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

conversation. Communication is when two or more persons communicate each other's messages and news in order to be able to understand the message at issue (Putra, 2018). Suryadi (2021) also points out that speaking is the result of the creative contraction of linguistic sequences; the speaker chooses vocabulary, structure, and language. Words are needed when speaking a language. The words develop into sentences and require linguistic structure and information from the speaker in order to be received and understood by the listener.

Speaking proficiency is one of the goals of learning English. Many students are encouraged to practice their speaking skills by speaking English in their daily lives. Thus, students are expected to get used to speaking English so that it can improve students fluency and ability to speak English. However, there are still many students who admit and complain that they still have difficulty when told to speak in front of the class, they do not know what they should say in front of the class (HARRIS, 2019), This proves that students have problems in speaking.

In addition to the problems mentioned above, quoting from Auliyah (2019), There are two problems that arise when learning to speak, namely linguistic problems and non-linguistic or psychological problems. These two issues mean the same thing, but the non-linguistic area is broader than the psychological issue. Linguistics is the study of language, specifically, those issues that arise from the structure of language and pose challenges to those learning it. There are five categories into which linguistic problems can be divided: phonetics, phonology, morphology, syntax, and semantics. Psychological issues, such as low

motivation, lack of interest, worries, fears, shyness, and other issues, are problems that impact language learning.

Based on the research of Ariyanti (2016), the results of her observations, and the interviews that have been conducted, the research shows that students often feel less confident and anxious when speaking for fear of being wrong. This feeling of fear of making mistakes then has a relationship with a lack of self-confidence. Similar barriers also appear in discussion sessions where some students prefer to remain silent because they are too afraid of making mistakes, feel anxiety, and lack confidence, and motivation. Based on these signs, they are classified as mild anxiety disorder. There are four levels of anxiety as follows mild anxiety, moderate, severe, and panic level anxiety, these four levels have their own characteristics. From this phenomenon, it can be concluded that psychological factors have an influence on speaking ability.

Anxiety is one of the obstacles in learning to speak, this has a considerable impact on the development of students in learning to speak English, so that when students feel anxious they cannot perform their best performance in speaking. This is supported by the results of research (Ghita Calvina Izumi, Ag Bambang Setiyadi, 2017) which suggests that there is a correlation between anxiety and students' ability to speak. When students' anxiety is greater, the way they speak becomes unclear. In addition, the biggest aspect of students' anxiety is the fear of negative evaluation from their friends, which makes them even more afraid to express their ideas in front of many people. Students' learning outcomes are significantly impacted by anxiety. Anxiety has a significant effect on learning a

second language. This implies that kids will learn English more successfully if they have little anxiety learning to speak English. Anxiety related to English communication can be crippling and have an impact on how well students adjust to their new surroundings and, ultimately, meet their learning objectives and eventually the accomplishment of their learning objectives (Julianti et al., 2019). Based on the observations that the researchers made at SMAN 2 Parepare, many students admitted to experiencing the same psychological problems as described by the results of previous studies.

In relation to the psychological problems experienced by students, teachers need to find ways to reduce students' anxiety levels experienced during learning to speak. Some of the strategies that have been used in learning to speak are role playing and small group discussion forums. In addition, providing apperception is also one of the things that can be done by teachers before starting the learning process. Quoting from Mariska (2013), Apperception is often interpreted as a stepping stone, meaning that before the lesson begins the teacher is expected to connect the old subject matter with the new lesson to be discussed so that students feel comfortable and understand. The function of apperception is to create an effective start to learning so that students are ready to follow the lesson. On the other hand, apperception is also done in order to arouse motivation and attract students' attention in participating in learning.

Apperception can be done before the core activities begin. There are several things that teachers can do in apperception activities, such as questions and answers, group discussions, brainstorming, or games. Basically, apperception

activities can be designed and prepared in such a way as to prepare students psychologically and cognitively before learning begins. The application of apperception is expected to reduce students' discomfort or anxiety when learning speaking (Anis, 2023). Based on the previous explanation, this study aims to determine whether there is an impact resulting from giving apperception to students in reducing anxiety levels when learning to speak.

B. Research Question

Based on this background description, the researcher formulates the research question as follows: Is there any effect of giving apperception on students' anxiety level in learning to speak?

C. Objective of the Research

Based on these research questions, the research wants to find out the impact of providing apperception on students' anxiety in learning to speak.

D. Significance of the Research

This research was conducted to gain significance. The researcher hopes that the results of this study can provide information for teachers about the need to provide apperception before entering into the core activities of a lesson. For students, the application of apperception is expected to have a significant impact on the anxiety that students have when learning to speak. For other researchers, the results of this study can be used as a reference if they want to research the same subject.

E. Scope of the Research

This study aims to determine the impact of providing apperception and students' responses regarding whether apperception is able to have a significant

impact on students' anxiety in learning to speak or not. The researcher then describes the impact that results from the provision of apperception.

CHAPTER II

LITERATURE REVIEW

This chapter will explain some related literature reviews that contain some ideas from previous research studies.

A. Some Related Research Finding

1. Hanifa (2018) suggested that there are several factors that cause student anxiety in speaking, namely cognitive, affective, and performance factors. Cognitive factors include understanding and familiarity with the topic, genre, interlocutor, and the flow of the process. Affective factors relate to learners' feelings, attitudes, and behaviors towards the topic or interlocutor. These affective factors also address students' self-awareness of their placement or knowing that they are being evaluated, control, planning, time for practice, and time pressure to speak. Performance factors are about environmental conditions.
2. Rahman (2017) In his research, he concluded that psychological problems that are difficult to overcome include fear of being labeled badly by others and fear of being laughed at. Students also tend to consider themselves less intelligent than other students. Each student also has different symptoms when in this situation such as worry and even fear, difficulty concentrating, forgetfulness, heart palpitations, and sweating. This research also suggests how students suppress their anxiety such as moving their limbs, adjusting their breathing, and giving themselves positive suggestions.

3. Ariyanti (2016) in her research concluded that there are several psychological factors that students often face in speaking, namely anxiety, feeling shy, fear of making mistakes, and lack of confidence. Such factors do not only appear in one student who is presenting in front of the class, but also appear in other students who are participants. In fact, the results of this study found that one of the psychological problems that students often face when carrying out the speaking learning process such as acts of anxiety, shyness, and lack of confidence can be caused by excessive shyness. In addition, to measure the level of anxiety of students can be seen from the performance displayed when speaking in front of the class or see from their decision whether they want to participate or not to perform in front of the class. Through the results of this study, it can also be said that psychological factors can have a considerable impact on student performance in speaking in front of the class. Therefore, teachers need to find ways to reduce the psychological factors faced by students in learning to speak so that students' performance when performing becomes better.
4. Passiatore (2019) mentions the role of singing strategies to influence between self-efficacy and anxiety in speaking. The study itself only focuses on speaking performance and does not focus on other skills such as reading, listening, and writing. The conclusion of this study is that using songs or other similar activities that are fun and entertaining can help students to reduce their anxiety levels. Listening to songs or singing

can break down the psychological challenges faced by students. In addition, this method can attract students' attention to be more active and increase their interest in learning. Songs are one of the methods that can be used as a method to get a pleasant experience, another advantage is that this method can eliminate the boring atmosphere during learning in the classroom.

