to create a question. After they finished making questions, the teacher pointed toward a students to read the created question and asked the other students to answer the question then the same student who answered the question should read his/her own question to be answered by the other student.

Next, the teacher explained the steps of learning and the assignments to the students. It aims to ensure that the learning process would be run as the plans and the students could receive the new materials from the teacher and from the book well

At the last, the teacher visualized the current materials through a short video and asked the students to mention the characters and their characteristic who are contained on the video. The visualization that given by the teacher was being a bridge for the material of the day. The teacher and the students discussed about describing people's physical characteristics and also identifying the character of close people such as classmate, family or close friends.

2. Students' Interest toward Teacher's Apperception in English Learning Process

To gain the data of the research problem number two "How is the students' interest toward the teacher's apperception in English learning process at first year of SMPN 1 Wringinanom Gresik?" the researcher distributed questionnaire to the students at the end of the last meeting. The questionnaire which consists of 20 points of statement was distributed to 32

of C-class of first year students. The result of the students' respond to the questionnaires is presents in the following table;

Table 4.1 Result of Questionnaire of Students' Interest toward Teacher's Apperception in English Learning Process

Number of questionnaire	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	-	0%	1	3%	7	22%	24	75%
2	-	0%	-	0%	10	31%	22	69%
3	-	0%	2	6%	10	31%	20	63%
4	-	0%	4	12%	14	44%	14	44%
5	-	0%	2	6%	9	28%	21	66%
6	3	9%	9	28%	8	25%	12	38%
7	-	0%	-	0%	2	6%	30	94%
8	2	6%	6	19%	14	44%	10	31%
9	-	0%	6	19%	7	22%	19	59%
10	-	0%	6	19%	12	37%	14	44%
11	-	0%	4	13%	11	34%	17	53%
12	4	12%	6	19%	9	28%	13	41%
13	-	0%	4	13%	9	28%	19	59%
14	-	0%	1	3%	10	31%	21	66%

15	3	9%	4	13%	9	28%	16	50%
16	-	0%	3	9%	14	44%	15	47%
17	-	0%	4	13%	12	37%	16	50%
18	1	3%	5	16%	12	37%	14	44%
19	-	0%	-	0%	18	56%	14	44%
20	2	6%	4	13%	16	50%	10	31%

The table 4.1 above presents the answer of the students on 20 statements of questionnaire. To facilitate the reader in understanding the table 4.1 above, the researcher describes each statement as follow:

a. Statement 1

“I am excited to learn English when my English teacher invites me to do ice breaking (*Saya menjadi bersemangat untuk belajar ketika guru bahasa inggris saya mengajak untuk melakukan ice breaking*)”

The table shows that 0% of the students strongly disagree and 3% of the students disagree with the statement. On other hand, 22% of the students agree and 75% of the students strongly agree that ice breaking at the beginning of the class makes them excited to learn English.

b. Statement 2

“I am happy when my English teacher opens a lesson with a fun story (*Saya senang ketika guru bahasa inggris saya membuka pelajaran dengan cerita yang menyenangkan*)”

From the table above, we found that there are 0% of students strongly disagree and disagree with the statement. Whereas, 31% of the students agree and 69% of the students strongly agree that fun story makes them happy to learn English.

c. Statement 3

“I am happy when my English teacher plays music at the beginning of learning (*Saya senang ketika guru bahasa*

inggris saya memperdengarkan musik di awal pembelajaran)“

The table indicates that none of students (0%) strongly disagree that music makes them happy in learning English but there are 2 students (6% of the students) disagree with the statement. Then, 31% of the students agree and 63% of students strongly agree if listening music before the class begin can makes their feeling to be happy to learn English.

d. Statement 4

“I became excited in learning when my English teacher invites to do brain gym at the beginning of learning (*Saya menjadi bersemangat dalam belajar ketika guru bahasa inggris saya mengajak senam otak di awal pembelajaran)*”

The result shows that 0% of students strongly disagree and 12% of the students disagree with the statement that brain gym makes them exited in learning English. Furthermore, 44% of the students agree and 44% of the students strongly agree to do brain gym at the beginning of the class in order to make them exited in learning English.

e. Statement 5

“I am excited to remember the previous lesson when my teacher reviews the previous material through the game (*Saya menjadi bersemangat untuk mengingat pelajaran sebelumnya ketika guru saya mengulang materi sebelumnya melalui permainan)*”

