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The Impact of Apperception on Students' Anxiety in Learning Speaking at SMAN 2 Parepare

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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.

Introduction

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

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.

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 relation to the psychological problems experienced by students, teachers need to find ways to reduce students' anxiety levels experienced during learning to speak. 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.

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.

Method

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.

Results and Discussion

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.

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 pee. Based 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. 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.

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.

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