5. Badrasawi, et.al (2020) This study involved students and their lecturers and professors. The results stated that the different types of anxiety experienced stemmed from two main factors: linguistic factors and non-linguistic factors. In the linguistic factor the participants were afraid of making mistakes with their grammar, and worried about negative comments given to them for being grammatically flawed. While the non-linguistic factor represented their failure in public speaking for fear of receiving negative perceptions from the audience especially their lecturers and professors.
6. Pujiarti (2021) in his research which wants to find out the relationship between students' anxiety and their speaking performance. There are several points that are emphasized in the results of this study that in fact when students can manage their anxiety well, then this will give them a positive impact on their academic results. So the researcher suggests regarding the teaching process and lessons in English that teachers can provide motivation and inspiration to minimize the anxiety experienced by students when learning English, especially speaking. The researcher

also suggested that teachers should be more creative in developing learning strategies that can make students feel comfortable during the learning process.

7. Putri (2020) In her research wants to describe the factors that cause anxiety in students when learning to speak English and wants to know their strategies in relieving the anxiety they feel. From the results of this study, the researcher suggests that there are three factors that cause students' anxiety in speaking English. The first factor is the perception of students who feel that learning English is something difficult, words, structures, and pronunciation in English for them is something that is difficult to learn. The second factor is the condition in the classroom that makes students feel uncomfortable when they have to speak in front of the class. The last factor is the fear of making mistakes, students always think badly about their performance when they are about to perform. Meanwhile, the strategies that students use to relieve their anxiety in this study are three kinds, the first is preparation, the second is positive thinking, and the third is relaxation.
8. Al Hakim (2019) in his research wants to know about the anxiety factors experienced by students and the strategies used by students in relieving the anxiety they experience. Based on his findings, it can be concluded that there are three main factors that cause anxiety and are experienced by students in speaking. The first factor is the fear of communication that makes them stutter in speaking, the second factor is the fear of the

negative evaluation they will get, and the third factor is the anxiety of the test or exam that will be given. There are five strategies used by students in overcoming their anxiety, namely preparation, relaxation, positive thinking, finding peers, and surrendering to the situation.

9. Ayu, et.al (2022) In her research use a correlational quantitative method. The researcher concluded that there were indications of a positive influence resulting from the provision of apperception in the form of fun stories on student learning motivation. Fun story apperception is one of the many types of apperception that can be used by teachers in learning. Teachers can use in learning. Fun stories can attract students' interest in learning and bring students into the alpha zone. Stories that contain humour and fun can stimulate the brain to process endorphins, researchers confirm that fun stories can stimulate immunity and connect mind and body in a positive and healthy way. It also encourages relaxation which adds oxygen to the brain. Finally, fun stories can reduce students' stress, increase students' positive emotions, and make them feel good while learning.
10. Rahmi (2022) in her research suggests that apperception can be used as a stimulus so that students have preparation before the core learning activities begin. The purpose of this study is to find out the strategies used by teachers in the apperception process. In conclusion, there are several stages carried out by the teacher in his apperception, namely the alpha zone, warmer stage, pre-teach stage, and scene setting stage. In the alpha

zone what the teacher does is ice breaking and funny stories. In the warmer stage, the teacher reviews the previous material with questions. Pre-teach stage and scene setting stage is by using scene setting in the form of stories, visualisations, and simulations.

B. Some Patient Idea

A. The Concept of Speaking

1) Definition of Speaking

Speaking is one of the skills or abilities in the English language to express opinions, comment, and reject the opinions of others if it does not match our opinion, as well as the ability to ask and answer questions. Accoding to Nunan (1992) speaking is an activity to explain someone in a certain situation or an activity to report something. Rokhayani (2015) also added that speaking is a way of expressing what we feel which is then realised in the form of spoken language processes between two or more people. Therefore, it can literally be said that speaking is an activity to express the contents of our minds which are then issued through the voice.

Speaking is one of the skills that students need to have. According to Hamid (2014), in education, students are required to be able to ask questions, express opinions, refute opinions, and defend arguments. All of these things are of course passed through the process of speaking. Students must understand the concept of speaking so that they can understand the language being learnt and make students able to use the language. Haidara (2016) also

point out that students often measure their ability to learn a language by how many words they can say. In other words, they consider that speaking is an indicator to measure their ability to learn a language.

Based on the explanation above, it can be concluded that speaking is the ability to express opinions, comments, ask questions, or answer. Speaking is also a way to communicate between two or more people. Speaking is also often used as a measuring tool or parameter to see how fluent a person is in mastering a language.

2) Types of Speaking Skills

Based on Brown (2003) as a process of constructing and sharing meaning through the use of verbal or spoken language describes six categories of skills in speaking. The six categories are as follows :

a) Imitative

Speech imitation is the ability to reproduce a phrase, word, or phrase spoken by another speaker. In other words, this activity focuses on students' pronunciation skills to match native speakers.

b) Intensive

This is an oral representation of students practicing phonological concepts and grammatical aspects of the language. Students usually complete the task in pairs (group work), such as reading aloud, including reading a passage, reading dialogue with partners, read information on charts, etc.

c) Responsive

Responsive performance includes interaction and comprehension tests but to a rather limited degree on very short conversations, greetings, pleasantries, and also like simple requests and comments.

d) Interactive

In classroom learning activities, active communication is sometimes necessary, where many people participate in the conversation. This can make the conversation more interesting and interactive.

e) Extensive

Extensive is a high-level speaking skill that covers a wide variety of speaking aspects such as giving speeches, presenting material, and telling stories. It can be planned or improvised.

3) Component of Speaking Skill

According to Harris (1974) Presenting that there are five components in the ability to speak namely comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

For oral communication, it of course requires the subject to respond, to speak, and also to initiate it.

b) Grammar

Isyam (2010) Conclude that Grammar is a certain rule to arrange in such a way that words and other elements become a good and correct sentence so that the sentence can produce the right meaning in a language.

c) Vocabulary

Novitri (2015) Conclude that vocabulary refers to the appropriate expressions used in communication. If a person does not have enough vocabulary, he cannot communicate effectively or express his ideas at the same time in oral and written forms. Vocabulary limitation is also an obstacle that hinders learners in learning a language. Without grammar, little information can be conveyed, but when there is no vocabulary, then nothing can be conveyed. So, based on this interpretation, the researcher concludes that without sufficient vocabulary, English learners will not be able to speak or write English well.

d) Pronunciation

Wildan (2022) Defining that Pronunciation is a way of pronouncing or saying a vocabulary in English. In Pronunciation it is also necessary to pay attention to articulation, intonation, and also emphasis in the voice. This is done so that the word mentioned can be heard clearly and in accordance with its meaning.

e) Fluency

Iswara (2004) Concluding that fluency in speaking can be defined as one's ability to speak spontaneously quickly, fluently, accurately, clearly, efficiently, and understandably with few errors.