The table shows that none of students strongly disagree and (6% of the students) disagree with the statement. On other hand, there are 9 students (29% of the students) agree and 21 students (66% of the students) a strongly agree with statement that the students will be exited to review the previous material trough game.

f. Statement 6

“I can write previous English language material that I have not understood and I know the way to understand it (*Saya mampu menuliskan materi bahasa inggris sebelumnya yang belum saya pahami dan saya tahu cara agar mampu memahaminya)*”

From the result presented above found that there are 3 students (9% of the students) strongly disagree and 9

students (28% of the students) disagree with the statement. It means that there are 12 students are confused to write down the previous material that they did not understand yet and the way to understand it. Whereas, 25% of the students agree and 38 % the students strongly agree that they afford to write down the previous material that they did not understand yet and how the way to understand it.

g. Statement 7

“I can study well after my English teacher gave an initial explanation of the steps in learning (*Saya mampu mengikuti pembelajaran dengan baik setelah guru bahasa inggris saya memberi penjelasan awal tentang langkah-langkah pembelajaran*)”

In this statement, none of students (0% of the students) answer strongly disagree and disagree. Then, the 2 students (6% of the students) answer “agree” and 30 others (94% of the students) answer “strongly agree” with the statement above.

h. Statement 8

“I can understand the material that will be conveyed by the teacher when the teacher tells a story with topic related to the material that will taught (*Saya mampu memahami materi yang akan disampaikan guru ketika guru bercerita dengan topik yang berhubungan dengan materi yang akan disampaikan*)”

The result of the research shows that 6% of the students strongly disagree, 19% of the students disagree, 44% of the students agree and 31% of the students strongly agree that the students will afford to understand the material after the teacher tell a story that related to the current material.

i. Statement 9

“I can understand the material that will be conveyed by the teacher when the teacher tells a story with topic related to the material that will taught (*Saya mampu memahami materi yang disampaikan guru saat aktivitas inti pembelajaran ketika guru memberikan gambaran sebelumnya*)”

None of the student (0% of the student) answer “strongly disagree”, 19% of the students answer “disagree”, 22% of

the students answer “agree” and 59% of the students answer “strongly agree” with the statement that the students will understand the material delivered by the teacher after the teacher gives the general description of the material.

j. Statement 10

“When the teacher carries out simulations related to daily activity before the core learning activities, I can relate them to the material that will learned (*Ketika guru melakukan simulasi sehari-hari sebelum aktivitas inti pembelajaran, saya mampu mengaitkannya dengan materi yang akan disampaikan*)”

0% of the student strongly disagree, 19% of students disagree, 37% of the student agree and 44% of the students strongly agree that the simulation related to daily activity ease them to relate themselves with the current material.

k. Statement 11

“I am excited to find out what the material meant by the teacher when the teacher performed the pantomime before entering the main activities of the lesson (*Saya bersemangat untuk mencari tahu maksud materi yang akan disampaikan guru ketika guru melakukan pantomime sebelum masuk ke aktivitas inti pelajaran*)”

The result shows that none of the student (0% of the student) answer “strongly disagree”, 13% of the students answer “disagree”, 34% of the students answer “agree” and 53% of the students answer “strongly agree” to the statement mentioned above.

l. Statement 12

“I am happy when my teacher invites a prominent or famous person to the classroom before entering the main learning activities (*Saya senang ketika guru saya mendatangkan tokoh sebelum memasuki aktivitas inti pembelajaran*)”

The table shows that 12% of the students strongly disagree, 19% of the students disagree, 28% of the students agree and 41% of the students strongly agree with the statement.

m. Statement 13

“I am excited to receive lessons after my English teacher conveyed the benefits and the relation of the material to my life at the beginning of learning (*Saya bersemangat untuk menerima pelajaran setelah guru bahasa inggris saya menyampaikan manfaat dan hubungan materi dengan kehidupan saya dia awal pembelajaran*)”

The result indicates that 0% of the students strongly disagree, 13% of the students disagree, 28% of the students agree and 59% of the students strongly agree that the students is being excited to receive the material after the English teacher conveys the advantages and the link of the material to their life at the beginning of the lesson.

n. Statement 14

“I will pay attention to the lesson when the material that will be taught by the teacher relates to my experience (*Saya akan lebih memperhatikan pelajaran ketika materi yang akan disampaikan guru berhubungan dengan pengalaman saya*)”

