# THE IMPACT OF APPERCEPTION ON STUDENTS' ANXIETY IN LEARNING SPEAKNG AT SMAN 2 PAREPARE

A Thesis

**Submitted to Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare in part of fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.)**


**By;**

**FAHMI HIDAYAT**

219110018


**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**UNIVERSITAS MUHAMMADIYAH PAREPARE**
**2024**

## PENGESAHAN UJIAN SKRIPSI

Skripsi atas nama: **Fahmi Hidayat**, stambuk: **219110018** diterima oleh panitia Ujian Skripsi Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Parepare (UM PAREPARE) SK Nomor: 531/FKIP/II.3.AU/F/2023, tanggal 19 Syawal 1444 H bertepatan dengan tanggal 09 Mei 2023 M untuk memenuhi sebagian syarat memperoleh Gelar Sarjana Pendidikan (**S.Pd.**) yang dipertahankan di depan penguji pada hari Sabtu, tanggal 09 Maret 2024.

**PANITIA UJIAN**

1. Ketua : Dr. Khadijah Maming, S.Pd., M.Pd. (.....)

**PENGUJI**

1. Patahuddin, S.Pd., M.Pd. (.....)
2. Sianna, S.Pd., M.Pd. (.....)
3. Dr. Syawal, S.Pd., M.Pd. (.....)
4. Dr. Amir Patintingan, S.Pd., M.Pd. (.....)

| Disahkan Oleh: | Mengetahui: |
|---|---|
| Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare, | Ketua Program Studi Pendidikan Bahasa Inggris |
| **Patahuddin, S.Pd., M.Pd** | **Dr. Khadijah Maming, S.Pd., M.Pd** |
| **NBM. 859 502** | **NBM. 986 844** |

## DECLARATION

The Student who signs below:

Name : Fahmi Hidayat

Reg. No : 219110018

Department : Pendidikan Bahasa Inggris (S1) FKIP UMPAR

Faculty : Keguruan dan Ilmu Pendidikan

Title Thesis : **The Impact of Apperception on Students' Anxiety in Learning Speaking at SMAN 2 Parepare**

Hereby declare that this thesis is purely and entirely written by myself and contains no plagiarism, as being regulated in *Peraturan Menteri Pendidikan Nasional* Number 17 in the year 2010 about *Pencegahan dan Penanggulangan Plagiat di Perguruan Tinggi* as well as the *Aturan Akademik UMPAR.*

If in the future it can be proven that this thesis is not my academic writing or proven to be a work of plagiarism intentionally or not, I am willing to accept the following section:

1. Being canceled my degree following the prevailing regulations, and
2. Being charged before the law with criminal fraud and plagiarism

Thus I signed this declaration truthfully and without any coercion from any party.

Parepare, 20 March 2024

Student




Fahmi Hidayat

NIM: 219110018

## ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

*Alhamdulillahi Rabbil Alamin*, All praise goes to Allah SWT for giving health, strength, and grace so that the researcher can complete this thesis entitled "THE IMPACT OF APPERCEPTON ON STUDENTS' ANXIETY IN LEARNING SPEAKING AT SMAN 2 PAEPARE". Salam and shalawat do not forget to send to the prophet Rasulullah Muhammad SAW, the prophet who has brought us from the realm of darkness to the realm of light. This thesis is presented to the English Department, the Faculty of Teacher Training and Education, University of Muhammadiyah as Partial fulfillment of the requirements for the degree of Strata 1 (S1).

The researcher would like to extend many thanks and high praise to those who have been involved either directly or indirectly in the process of completing this thesis. Because of their support, guidance, and advice, this thesis can be completed. They are:

The researcher would like to express his deepest gratitude for his parents, Muh. Anas and Marlia, and his beloved brother Khairul Azzam, who never cease to provide prayers, support, and affection.

A big thank you goes to Patahuddin, S.Pd., M.Pd. as the first supervisor and Sianna S.Pd., M.Pd. as the second supervisor who always provides guidance, assistance, and suggestions for the completion of this thesis.

The rector of Universitas Muhammadiyah Parepare, Prof. Dr. H. Jamaluddin Ahmad, S.Sos., M.Si., has already given his all in guiding his cherished university. The researcher expresses gratitude to Patahuddin, S.Pd., M.Pd., the Dean of the Faculty of Teacher Training and Education at UMPAR, for his guidance, and to Dr. Khadijah Maming, S.Pd., M.Pd., who heads the English Education Department, for her support, encouragement, counsel, and guidance provided to him during the year of his study.

Lecturers, particularly those in the English Education Study program, have provided excellent advice and expertise that will be very helpful for the researcher in the future. The UMPAR staff, whose names cannot be stated individually, has also provided the researcher with direction and support throughout their academic career.

Mardiah, S.Pd., M.Pd., as the principal of SMAN 2 Parepare who has given permission to researcher to conduct research in this school and also to Nur Sri Sakti, S.Pd. as an English teacher for her help and advice. also class 11 MIPA 2 for their participation, attention, and time given as subjects in the study.

All of researcher beloved friends, especially in the 2019 English language education department, as well as blood brothers Indra Wangsawan, Romis, Awal Wahyuddin, for all the togetherness and moments we have passed together.

May they always be guided and blessed by Allah SWT. It is now possible for the researcher to complete this portion of the thesis. Since the researcher is conscious of the thesis's many unaddressed issues, the researcher is open to

receiving helpful critique and recommendations for changes. Lastly, the researcher expects that this final effort will enhance the quality of English instruction. May the Almighty Allah continue to bless us in this life as well as the next. Aamiin!!