B. Concept of Anxiety

1. Definition of Anxiety

According to Horwitz (2018) The subjective experience of tension, anticipation, unease, and worry brought on by an activation of the autonomic nervous system is known as anxiety. Similar to how anxiety stops some people from properly doing science, mathematics, or english, many people find learning a second language to be highly difficult, especially in classroom settings.

According to Putri (2022) Explaining that anxiety is a kind of fear that is manifested through a person's visual signs. Anxiety in speaking is the fear of expressing oneself verbally and can be recognised through one's visual signs such as nervousness, trembling, paleness, sweating, and so on. These signs have the potential to inhibit a person from speaking and make them less focused in speaking.

Accordng to Palupi (2021) Anxiety can be defined as an uncontrollable state that can negatively impact the language learning environment. Although

each student brings a variety of different qualities to the learning process, anxiety will cause stress if not controlled.

According to Iizuka (2010) Stating that students have difficulties when following lessons in their classes, find it difficult to engage in dialogue, and lack confidence in their proficiency in English. Speaking in front of the class is the most daunting activity for students, Students often feel anxiety and even panic when speaking in front of other students. On the other hand, teachers should be able to overcome the anxiety experienced by students, instead of exacerbating students' anxiety, for example when speaking in front of the class, teachers criticise students in bad language which makes students feel more uncomfortable.

Based on the description above, it can be concluded that anxiety is tension, anticipation, fear, and worry that is manifested through a person's visual signs such as nervousness, trembling, paleness, sweating, and so on experienced by someone when going to do an activity in front of many people.

2. Anxiety Levels

Based on Valentin (2022) There are four levels of anxiety that are usually experienced by a person, these four things are :

a) Mild Anxiety

This type is a mild level of anxiety, which can affect a person's emotions, sociability, behaviour, and performance at work or school. Symptoms of

mild anxiety include shaking, constant worry that can be ignored, nervousness, nausea, and sweating. These symptoms occur in most people with mild anxiety disorder but are easily manageable (Hull, 2022).

b) Moderate Anxiety

This is a second-degree anxiety disorder, where the symptoms may persist but it is still possible to carry out daily activities. Examples of symptoms at this level are feelings of restlessness, worry that is difficult to control, or difficulty relaxing (Valentin, 2022).

c) Severe Anxiety

This is the third level where symptoms begin to hamper daily activities. There are physical symptoms in severe anxiety disorder such as head and stomach pain, frequent urination, and trembling. There are also behavioural symptoms such as being unable to control worry, feeling distressed about various situations, difficulty relaxing, difficulty concentrating, and so on (Sri Budiarti et al., 2024).

d) Panic Level Anxiety

The fourth level is a panic attack that can come on unexpectedly and repeatedly. Common symptoms at this level are intense fear of sudden disaster, rapid heartbeat, rapid breathing, nausea or dizziness, fear of death, and loss of consciousness or fainting (Valentin, 2022).

3. Component of Anxiety

Horwitz in Trang (2012) have incorporated communication apprehension, test anxiety, and fear of poor evaluation into their definition of foreign language anxiety.

a) Apprehension about communicating with others can arise when speaking or listening to them.

b) Test anxiety is a type of performance anxiety characterized by fear of making mistakes or failing the same task.

c) Fear of a negative evaluation that is linked to anxiety with students' perceptions of how to see their instructor, friends in other classes, or other people who may just judge them based on their poor speaking abilities.

4. Factor of Anxiety in Speaking

Rajitha & Alamelu (2020) In their research, they have identified that there are two main factors that cause anxiety in speaking: internal factors and external factors.

a) Internal Factor

Concerning internal factors, Rajitha & Alamelu (2020) classified into three types: stage fright, lack of confidence, and shyness. Regarding stage fright, for some people, speaking in front of many people is easy, but there are also

some people who consider it as something scary. This eventually makes a person feel anxious and afraid, hindering their speaking performance later. Next is lack of confidence, thinking too much negatively and putting low expectations on himself will lead to a lack of confidence which will certainly hamper his performance. The last is shyness, there are some people who find it difficult to speak in front of many people, this ultimately has an impact on them as they will feel afraid to be witnessed by many people, even often forgetting about the topic or idea to be conveyed.

b) External Factor

According to Muslem (2021), There are three things in external factors, namely Grammar factor, Language factor, and peer factor. The first is the grammar factor. According to Daud (2019) One of the main reasons why some English language learners in Indonesia feel reluctant to speak up appears to be their concern about making grammatical errors. For many years, grammar has been a significant problem for English language learners in Indonesia. This is perhaps because English language instruction in Indonesia has always been grammatically focused. The degree of grammatical precision you can display when speaking seems to influence how people perceive and use your English. Otherwise, you can experience bullying or be thought of as a less proficient English speaker.

The socond is Language factor. Based on research Rajitha & Alamalu (2020) She said that the factor of English as a second language inhibits

students in learning the language because they feel afraid when they will start speaking English. The lack of vocabulary and understanding of sentence structure makes them feel even more difficult to learn English.

The last is the peer factor. Based on research results from Prastiwi (2011) said that the role of peers or classmates also brings an important role to one's speaking performance. Evaluation or attention from classmates will make students feel uncomfortable and not confident. Some of them admitted that they were uncomfortable when their classmates or peers looked at them, this then made students feel nervous and even forget what they were going to say.

C. Apperception

1. Definition of Apperception

According to Octaviani (2020) Apperception is an important process before starting core learning. Because apperception is a process with the aim of developing and reconstructing thinking with the aim of attracting students' attention as the first step in a learning process.

Quoting from Ningsih (2013) Apperception is an activity carried out by the teacher to create an atmosphere and learning atmosphere that prepares mentally and attracts students' attention to center on things to be learned. She also added that the provision of apperception is quite important to do every time starting learning because it will have an effect on students' readiness to learn, so that students will be able to absorb the learning material being taught.

According to Aulia (2022) Apperception is an activity to connect new material with previous material so that students can understand the material to be taught and also to find out the extent of understanding that students already have.

Based on the description above, the researcher concludes that apperception is an activity to link new material and previous material to determine the extent of student understanding. Apperception is also an activity carried out by the teacher before starting learning in order to attract students' attention and readiness to receive learning material.