None of the student strongly disagree and only one student (3% of the students) disagree with the statement. On other hand, 31% of the students agree and 66% strongly agree with the statement that said if the students will pay attention to the teacher’s explanation and the material more when the learnt material is related to the students’ experiences.

o. Statement 15

“I always do English assignments on time when the material that will be taught by the teacher related to my experience (*Saya selalu mengerjakan tugas-tugas bahasa inggris tepat waktu ketika materi akan disampaikan guru berhubungan dengan pengalaman saya*)”

The result indicates that 9% of the students strongly disagree, 13% of the students disagree, 28% of the students agree and 50% of the students strongly agree if they always do the assignment of English lesson when the material/ the assignment is related to their experiences.

p. Statement 16

“I can understand English material well when the teacher connects material with everyday life (*Saya mampu memahami materi bahasa inggris dengan baik ketika guru menghubungkan materi dengan kehidupan sehari-hari*)”

The table shows that 0% of the students strongly disagree, 9% of the students disagree, 44% of the students agree and 47% of the students strongly agree that they enable to understand the English material well if the teacher relates it the students' daily life.

q. Statement 17

“I can do English assignments well when the material that will be taught by the teacher related to my experience (*Saya mampu mengerjakan tugas bahasa inggris dengan baik ketika materi akan disampaikan guru berhubungan dengan pengalaman saya*)”

None of the students (0% of the students) answer s” strongly disagree”, 13% of the students answer “disagree”, 37% of the students answer “agree” and 50% of the students answer “strongly agree” with the statement.

r. Statement 18

“My English is getting better when my teacher connects the material with my experience at the beginning of learning (*Bahasa inggris saya semakin baik ketika guru saya menghubungkan materi dengan pengalaman saya di awal pembelajaran*)”

Only 1% of the students strongly disagree, 5% of the students disagree with the statement. Whereas, 37% of the students agree and 44% of the students strongly agree with the statement above.

s. Statement 19

“I know the importance of learning English for my life through teacher explanations (*Saya mengetahui pentingnya mempelajari bahasa inggris bagi kehidupan saya melalui penjelasan guru*)”

From the table above, we found that none of students (0% of the students) strongly disagree and disagree with the statement above. Then, 56% of the students agree and 44% of the students strongly agree with the statement that the

students know the importance of learning English for their life from the teacher's explanation.

t. Statement 20

"I can practice the material presented by the teacher in my life (*Saya mampu mempraktekkan materi yang disampaikan oleh guru di kehidupan saya*)"

6% of the students strongly disagree, 13% of the students disagree, 50% of the students agree and 31% of the students strongly agree that they are affordable to practice the materials from the teacher in their life.

From the table and the description above, the researcher calculate result of students' interest in learning English through apperception using formula as follow:

$$P = \frac{F}{N} \times 100\%$$

P : percentage of students' interest in learning English

F : the total of frequency of the respondent answer (each choice)

N : the total of frequency of the respondent answer (whole choices)

So, based on the formula to get the percentage of students' answer above, the result of the respondent answer is:

Strongly agree : $\frac{341}{640} \times 100\% = 53\%$

Agree : $\frac{213}{640} \times 100\% = 33\%$

Disagree : $\frac{71}{640} \times 100\% = 11\%$

Strongly disagree : $\frac{15}{640} \times 100\% = 3\%$

Furthermore, according to the calculation of the whole statements on the questionnaire indicates that 53% of the students answer "strongly agree", 33% of the students answer "agree", 11% of the students answer "disagree" and the rest that amount to only 3% of the students answer "strongly disagree" with the statements on the questionnaire.

B. Discussion

In this discussion, the researcher reviews the findings of research by reflecting on some theories and some previous studies about teacher's apperception and the students' interest in learning English through apperception that was explained on the chapter two.

There are two kinds of data that would be analysed. The first is the process of apperception and the second is the students' interest in learning English through apperception at the beginning of the English learning process. The data will be analysed in detail as follows:

1. The Process of Apperception to Enhance Students' Interest in Learning English

In this section, the researcher discusses the first research question of "How is the process of apperception in learning English at seventh grade of SMPN 1 Wringinanom Gresik?" According to a psychologist, Johan Friedrich Herbart, apperception is assimilating new information based on previous perception. It is an activity experienced on a regular basis by just about everyone.⁶¹ Munif Chatib stated that there are four stages of apperception before the teacher invites the students to learn the next materials. The stages are alpha zone, warmer, pre-teach and scene setting.⁶² According to Munif Chatib's theory of apperception, The result of the observation and the interview to Mrs. Susianingsih, M. Pd as the English teacher of C-Class showed that the teacher did those four stages of apperception in English class. Moreover, there are some activities in every stage. The teacher should decide to apply only one activity from some activities in every stage because the apperception should be carried out in a short time. To facilitate the readers in comprehending each activity of the apperception stages that the teacher applied, the researcher analyses each stage in detail as follows:

