

CHAPTER I

INTRODUCTION

This chapter covers the study's background, research questions, objective, significance, and key terms definition.

A. Background of study

Many aspects influence the success of the teaching and learning process, including the learning environment, learning materials, student enthusiasm for learning, and others. Students lack attention and enthusiasm during the teaching-learning process, the process of teaching material performs poorly. To learn effectively, learners must pay attention and be motivated.

As a result, every instructor or teacher should be able to focus their students' attention. The teacher should care about this, then the students be able to learn the content. The primary responsibility of a teacher is to facilitate learning activities. In order to construct a practical activity, the teacher must understand the definition of learning activity, teaching, and learning strategy.

To gain students' attention, the teacher can use apperception as a positive stimulus in the first phase of the teaching process. It is the stage in which the student is given preparation, such as connecting past material to current lesson material. In most cases, the teacher performs pre-activity such as greeting, praying, verifying attendance, apperception, and stating the learning

purpose instructional and immediately beginning the class. Apperception is a key component of pre-activity.

The teacher can increase a student's readiness to learn by using apperception. Apperception, according to Schor (1998) to be able to present a new lesson before the teaching process begins, the teacher must first create a logical representation by relating the new learning material to previous material that the students already understand. A discussion about experiences, according to Herbart (2018), invade learners' conscious awareness while their minds search unconsciousness for connections between the new concept and what they have already experienced.

The new concept only be considered significant if it can be linked to other concepts. Apperception is usually given at the start of class before the students receive new materials because the first few minutes of the learning process are crucial in ensuring the students' quality learning for the next hour (Chatib, 2014)

It is crucial to remember what lessons have been learned. Allah also reflects this repetition in a letter which gets the nickname *sab'un matsani* or seven verses that are repeated, as Allah says in al-Qur'an Al-Hijr verse 87:

وَلَقَدْ آتَيْنَاكَ سَبْعًا مِّنَ الْمَثَانِي وَالْقُرْآنَ الْعَظِيمَ

The seven verses referred to by the verse above are interpreted by some scholars as Surah Al-Fatihah which is read by a Muslim repeatedly 17 times a day. This is certainly a learning from Allah SWT so that His servants

understand the true nature of life. It also in line as stated in Al-Qur'an in surah Al-Mujadilah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Repetition of lessons, also known as *muraja'ah*, is a crucial issue. Students need this because forgetting is a human characteristic or habit. In order to reduce errors and strengthen the material to be taught, educators should repeat learning materials and prepare pre-learning activities. This also help students become more focused, pay attention to the teacher, and be prepared to accept new material.

Teachers have yet to pay much attention to the lesson's introduction phase up to this point because it is difficult to put into practice. There are many challenges that teachers must overcome, such as their lack of expertise in apperception and their widespread belief that apperception has no significant impact on the learning process. As a result, when entering the class, there are not many teachers who actually teach the material or ask quick questions about the activities from the previous meeting. In actuality, apperception is crucial to the learning process. The first few minutes of the lesson are crucial because they are when the apperception activity can be put into practice for the upcoming hour-long lesson. (Chatib, 2014).

If the students are convenient with the class condition and feel that they can follow the initial stage of the lesson, they perceive or feel that the upcoming lesson be easier to understand. If the students do not engage with the lesson, they feel uncomfortable or even not understand the lesson.

UPB is a language development unit that carries out teaching Arabic and English courses to students in all faculties within UIN Antasari. UPB is also tasked with organising activities in the form of linguistic training, especially in foreign languages such as Arabic and English. Also, one of the mandatory activities is to carry out each student's final task.

Based on the pre-observation, UPB started at around 6.40 am, and the students felt sleepy and tended to feel bored. Thus, UPB is one of a mandatory objects in UIN Antasari Banjarmasin. Apperception can give the student motivation and fun activity before starting the lesson. That is why the researcher wants to conduct research in the title: **Exploring Teacher's Apperception in Teaching English on Higher Education**

B. Research Question

Based on the above, the researcher proposed the following problem statement:

1. How do English teachers give apperception in the UPB English classroom?
2. What apperception strategies that teachers use in UPB English classrooms?

C. Objectives of the Study

Based on the statement of the problem above, the objective of the research aim:

1. To find how English teachers give apperception in the UPB English classroom.
2. To find what apperception strategies teachers use in UPB English classrooms.

D. Significance Research

The significance of the study provide several theoretical and practical contributions, including:

1. Theoretically

- a. The study's findings can aid in comprehension of how English teachers give apperception and what apperception strategies teachers use in UPB English classrooms.
- b. The study's findings can be utilised to help figure out how English teachers give apperception and their strategies in UPB English classrooms.
- c. The study's findings can be used as a guide for those who want to research apperception in the classroom.

2. Practically

- a. For the lecturers

The findings of this study are likely to aid lecturers in the English education department in their understanding of probing apperception in the classroom. It can also serve as a guide for lecturers in terms of how they should instruct and direct their students.

b. For the students

For the students, the findings of this study are expected to aid them in fully participating in all aspects of class learning to gain a better understanding of the topic, particularly in EFL classrooms.

E. Definition of Key terms

In order to avoid misinterpretation while investigating the topic of this study, the researcher must first define a few essential terms:

1. Teacher

The term "Teacher" is used in this study to describe lecturers who teach at UPB, especially in 99, 100, and 101 groups teacher.

2. Apperception

The term "apperception" is used in this study to describe the teacher's method of connecting current information to students' prior knowledge to stimulate their interest in learning. In this research, apperception means activities carried out by the teacher before entering the core learning activities to attract students' attention to the new knowledge or experiences conveyed by the teacher who taught in UPB pre-intermediate classes.

3. Higher Education

In this research, higher education means elementary classes in UPB of UIN Antasari Banjarmasin, grade 99-101.