2. Stages of apperception

Rohmani (2020) Dividing apperception into four stages, namely alpha zone, warmer, pre teach, and scene setting.

a) Alpha Zone

Mardhiyah (2021) Presenting that the alpha zone is a condition where students are fully prepared to receive the subject matter. To achieve this condition, a stimulus needs to be done at the beginning of learning to bring students to a state of readiness to learn. When someone is already in this zone, it can be characterized by a happy, cheerful face, smiling, even laughing.

b) Warmer

In the warmer stage, teachers usually bring up material that has been taught previously as the formation of constructivism knowledge, which is building new meaning based on the knowledge that students already have. Usually the warmer is done on the second meeting, Nurcahyo (2014).

c) Pre Teach

Pre teach is the manual provision of information regarding how a rule is enforced. Usually if no pre teach is done the learning process will be disrupted. For example, the pre teach itself is an initial explanation of the flow of the discussion, the moderator, the minutes, the number of groups, and the length of time of the discussion, Astuti (2015).

d) Scene Setting

Sunita (2018) Presenting that Scene setting apperception is an activity carried out by teachers and students to build the initial concept of learning. In scene setting the teacher needs to carefully prepare what will be done at this stage, for example by providing a story, visualization, simulation, and so on to attract curiosity from students and also to motivate them.

CHAPTER III

RESEARCH DESIGN

A. Research Design

This research will be conducted using a descriptive qualitative method. The researcher will investigate the apperception given by the teacher to the students before starting the speaking learning activity in the eleventh grade of SMAN 2 Parepare. This research requires a method to collect and analyze data in accordance with the purpose of this study which is whether there is an impact resulting from the provision of apperception on students' anxiety in speaking. Therefore, in this study the researcher applied a qualitative approach by using data collection techniques in the form of interviews, observations, and documentation.

B. Research Site and Participant

This research will be conducted in one of the senior high schools, precisely in SMAN 2 Parepare. This study aims to determine the impact of the apperception given by the teacher on students' anxiety in learning to speak. The participants in this research are English teachers who teach in a class and will provide apperception and to find out students' responses to the apperception that has been given whether it has a certain impact on the anxiety they experience when learning to speak. The population in this study were eleventh grade students at SMAN 2 Parepare with a total of 339 students. The eleventh grade is then divided into several classes consisting of 7 IPA classes and 3 IPS classes with each student in each class averaging 35 students.

The sample was then selected using purposive sampling technique. purposive sampling is where sample members are selected specifically for the

purpose of the study. This technique is usually done in qualitative research methods with the aim of observing certain cases or phenomena, Ahyar (2020).

C. Procedure of Collecting Data

Through data collection procedures, there are various ways needed by researchers in this study. However, in this study, researchers used three techniques in data collection, as follows :

1. Observation

In this study, researchers used observation as one of the techniques in data collection. According to Adhandayani (2020a) Observation is a series of observation processes carried out directly on participants and their environment, this is done in order to achieve certain goals, reveal, and predict the basis for the emergence of certain behaviors. Observation plays an important role in this research because certain information can be obtained through direct observation at the scene. The process of implementing observation can be done in the following ways: preparing an observation sheet, joining the class, and observing the teacher's apperception and the resulting impact on students' anxiety in speaking. This method is applied to see directly the impact of the apperception done by the teacher on the anxiety possessed by students in learning to speak.

2. Interview

Interviews are systematic and organized conversations conducted by researchers as interviewers and other people as respondents or sources to obtain a number of information related to the problem under study. The results of the

conversation are then recorded or noted by the interviewer, Habibah (2014). There are several forms of interviews according to Adhandayani (2020) as follows :

a). Structured interviews. This type is more commonly used in survey research or qualitative research. During the interview process, it must be in accordance with the procedures that have been prepared. Characteristic of this type is that the list of questions and answer categories are prepared, the pace of the interview is controlled, there is no flexibility, guidelines are followed, and the goal is to obtain an explanation of a phenomenon.

b). Semi-structured interviews are more often used in qualitative research with the following characteristics: open-ended questions, the pace of the interview is predictable, flexible but controlled, there is an interview guide that is used as a benchmark, and the purpose of the interview is to understand a particular phenomenon or problem.

c). Unstructured interviews are characterized by very open questions so that answers are broader and varied, the speed of the interview is difficult to predict, very flexible in terms of questions and answers, there is no topic that controls the flow of conversation, the purpose of the interview is to understand a phenomenon.

Based on this explanation, the researcher can use a structured or semi-structured interview type directly. The researcher then only needs to prepare a few questions to obtain the required information.

3. Documentation

Documentation is an indirect data collection technique carried out by researchers as research subjects through documents. Records of events that occur in the field can be called documents. Documentation is an event or incident that has passed, the document can be in the form of photos, notes, or letters. The purpose of documentation is to help researchers when information is lost or forgotten during data recording and to strengthen evidence related to events that have been carried out during the research process.

D. Technique of Data Analysis

Data analysis is an attempt to organize, process, and break down an event into smaller units. Data analysis can also be said to be organizing data systematically in order to produce a new theory. Miles & Huberman in Rijali (2019) Suggests that there are several stages carried out in the data analysis process, namely data collection, data reduction, data presentation, and conclusion.

1. Data Collection

The information gathered from interviews, observations, and documentation is written down in a field note that is divided into two sections: descriptive and reflective. Natural notes, or notes on what the researcher saw, heard, witnessed, and experienced firsthand without the researcher's perspective or interpretation of the phenomenon seen, are considered descriptive notes. Reflective notes serve as a resource for the following stage's data collecting plans

by containing the researchers' impressions, comments, opinions, and interpretations of the discoveries they found.

2. Data Reduction

After the data is gathered, data reduction is done to focus on the data that can help solve problems, make discoveries, make sense, or provide the answers to research questions. Next, make everything simpler, more orderly, and more important. After the data is gathered, data reduction is done to focus on the data that can help solve problems, make discoveries, make sense, or provide the answers to research questions. Next, make everything simpler, more orderly, and more important.

3. Data Presentation

Data can be presented visually through writing, photos, graphs, and tables. Putting facts together to represent a situation is the goal of data presentation. In this situation, the researcher must create narratives, matrices, or graphs to make it easier for them to understand the information or data, either as a whole or in specific areas of the research results. Researcher can still understand the data as a result and avoid boring informational conclusions. Data analysis must be acknowledged before it can be displayed.

4. Conclusion

When the amount of data obtained is adequate, conclusions are drawn both during the research process and during the data reduction phase. Once the data is

fully collected, the final conclusion is drawn. Since the start of the study, researchers have endeavored to interpret the information gathered. For that, it is required to seek trends, motifs, connections, likenesses, recurring topics, hypotheses, and so forth. The results were at first preliminary, hazy, and dubious, but when more information from observations, interviews, and other research methods was gathered, those results became more solid. During the research, the conclusions must be made clear and validated. The already-existing data is then merged into informational units that, by adhering to holistic principles, become the formulation of categories and may be understood without the use of further data. Data on information that is thought to be similar is gathered into one category, allowing for the emergence of new categories from preexisting categories.