⁶¹ Herbart & Apperception" Research Starters eNotes, (<http://www.enotes.com>, accessed on April 5, 2018)

⁶² Munif Chatib. *Gunanya Manusia Menjadikan Semua Anak Istimewa dan Semua Anak Juara* (Mizan Pustaka Bandung: 2014) p. 87

a. Alpha Zone Stage

Alpha zone is in the brightest condition of brain creativity process. In this zone, the students has a best condition of learning because the neurons are in a harmony circumstance. So, the students will be stayed away from musing, being sleepy and imagining besides lesson. There are four activities that are believed can bring the students to alpha zone. They are ice breaking, fun story, music and brain gym.⁶³

Table 4.2 Alpha Zone Stage

Activity \ Meeting	Ice breaking	Fun story	Music	Brain gym
First Meeting	√	X	X	X
Second meeting	X	√	X	X
Third meeting	X	X	X	√

From the activities mentioned in table 4.2, the teacher used ice breaking, fun story and brain gym and never used music to bring the students' to alpha zone that is told in following explanation:

1) Ice breaking

Nowadays, we often found ice breaking used in the class. In addition, ice breaking also often used at training and outbound. It is because ice breaking has function to solidify the concept and to bring the students into alpha zone.⁶⁴ From the table, we found that the teacher used ice breaking at the first meeting. It was confirmed by the teacher's explanation in interview that the teacher mostly used ice breaking to

⁶³ Munif Chatib. *Gurunya Manusia*90

⁶⁴ Munif Chatib, *Gurunya Manusia Menjadikan*..... 99

bring the students' enthusiasm and interest back in learning English.

2) Fun story

Dr. Ellen weber stated that fun story enable to increase endorphin hormone that function to decrease tired, anxiety and also make the person happy.⁶⁵ The teacher also confirmed that the students always excited to listen fun story and it influenced the learning process. Sometimes, the teacher mix the stories with the riddles to get connected with the students. Fun story used by teacher in the second meeting of observation. The teacher usually gets the story from YouTube, daily life story, teacher's experiences and some books.

3) Brain gym

Brain gym is an exercise series of simple body movement. It aimed to stimulate left and right brains, to relax front and back brains and also to stimulate the feeling and emotion that is middle brain and cerebrum.⁶⁶ The teacher used brain gym at the third meeting of observation. But, the teacher admitted that actually she seldom invites the students to do brain gym together.

b. Warmer Stage

Warmer is reviewing previous materials that was thought by teacher in the last meeting.⁶⁷ The warmer claimed as important stage of apperception to make the received information to be a long term memory for students. According to Munif Chatib, there are two ways in doing warmer: question games and self-assessment.⁶⁸ The following table shows the observation result of the ways of teacher in doing warmer for three meetings;

⁶⁵ Munif Chatib, *Gurunya Manusia Menjadikan*..... 97

⁶⁶ Munif Chatib, *Gurunya Manusia Menjadikan*..... 99

⁶⁷ Munif Chatib, *Gurunya Manusia Menjadikan*..... 108

⁶⁸ Munif Chatib, *Gurunya Manusia Menjadikan*..... 109

Table 4.3 Warmer Stage

Activity Meeting	Reviewing material through game	Reviewing material through questions
First Meeting	√	X
Second meeting	X	√
Third meeting	√	X

The table 4.3 shows that the teacher does two kinds of the activity to reviewing the previous materials. The first is delivering question whether from the teacher herself or from the students and form it to a fun game at the first and third meeting of observation. Knowles stated that the teacher should review the previous material through asking some questions or summarising the previous lesson at beginning of the lesson.⁶⁹ The second is the self-assessment or measuring self-understanding of the learnt material at the previous meeting at the second meeting of observation. In this stage, the teacher mostly use direct questioning about previous materials to the students.

c. Pre- teach Stage

Pre-teach is a stage where is done before the main-learning process. Pre-teach is a must to do to avoid the confusion of the students in learning or doing task.⁷⁰ In this stage, the teacher explain the steps of learning process includes the ways to do task, the discussion plot, the group division, the procedure of the game or other activity. It is also aimed to make the whilst-learning run as expected

⁶⁹ Lusiana Hasan Puteri.” Training and Learning: The Apperception Approach for Stimulating Student Learning Motivation”. *International Journal of Education, Training and Learning*. USA: licensee Online Academic Press, Vol. 2, No. 1. 2018, 8.