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Parepare, 20 March 2024



Fahmi Hidayat

## LIST OF CONTENTS

TITLE PAGE.....i

VALIDATION PAGE.....ii

DECLARATION.....iii

ACKNOWLEDGEMENT.....iv

LIST OF CONTENTS.....vii

LIST OF APPENDICES.....ix

CHAPTER I.....1

INTRODUCTION.....1

A. Background.....1

B. Research Question.....5

C. Objective of the Research.....5

D. Significance of the Research.....5

E. Scope of the Research.....5

CHAPTER II.....7

LITERATURE REVIEW.....7

A. Some Related Research Finding.....7

B. Some Patient Idea.....12

CHAPTER III.....24

RESEARCH DESIGN.....24

A. Research Design.....24

B. Research Site and Participant.....24

C. Procedure of Collecting Data.....25

D. Technique of Data Analysis.....27

E. Research Validity.....29

CHAPTER IV.....32

FINDINGS AND DISCUSSIONS.....32

A. Findings.....32

B. Discussion.....37

CHAPTER V.....41

CONCLUSION AND SUGGESTION .....41
A. Conclusion .....41
B. Suggestion .....42
BIBLIOGRAPHY .....42
APPENDICES .....51

## LIST OF APPENDICES

APPENDIX A Pedoman Observasi ..... 52

APPENDIX B Result of Observation ..... 53

APPENDIX C Result of Documentation ..... 54

# ABSTRACT

**FAHMI HIDAYAT. 2024.** The Impact of Apperception on Students' Anxiety in learning Speaking at SMAN 2 Parepare. Supervised by Patahuddin and Sianna.

The purpose of this study was to determine whether there is an impact resulting from the provision of apperception on the level of anxiety of students in learning to speak.

This research applied descriptive qualitative method. The population of this study was the eleventh grade of SMAN 2 Parepare in the 2022/2023 school year. The total population was 339 students, in one class there were approximately 35 students and one class from ten classes was taken as a sample using Purposive Sampling method.

The results of data analysis show that there are several signs of anxiety shown by students when speaking English such as nervousness, lack of confidence, looking down, laughing, sweating, and looking restless. However, the researcher found that there was an impact resulting from the provision of apperception by the teacher on reducing the level of anxiety experienced by students. When teachers provide apperception at the beginning of learning, this can make students more comfortable so that students can minimize the level of anxiety they experience. This shows that providing apperception can help students in minimizing the level of anxiety experienced by students when learning to speak


.Key words: Apperception, impact, anxiety.

# ABSTRAK

**FAHMI HIDAYAT. 2024.** Dampak Apersepsi terhadap Kecemasan Siswa dalam belajar Berbicara di SMAN 2 Parepare. Dibimbing oleh Patahuddin dan Sianna.

Tujuan penelitian ini adalah untuk mengetahui apakah ada dampak yang dihasilkan dari pemberian apesepsi terhadap tingkat kecemasan siswa dalam belajar berbicara.

Penelitian ini menerapkan metode kualitatif deskriptif. Populasi dalam penelitian ini adalah kelas sebelas SMAN 2 Parepare pada tahun ajaran 2022/2023. Jumlah populasi adalah 339 siswa, dalam satu kelas terdapat kurang lebih 35 siswa dan satu kelas dari sepuluh kelas diambil sebagai sampel dengan menggunakan metode Purposive Sampling.

Hasil analisis data menunjukkan bahwa ada beberapa tanda kecemasan yang ditunjukkan oleh siswa ketika sedang belajar berbicara seperti gugup, kurang percaya diri, menunduk, tertawa, berkeringat, dan terlihat gelisah. Namun peneliti menemukan adanya dampak yang dihasilkan dari pemberian apersepsi yang dilakukan oleh guru terhadap penurunan tingkat kecemasan yang dialami oleh siswa. Ketika guru memberikan apersepsi pada awal pembelajaran, hal ini dapat membuat siswa menjadi lebih nyaman sehingga siswa dapat meminimalisir tingkat kecemasan yang mereka alami. Hal ini menunjukkan bahwa pemberian apersepsi dapat membantu siswa dalam meminimalisir tingkat kecemasan yang dialami siswa ketika sedang belajar berbicara.



Kata kunci : Apersepsi, dampak, kecemasan.

# CHAPTER I

# INTRODUCTION

## A. Background

English is a universal language that has received attention throughout the world of education today. For many years English has been an international language that is often used, this makes English a subject that is taught in every country including Indonesia. In Indonesia itself, English has an important role in the world of education, making English a compulsory subject and listed in the current education curriculum (Sulistyorini, 2018). In English, there are four skills that must be mastered. They are writing, reading, listening, and speaking. These four skills are interrelated to help individuals communicate and understand using English (Mada Ali et al., 2022).

Of the four skills mentioned, speaking is one of the most important skills that students must understand and develop in learning English. One of the language skills that students of a foreign language must have is the ability to speak. The first and most common question from everyone who wants to know one's ability in a foreign language is whether or not you can speak English. (Auliyah.N, 2019). Therefore, speaking ability is a skill that needs to be understood and mastered further, because when we are able to speak English we can get information from anywhere, and are able to express our ideas to others so that communication becomes more effective.

Speaking is the ability to say articulation sounds or words to express and convey thoughts, ideas, and feelings. It's about communicating the purpose of the