E. Research Validity

Norman K. Denkin in Haryoko (2020) defines Triangulation is a mixture or combination of multiple methodologies used to investigate related phenomena from diverse angles. Denkin's idea has been employed by qualitative researchers in a variety of domains up to this point. The triangulation technique includes four types as follows :

1. Data Triangulaton

The utilization of many data sources in a study is known as data source triangulation. It is impossible to average data from diverse data sources, as is done in quantitative research, because the data will be explained, categorized, and show which viewpoints are similar, which are different, and which are unique to these

data sources. quantitative analysis. After generating the results' conclusion, agreement with the data sources was sought.

2. Inter-researcher Data

Triangulation, as it is sometimes referred to the employment of several investigators (if the study is conducted in groups), multiple evaluators or social scientists, and multiple social scientists.

3. Triangulation of Method

Triangulating data using different methods while using the same data source is known as methodological triangulation techniques. For instance, data collected through interviews, verified by observation, and documented. If different data are produced, it may all be true due to the many points of view, thus the researchers have additional discussions with the data source or other data sources to determine which data is seen to be the most accurate.

4. Triangulation of Theoritical

The use of multiple viewpoints or ideas in interpreting a set of facts is known as theoretical triangulation. Theoretical triangulation is the use of multiple viewpoints or ideas to interpret a data set. Researchers should avoid using only one theoretical perspective when explaining an issue under study. Using one theoretical stance to then provide multiple theoretical support.

Based on the four types of triangulation described above, researchers will focus more on using method triangulation. This is in accordance with the

objectives in this study, where later the data obtained and strengthened through observation will be processed in such a way as to produce valid information or theory.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The findings and results of the research analysis will be discussed in this chapter. This chapter seeks to find out whether there is an impact resulting from the provision of apperception by the teacher on the level of anxiety experienced by students when learning to speak English. The results of data collection were obtained through direct observation and documentation.

A. Findings

The results obtained in this study are explained in accordance with the research question as follows "Is there any effect of giving apperception on students' anxiety level in learning to speak?". This research was conducted at SMAN 2 Parepare with the population of eleventh grade. The class selected was class 11 MIPA 2 with some considerations, the sample selected using purposive sampling technique. In this section, the researcher used data collection techniques in the form of direct observation and documentation.

The researcher then prepared an observation sheet, followed the class, directly observed the apperception given by the teacher. After that, the researcher saw and observed the resulting impact on students' anxiety when learning to speak. This research data was analyzed using qualitative methods.

1. Result of the Observations

To collect data, with the permission given by the teacher, the researcher joined the class during the learning process to see the conditions that occurred in the classroom directly. At this stage, the researcher followed the learning process activities for four meetings to see the process of providing apperception and the resulting impact. There are four stages of apperception explained by Rohmani (2020) namely alpha zone, warmer, pre teach, and scene setting. This stage needs to be built so that students are fully prepared to accept all activities in the teaching and learning process. To observe this, researchers made direct observations in the classroom.

In the first meeting, the teacher did not provide a thorough apperception so that students were not fully prepared to receive learning. This was due to the limited time they had because the students had just finished carrying out the Monday routine, namely the ceremony, so the teacher only prepared the class, continued with reading the Qur'an and then took attendance. After that, the teacher asked the students if anyone was willing to come forward to practice the dialogue that had been made in the previous meeting. The result was that none of the students were ready to come forward with various reasons such as needing time to prepare themselves, embarrassed to perform, and some even felt afraid. Judging from student behavior, the student means that he has a fairly severe level of anxiety. This anxiety is at the third level which can hinder activities. This can be seen from the behavior of students who look uncomfortable with the situation in the classroom, look worried because they are afraid to be appointed and forced to

come forward, there are even some students who ask permission to leave the class. Things like this happen because students are not fully prepared to accept all the activities that will be carried out in the learning process.

In the second meeting, the teacher entered the classroom, prepared the class, continued with reading the Qur'an, then checked the attendance of students. At this meeting the teacher began to carry out apperception activities, starting with asking how the students were doing, telling stories and providing a little motivation. After this stage was passed, students began to appear to enter the Alpha zone, marked by cheerful faces and no longer looked sleepy. The teacher then gave ten minutes to the students before coming forward and doing the dialog. After a while, the time given was over, the teacher began to invite students to come forward. On this occasion there were two students who came forward and practiced their dialog. When speaking in front of the class, students showed some habits such as a voice that is too small, a lot of body movements and do not look at the audience, students also look tense so the way they speak sounds stuttered which shows that their performance is not optimal.. On the other hand, the students continued their dialog without any interrupted words. At this meeting, there were already students who dared to come to the front of the class to speak. This shows that the apperception done by the teacher at the beginning of the lesson has little impact on the anxiety experienced by students in learning to speak. Compared to the level of anxiety experienced by students in the previous meeting, at this meeting the students' anxiety level has decreased to the level of moderate anxiety, this anxiety is level two anxiety and is in accordance with the

signs shown by students when speaking in front of the class. Unfortunately, at this meeting there were only two students who had the opportunity to come forward due to time constraints.

In the third meeting, as usual the teacher entered the classroom, prepared the class, continued with reading the Qur'an, then checked the attendance of students. The teacher then conducts apperception activities at the beginning of learning to bring students into the alpha zone. The teacher starts with a little small talk such as asking how the students are doing. After inviting students to interact through conversation, the teacher moves to the next stage, namely the warmer stage. At this stage the teacher again discusses the material and things that have been learned at the previous meeting. After finishing this stage, the teacher gives students time to prepare themselves and come forward to speak in pairs or dialogs. After a while, there were two students who came forward. During the dialogue process, there were several signs shown by these students such as stammering when speaking, sweating, laughing, and mispronunciation. Seeing this situation, the teacher realized that the students had not fully entered the alpha zone. After these two students returned to their respective desks, the teacher provided motivation related to how to speak well in front of the class using English. The teacher also gave some tips to deal with anxiety when speaking such as don't be afraid of being wrong, ignore negative thoughts that interfere, and try to make the mind feel relaxed. After hearing this, the next student who came forward still showed some signs of anxiety such as looking nervous, small voice, fidgeting, and sometimes silent. However, on the other hand, some students looked more

enthusiastic, gave additional expressions in every word they said, gave gestures, and emphasized some words that were considered important. In this meeting, the teacher gave apperception at the beginning and also in the middle of learning. By doing things like this, it has a significant impact on the decrease in the level of anxiety experienced by students, which was initially at the Moderate anxiety level now becomes mild anxiety. This can be indicated through student behavior when speaking in front of the class at this meeting.