⁷⁰ Munif Chatib. *Gurunya Manusia*115

and to bring the students to receive the materials well.⁷¹ As the result of observation class for three meetings, the researcher found that the teacher never skip this stage. It also was confirmed by the teacher on interview session that she never skip pre-teach because she consciously knows that this stage is very important to make sure that the main learning process runs well.

d. Scene Setting Stage

Scene setting is the closest activity to the learning strategy on main activity that being a bridge for the students to build a general understanding of new material. There are several function of scene setting: to build a learning concept of next material, to give learning experience to the students before moving to core materials, to predict the following instruction from the teacher and to awaken students' interest and their curiosity.⁷² The following table shows the activities used in scene setting to build a new concept of learning for three meetings:

Table 4.4 Scene Setting Stage

Activity Meeting	Story	Visualization	Simulation	Pantomime	Visiting prominent
First Meeting	√	X	X	X	X
Second meeting	X	√	X	√	X
Third meeting	X	√	X	X	X

The table shows 4.4 shows that the teacher uses story, visualization and pantomime in scene setting as the bridge

⁷¹ Munif Chatib. *Gurunya Manusia*115

⁷² Munif Chatib. *Gurunya Manusia*116

to set up the new material .From the teacher’s explanation in interview, the teacher sometimes also ask the students to do a short simple simulation related students’ daily life. Yet, the teacher never visit prominent to the class because the teacher confuse who are the prominent or people that should be invited to the class.

2. Students’ Interest toward Teacher’s Apperception in English Learning Process

In this section, the researcher discusses the second research question of “How is the students’ interest toward the teacher’s apperception in English learning process at first year of SMPN 1 Wringinanom Gresik?” Based on the presentation of the findings, the calculation of the whole questionnaire statements shows that 54% of the students answer strongly agree and 36% of the students agree with the statements of the questionnaire.

The statements within questionnaire to measure students’ interest are designed according to Hidi, Harackiewicz and Renninger theory. They said that there are three components makes up interest: feeling, value and knowledge.⁷³

The first component is feeling. Feeling refers to individuals’ enthusiasm with an object, a topic or an activity with positive feelings, mood, emotion, and belief especially enjoyment in (language) learning.⁷⁴ Positive feeling in learning will bring the students to receive the material and to enjoy the learning process. There are 7 statements of feeling aspects on the questionnaire. The result shown that majority of the students agree that some activities on apperception namely fun story, ice breaking, music, brain gym, game of reviewing material, pantomime and prominent attendance can make them excited in learning English. It can be seen in the finding on the table 4.1 which is about questionnaire of students’ interest.

The second component is knowledge. Hidi and Renninger stated that stored knowledge regarding the object has a

⁷³ Tan Bee Tin, *Stimulating students’ interest*.....29

⁷⁴ Tan Bee Tin, *Stimulating students’ interest*.....29

complementary and corresponding role to play in interest development.⁷⁵ There are 11 statements relates to component of knowledge on the questionnaire. Majority of the students agree that the activities of apperception that connected to the students' knowledge and experiences can increase their capability on understanding knowledge and also can pull them to learn English language enthusiastically.

Value means that the students aware and know what they learn are important then they will deepen their understanding of object.⁷⁶ In this case, the value means that the students know the importance of learning English and the information from the teacher for their life. Therefore, they try harder to pay attention to the teacher explanation and understand the English material. In apperception stage particularly at scene setting, the teacher often remind the students about the importance of learning English. It is totally affect the students because in the questionnaire, majority of students answer "agree" that they are excited to receive lessons after the English teacher conveyed the benefits and the relation of the material to the daily life at the beginning of learning.