On the fourth meeting, the teacher prepared the class, recited the Qur'an together, and checked the students' attendance. The teacher then conducts apperception and invites students to interact with the aim of bringing students to their alpha zone. The teacher also provides some motivation so that students feel comfortable and ready to receive the lesson fully. The teacher then discusses some of the material that has been learned in the previous meeting, as well as some of the shortcomings made by students during speaking in front of the class. After giving enough motivation and direction to the students, the teacher gives time to students who have not had their turn to perform in front and prepare themselves. After a while students came forward to speak. However, at this meeting, students have received motivation and have also been told about some of the mistakes made by students in the previous meeting so that students become more relaxed when speaking in front of the class. There are still some things that look disturbing when students speak in front of the class, but this can be overcome by them so that the dialog continues to run smoothly without any significant

obstacles. Students at this meeting have been able to minimize the level of anxiety they experience.

B. Discussion

This study aims to find out whether there is an impact resulting from the provision of apperception on student anxiety in speaking. According to the results of the study, anxiety is one of the challenges that students must overcome when learning to speak. According to Izumi and Setiyadi (2017), shows that there is a relationship between anxiety and students' ability to speak. When students' anxiety is greater, the way they speak becomes less clear. Anxiety has an impact on students' development in learning to speak, so when students' anxiety is not controlled then students cannot perform their best performance in speaking.

To overcome the problem of anxiety experienced by students, teachers need to find solutions, one of which is by doing apperception so that students can reduce the level of anxiety experienced. As quoted from Octaviani (2020) who said that apperception is an important process carried out at the beginning of learning before entering core learning. It aims to attract students' attention and build students' interest in learning before starting the learning process. Based on this, according to the question in this study as follows whether there is an impact of providing apperception on student anxiety in speaking, the researcher conducted direct observations in the selected classroom.

In this study, observations made by researchers at the first meeting, researchers saw that the teacher did not provide a thorough apperception to students. This was due to time constraints as the students had just finished the

ceremony. The teacher only entered the classroom, prepared the class, took attendance, and then immediately gave students the opportunity to come to the front of the class to speak. Apperception should be done before starting the learning process as Ningsih (2013) said that apperception is an activity carried out by the teacher to create a learning atmosphere that prepares students' mental and interest. However, because this was not done, the result was that no students were brave enough to come to the front of the class to speak. Some of them argued that they were not ready, embarrassed, afraid, and some even asked permission to leave the class because they had a stomachache and wanted to peeBased on the signs shown by students, the researcher concluded that the level of anxiety experienced by students was at the third level which is severe anxiety.

In the second meeting, the researcher saw that the teacher began to apply apperception. The teacher began her apperception by asking how the students were doing, providing a little motivation and telling stories. After this phase was completed, students seemed to have entered the alpha zone, this could be seen from the faces of students who already looked cheerful and did not look sleepy. This is in accordance with research Ayu, et.al (2022) who said that funny story apperception is one of the various types of apperception that can be used by teachers in learning. This is because storytelling can attract students' attention to enter the alpha zone, so it is hoped that by providing funny stories it can relieve the level of stress experienced by students, foster positive emotions, and make students feel comfortable in learning. With the provision of apperception in this second meeting, finally there were students who dared to come forward to speak

compared to the previous meeting where no students dared to come forward to speak. This shows that there is a difference in anxiety experienced by students when the teacher provides apperception or not at all. With the provision of apperception, the level of anxiety experienced by students at this second meeting has decreased to the second level, namely moderate anxiety.

In the third and fourth meetings, teachers have implemented various stages of apperception, such as providing motivation, interacting and telling stories with students to bring them into the alpha zone so that they feel comfortable and ready to learn. The teacher also provides a warmer stage, which is a little discussing the material in the previous meeting and explaining about any shortcomings that occurred in the previous meeting. This is in accordance with what is suggested by Rahmi (2022) in her research which says that apperception can be used as a stimulus so that students can have preparation before entering the core lesson. Even though the teacher has provided apperception, students' speaking performance still shows some signs of anxiety such as stuttering when speaking, sweating, laughing, sounding small, and misspronunciation. But on the other hand, students also showed good signs when speaking such as looking more enthusiastic, giving additional expressions to the faithful words they said, giving body gestures, and giving emphasis to some words that they considered important. This can happen because of the provision of apperception that makes students feel more relaxed, providing motivation and also having been told by the teacher about the mistakes made by students in the previous meeting when speaking. In this

third and fourth meeting, the level of anxiety experienced by students has decreased to the lowest level of mild anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions based on the research findings. This study aims to determine whether there is an impact of providing apperception on students' anxiety levels in learning to speak. The participants in this study were class 11 MIPA 2 at SMAN 2 Parepare.

A. Conclusion

Based on the results of the research above, the researcher concluded that there are several signs of anxiety shown by students when learning to speak such as nervousness, lack of confidence, looking down, laughing, sweating, and looking restless. However, the researcher found a positive impact resulting from the provision of apperception by the teacher on reducing the anxiety experienced by students when speaking. When teachers provide apperception at the beginning of learning, this makes the classroom atmosphere more comfortable and the condition of students who look more relaxed so that students are physically and mentally ready to enter into core learning. Giving apperception is very helpful for students in minimizing the level of anxiety they experience when learning to speak. In addition, the provision of apperception can also provide motivation for students to learn to speak because students are given time to make themselves relaxed and comfortable so that they are able to minimize everything that makes them anxious when learning to speak.

B. Suggestion

English is a universal language that has attracted attention in various fields, especially in education. Of the four skills that exist in English namely reading, speaking, listening, and writing, speaking is one of the most important skills that must be learned by students. One of the challenges in speaking is anxiety which is difficult to control, making our speaking poor. Therefore, teachers need to find solutions to overcome this, one solution that can be done is to provide apperception.

For teachers, teachers need to understand the need to provide apperception before entering into core learning. Teachers can do various ways in the apperception activities carried out to attract students' attention. This is done so that students are mentally and physically ready to follow the entire learning sequence and make students feel as comfortable as possible.

For students, the results of this study can be a solution for students to minimize the level of anxiety they experience when learning to speak through apperception activities carried out by the teacher. With the apperception activities, it is expected that students feel comfortable with the classroom atmosphere so that students can reduce the level of anxiety they experience when learning to speak.

For further research, the findings of this study are expected to be one of the sources of reference related to the impact of apperception on students' anxiety in learning to speak. The results of this study conclude that there is a positive impact resulting from the provision of apperception to reduce the level of anxiety experienced by students when learning to speak.

BIBLIOGRAPHY

Adhandayani, A. (2020a). 7 METODE OBSERVASI. *Bussiness Law Binus*, *7*(2), 33–48. http://repository.radenintan.ac.id/11375/1/PERPUS PUSAT.pdf%0Ahttp://business-law.binus.ac.id/2015/10/08/pariwisata-syariah/%0Ahttps://www.ptonline.com/articles/how-to-get-better-mfi-results%0Ahttps://journal.uir.ac.id/index.php/kiat/article/view/8839

Adhandayani, A. (2020b). Metode Interview Dalam Penelitian Kualitatif. *Bussiness Law Binus*, *7*(2), 33–48. http://repository.radenintan.ac.id/11375/1/PERPUS PUSAT.pdf%0Ahttp://business-law.binus.ac.id/2015/10/08/pariwisata-syariah/%0Ahttps://www.ptonline.com/articles/how-to-get-better-mfi-results%0Ahttps://journal.uir.ac.id/index.php/kiat/article/view/8839

Ahyar, H., Maret, U. S., Andriani, H., Sukmana, D. J., Mada, U. G., Hardani, S.Pd., M. S., Nur Hikmatul Auliya, G. C. B., Helmina Andriani, M. S., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Buku Metode Penelitian Kualitatif & Kuantitatif* (Issue March).

Al Hakim, R. N. A., & Syam, H. (2019). an Analysis of Students' Anxiety in Speaking English At Man I Kolaka. *ELT Worldwide: Journal of English Language Teaching*, *6*(2), 127. https://doi.org/10.26858/eltww.v6i2.10486

Anis, H. (2023). *Apersepsi dalam Pembelajaran dan Contohnya*. HERMANANIS.COM. file:///C:/Users/HP/Downloads/Apersepsi dalam Pembelajaran dan Contohnya - Pembelajaran.html

Ariyanti, A. (2016). Psychological Factors Affecting EFL Students' Speaking Performance. *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, *1*(1). https://doi.org/10.21462/asiantefl.v1i1.14

Astuti, S. I., Arso, S. P., & Wigati, P. A. (2015). Studi Tentang Keterampilan Guru Dalam Melaksanakan Apersepsi Pada Pembelajaran PPKN Di SMP Negeri 1 Dan SMP Negeri 2 Benteng Kabupaten Selayar. *Analisis Standar Pelayanan Minimal Pada Instalasi Rawat Jalan Di RSUD Kota Semarang*, *3*, 103–111.

AULIA, W. M. (2022). *PENGARUH KEGIATAN APERSEPSI TERHADAP KESIAPAN BELAJAR SISWA KELAS IV DALAM PEMBELAJARAN TEMATIK DI SDN 101785 MABAR. 8.5.2017*, 2003–2005.

Auliyah.N, N. (2019). PSYCHOLOGICAL PROBLEM IN LEARNING SPEAKING FACED BY THE ENGLISH DEPARTMENT STUDENTS AT UNIVERSITY OG MUHAMMADIYAH MAKASSAR. *Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, *2*(1), 1–19. http://www.scopus.com/inward/record.url?eid=2-s2.0-84865607390&partnerID=tZOtx3y1%0Ahttp://books.google.com/books?hl=en&lr=&id=2LIMMD9FVXkC&oi=fnd&pg=PR5&dq=Principles+of+Digital+Image+Processing+fundamental+techniques&ots=HjrHeuS_

Ayu Purnamasari S, Muhammad Amin, L. J. L. A. R. (2022). Education and Learning Journal. *Universitas Muslim Indonesia*, *1*(January), 106–113.

https://jurnal.fai.umi.ac.id/index.php/eljour/

Azlina, K., Eliwarti, & Novitri. (2015). A study on the speaking ability of the second year students of SMK Telkom Pekanbaru. *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 1–13. https://media.neliti.com/media/publications/206186-none.pdf

B, L. O. M. I. H. (2014). Peningkatan Kemampuan Berbicara Bahasa Inggris Melalui Media Gambar Berseri. *BAHTERA : Jurnal Pendidikan Bahasa Dan Sastra*, *13*(1), 88–95. https://doi.org/10.21009/bahtera.131.9

Badrasawi, K. J. I., Solihu, A., & Tunku Ahmad, T. B. (2020). Second Language Speaking Anxiety Among Malaysian Postgraduate Students at a Faculty of Education. *International Journal of Education and Literacy Studies*, *8*(2), 54. https://doi.org/10.7575/aiac.ijels.v.8n.2p.54

Brown, H. D. (2003). Testing, Assessing, and Teaching. *Language Assessment: Principles and Classroom Practices*, 315.

Daud, A., Ras, F., Novitri, N., & Audia, C. P. (2019). Factors Contributing to Speaking Anxiety: A Case Study of Pre-Service English Teachers. *Journal of Educational Sciences*, *3*(3), 412. https://doi.org/10.31258/jes.3.3.p.412-422

Ghita Calvina Izumi, Ag Bambang Setiyadi, D. S. (2017). The Study between Students Anxiety and Speaking Ability at SMAN 1 Kabupaten. *UNILA Journal of English Teaching*, *6*(7), 1–9.

Habibah, N. (2014). Wawancara Dalam Penelitian. *Repository Universitas*

Muhammadiyah Sidoarjo, 6. https://eprints.umsida.ac.id/454

Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, *4*(7), 1501–1505. https://doi.org/10.13189/ujer.2016.040701

Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, *5*(2), 230–239. https://doi.org/10.24815/siele.v5i2.10932

HARRIS, A. S. (2019). *AN ANALYSIS OF STUDENTS SPEAKING ANXIETY ON SPEAKING PERFORMANCE OF THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION FKIP UIR PEKANBARU*. *Npm 146311205*.

Harris, D. P. (1974). *Testing a Second Language*. 84–85. Library of Congress Catalog

Haryoko, S., Bahartiar, & Arwadi, F. (2020). *Analisis Data Penelitian Kualitatif (Konsep,Teknik, & Prosedur Analisis)*.

Howitz, Elaine K. Horwitz, B. M. (2018). Foreign Language Classroom Anxety. *Angewandte Chemie International Edition*, *6(11), 951–952.*, *3*(1), 10–27. https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf

Hull, M. (2022). *Different Levels of Anxiety*. 1 Maret 2023. https://www.therecoveryvillage.com/mental-health/anxiety/levels-of-anxiety/

Iizuka, K. (2010). Learner coping strategies for foreign language anxiety. *JALT2009 Conference Proceedings*, 103–112.

Iswara, Andaya, Abi. Azib, Abdul. Rochsantiningsih, D. (2004). *IMPROVING STUDENTS SPEAKING FLUENCY THROUGH THE IMPLEMENTATION OF TRIVIA-BASED ACTIVITY IN UNIVERSITY STUDENTS*. *1*, 1–14.