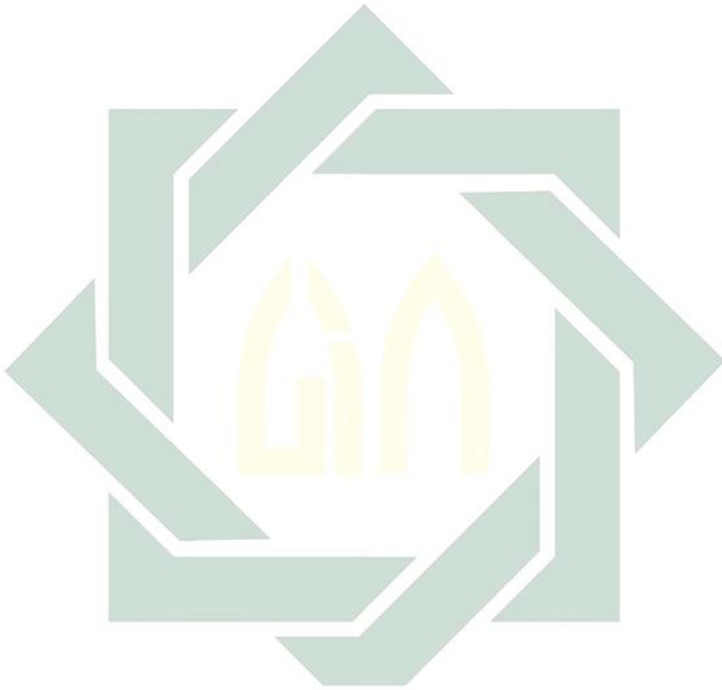
Then, from the calculation of the result of students' questionnaire and the explanation above, the students are happy and excited in learning English. The activities in apperception stages that related to their knowledge and experiences facilitates them and make them enthusiastic in learning English. The students also learn English enthusiastically because they know well the importance of learning English through the teacher's information.

Furthermore, the result of questionnaire shows that most of the students agree with the statements within the questionnaire. In other word, the most of the students agree that the apperception can enhance students' interest in learning English. It is in line with the research result of Angga Taufan Dayu and Raudhatul Haura in the classroom that apperception is really support students in learning English.

⁷⁵ Tan Bee Tin, *Stimulating students' interest*.....29

⁷⁶ Tan Bee Tin, *Stimulating students' interest*.....29

Apperception can provide the basis for the students to receive new material and spark students' interest.⁷⁷



⁷⁷ Angga Taufan Dayu, - Raudhatul Haura, *Apperception Setting*.....4

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of findings and suggestion related to the process of apperception and the students' interest in learning English through apperception at the beginning of the lesson.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded this study as follow:

1. The process of apperception in learning English at seventh of C-grade of SMPN 1 Wringinanom Gresik are: alpha zone stage, warmer stage, pre-teach stage and scene setting stage. Concerning the activities of each stage, the researcher presents them in the following:
 - a. Alpha zone stage: the teacher applied three kinds of activities to pull the students into alpha zone. Those three activities are ice breaking, fun story and brain gym. The teacher mostly used breaking in this stage and never sound off music to the students because the teacher stated that it will disturb the other class.
 - b. Warmer stage: the teacher do two models of warmer which is aimed to review the previous materials. In this stage, the teacher did questioning and self-assessment related to the previous materials.
 - c. Pre-teach stage: for the importance of pre-teach stage for the fluency of main-learning process, the teacher never skipped this stage and tried to give clear instruction about the steps in learning process to the students.
 - d. Scene setting stage: in this stage, the teacher usually did four activities namely story, visualization, simulation and pantomime. Story and visualization are more often to be used that simulation and pantomime.
2. The students' interest toward the teacher's apperception in learning English process is high. The result of questionnaire indicates majority of students agree that some activities of apperception namely fun story, ice breaking, music, brain gym, game of reviewing material, pantomime and prominent attendance can make them excited in learning English. Moreover,

majority of students agree that activities of apperception that connected to the students' knowledge and experiences can increase their capability on understanding knowledge and also can pull them to learn English language enthusiastically. Furthermore, most of students try harder to pay attention to the teacher explanation and to understand the English material after the teacher explain them the importance of the topic of the material on English lesson for the students' daily life. For the students' answer through questionnaire of three component above means that the activities that the teacher give at apperception process give positive effect to students' interest.

B. Suggestion

According to the conclusion and notice the limits of the researcher, so the researcher has suggestion for:

1. Teacher

In this research, teacher has already done apperception well. The teacher should evaluate every activity of stages of apperception and develop the activity to be more variety and fun in order the students are not bored with the same activity.

2. Further researcher

Further researcher can conduct the same topic but with different subject. It might be conduct in the student of senior high school where the characteristic of the adolescent are different with the students of junior high school emotionally and cognitively.

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