Isyam, Y. Z. and A. (2010). MENINGKATKAN KEMAMPUAN 'GRAMMAR' MAHASISWA JURUSAN BAHASA INGGRIS FBS UNP SECARA LISAN DAN TULISAN Amri Isyam dan Yetty Zainil FBS Universitas Negeri Padang. *Lingua Didaktika*, *04*, 1–17.

Julianti, M., Harunasari, S. Y., & Nasution, D. (2019). The Relationship Between Student Anxiety and Speaking Ability. *Procedings of the National Seminar on STKIP Kusuma Negara Education*, 1–5.

Mada Ali, S., Hasanah, N., & Rosdiah. (2022). Applying High Order Thinking Skill (Hots) on Teaching Reading Skills for The X Grade Students of SMAN 2 Kalukku. *Inspiring: English Education Journal*, *5*(1), 11–21. https://doi.org/10.35905/inspiring.v5i1.2616

Mardhiyah, U. A. (2021). Pengkondisian Gelombang Otak Zona Alfa Melalui Apersepsi Pembelajaran. *Jurnal Paradigma*, *11*(July), 99. https://www.staimmgt.ac.id/wp-content/uploads/2021/06/6.-PENGKONDISIAN-GELOMBANG-OTAK-ZONA-ALFA.pdf

Mariska, Kurniawan, Setyadi, E., & Fatmaryanti, Siska, D. (2013). Efektivitas

Pemberian Apersepsi dan Motivasi dalam Meningkatkan Pemahaman Konsep Siswa pada Pokok Bahasan Gaya SMP Negeri 13 Purworejo. *Radiasi: Jurnal Berkala Pendidikan Fisika*, *3*(2), 160–165.

Muslem, M. A. (2021). *An Analysis on Factors That Influences' Anxiety in Speaking English*. *6*(February), 11–13.

Ningsih, Mastuti, S. E., & Aminuy. (2013). *Perbedaan Pengaruh Pemberian Apersepsi Terhdap Kesiapan Belajar Siswa Mata Pelajaran IPS Kelas VII A*. 0–11.

Nunan, D. (1992). *Research of Method in Language Learning*. 249. https://www.academia.edu/31150928/_David_Nunan_Research_Methods_in_Language_Learning

Nurcahyo, J. (2014). *PENGARUH APERSEPSI VISUAL DAN MINAT BELAJAR SISWA PADA MATA PELAJARAN TEORI PROSES PEMBUBUTAN DASAR DI SMKN 2 PENGASIH KULON PROGO*.

Octaviani, F. R., Murniasih, A. T., Dewi, D. K., & Agustina, L. (2020). Apersepsi Berbasis Lingkungan Sekitar sebagai Pemusatan Fokus Pembelajaran Biologi Selama Pembelajaran Daring. *Buletin Pengembangan Perangkat Pembelajaran*, *2*(2). https://doi.org/10.23917/bppp.v2i2.13792

Palupi, R. E. A. (2021). Students' Speaking Anxiety: Ready or Not. *ELE Reviews: English Language Education Reviews*, *1*(1), 61–71. https://doi.org/10.22515/ele-reviews.v1i1.3592

Passiatore, Y., Pirchio, S., Oliva, C., Panno, A., & Carrus, G. (2019). Self-efficacy and anxiety in learning English as a Foreign language: Singing in class helps speaking performance. *Journal of Educational, Cultural and Psychological Studies*, *2019*(20), 121–138. https://doi.org/10.7358/ecps-2019-020-passi

Prastiwi, N. A. (2011). Factors Contributing Students ' Anxiety in Interpersonal Speaking Class. *English.Edu*, 18–19.

Pujiarti, F. Y. (2021). *The Correlation BetweenStudents' Anxiety and Their Speaking Ability at Senior High School in Kediri*. http://etheses.iainkediri.ac.id/id/eprint/4180

Putra, J. U. (2018). *An analysis of students' anxiety in english speaking classroom at the third semester students of english department in makassar*. 1–80.

Putri, Maisharah, S. (2022). *AN ANALYSIS OF STUDEN TS ' STRATEGIES IN REDUCING ANXIETY IN SPEAKING AT SMAN 3 TAPUNG*.

Putri, A. (2020). A study of students's anxiety in speaking. *ELLITE Journal of Education, Linguistics, Literature and Language Teaching e-ISSN:*, 35–47.

Rahman, A. W. (2017). How Good EFL Learners Decrease Their Foreign Language Anxiety: A Solution for the EFL Students with High Anxiousness. *Ethical Lingua: Journal of Language Teaching and Literature*, *4*(2), 127–138. https://doi.org/10.30605/ethicallingua.v4i2.625

Rahmi, A. M. (2022). *Exploring Teacher's Apperception in Teaching English on*

Higher Education. http://idr.uin-antasari.ac.id/id/eprint/21709

Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, *172*(2019), 1053–1058. https://doi.org/10.1016/j.procs.2020.05.154

Rijali, A. (2019). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, *17*(33), 81. https://doi.org/10.18592/alhadharah.v17i33.2374

Rohmani. (2020). Pengertian Apersepsi. In *Academia* (pp. 1–2). https://www.academia.edu/5434176/Pengertian_apersepsi?email_work_card=thumbnail

Rokhayani, Atik. Cahyo, Nur, Dwi, A. (2015). PENINGKATAN KETRAMPILAN BERBICARA (SPEAKING) MAHASISWA MELALUI TEKNIK ENGLISH DEBATE. *Nhk技研*, *151*, 10–17.

Sri Budiarti, I., Nora, R., & Putri, M. (2025). Description of Anxiety Level in the Elderly Times Covid-19 Pandemic. *Midwifery*, 2745–7818.

Studies, B. (2012). *A Review of Horwitz , Horwitz and Cope ' s Theory of Foreign Language Anxiety and the Challenges to the Theory*. *5*(1), 69–75. https://doi.org/10.5539/elt.v5n1p69

Sulistyorini, D. (2018). Language anxiety and its effect on students' speaking performance. *2nd English Language and Literature International Conference*, *2*, 235–241.

Sunita, N. W., & Nardus, E. O. (2018). Pengaruh Penerapan Strategi Apersepsi Scene Setting Terhadap Pemahaman Konsep Matematika Dengan Mengontrol Motivasi Berprestasi. *Emasains: Jurnal Edukasi Matematika Dan Sains*, *7*(1), 29. https://ojs.mahadewa.ac.id/index.php/emasains/article/view/80

Suryadi, H. (2021). an Analysis of Students' Anxiety in Speaking. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, *VIII*(1), 47–53. https://doi.org/10.55681/nusra.v2i1.66

Valentin, A. (2022). *The 4 Levels of Anxiety*. 9 Februari. https://www.clearbrookinc.com/news/4-levels-of-anxiety/

Wildan, M. (2022). *Pengertian Pronunciation, Jenis dan Contohnya*. 6 Oktober 2022. https://globalenglish.id/pronunciation/