

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the findings and discussion. The results and discussion in this chapter are meant to answer the research question that the findings have presented. The findings are meant to provide insight into the research question on the English teachers give apperception and strategies used in the UPB English classroom.

#### **A. Findings**

The researcher explains the data from participant observation and interviews in the findings section. To illustrate, the data were presented in a descriptive way to show how the English teachers give apperception and strategies used in the UPB English classroom.

##### **1. Stage of Apperception used by English Teacher in the UPB English classroom**

Based on the observation in group 99-101 of UPB UIN Antasari Banjarmasin, there were four stages in apperception found in every classroom:

###### **a. Alpha Zone**

At the first meeting in the group 99 that was conducted at October 06 2022. The teacher greets the students by saying *Assalamualaikum*. The teacher then checks the students' attendance.

After that, the teacher starts the ice-breaking expression, " Good Morning, how are you today? I'm doing well". On the second meeting on September 07 2022, the teacher also did ice breaking expression, " Good Morning, how are you today? I'm doing well". While the last meeting on Thursday, September 08 2022, the teacher made ice breaking expression, " Good Morning, how are you today? I'm doing well". After finish doing it, the teacher tells story about the teacher'life. The teacher expression "*Mister pas ngajar disekolah kristen mister, mister punya teman atau sahabat gitu laki-laki sama-sama ngajar disitu. Mister orangnya open aja baik laki-laki ataupun perempuan, jadi pas ngajar itu kalaunya murid gak ngerti mister datang langsung apalagi kalau perempuan bertanya itu suaranya kecil gak kedengaran. Jadi ada kesalahpahaman yang menyebabkan mister itu difitnah. Setelah dicari tau ternyata teman yang dianggap mister sahabat sendiri lah nusuk mister dari belakang*".

In the 100 groups, the teacher also greets and checks students' attendance in every meeting conducted on October 10<sup>th</sup>-12<sup>th</sup>, 2022. From the first until the last meeting, the teacher made an ice-breaking expression, " Good Morning, how are you today? I'm doing well". Only on the second meeting, after the ice breaking the teacher tell a story to the student. Story expression, "*Kalian kalau bisa jangan nikah dulu, selesaikan kuliah. nanti kalau punya anak susah kalau sambil kuliah*"

However, on the observation from 20<sup>th</sup> until 22<sup>nd</sup> October 2022, the 101 groups, after greeting and checking students' attendance, the teacher only did an ice-breaking which is an alphabet song. Ice-breaking expression," before we start lesson today, let's song together; A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z".

b. Warmer Stage

Based on group 99, the teacher reviewed the material through the game that every student joined in the first and second meetings. While on the last meeting, the teacher only reviews material through a question.

In the 100 groups, the teacher reviewed material through questions only in the second and third meetings. It is also similar to the 101 groups that only review material through the question in the first and second meetings.

c. Pre-teach Stage

Based on group 99, in the first meeting teacher explained the procedure of the game, for example on the first day, the teacher explained how to play the game "then we will play a game, before that mister will explain about the game, 1 person will be appointed after the music stops, then come forward to choose numbers 1 to 9 then a picture will appear that you have to explain today's material". The second meeting. the teacher explains how to play the game spin it "after mister

presses the button, the wheel will spin, after stopping a name will come out randomly, after that you answer the question". In the last meeting, the teacher gives the students instruction to do exercises.

In the 100 groups, in the first meeting, the teacher explains the steps to answer the questions. The second teacher explains the way to do the task. In the third meeting teacher explains the activity they will do "So, you go one by one and explain the pictures of your family that have been brought, who is in the picture and their relationship to you".

In the 101 groups, the first meeting, the teacher explains the division of groups to read the conversation "miss will choose two students to read the conversation alternately until everyone gets it" the division of groups to read the conversation "miss choose two students to read the conversation alternately until everyone gets it"

In all meetings in groups 99-101, the teacher explained the learning process steps, including the ways to do a task, the discussion plot, the group division, the game procedure or other activities.

#### d. Scene Setting Stage

In group 99, on the first meeting, the teacher uses visualization and simulation by using media aid such as a book, laptop, and games 1 to 9. While on the second meeting, the teacher only used visualization by using media aid such as a book, laptop and Spin It game. On the other hand, in the last meeting, the teacher tells a story and visualization by using media aid such as a book.

In the 100 groups, the teacher uses story and visualization in the scene set in the first and second meetings. The story was about a teacher's experience. However, in the last meeting, the teacher told the student to visualization, and they were asked to bring a family picture.

The 101 groups in the first and third meetings used story and visualization, while the second meeting only visualised using media aids such as a book, handphone, and speaker.

## **2. Apperception strategies used by English Teachers in teaching English at UPB classroom**

Based on the interview with three teacher of 99-101 groups of UPB UIN Antasari, there are many aspects that apperception strategies used by English teachers in teaching English at UPB classroom based on stages of apperception.

### **a. Alpha Zone**

There are apperception strategies used by English teachers in teaching English at UPB classroom based on alpha zone.

#### **1) Ice breaking**

All of the teachers claimed that they do ice breaking on the apperception with their own way. One teacher mentioned that he used power point, sing a song and worldwall game. Teacher 99” Yes, usually use PowerPoint, there are games there. The second one uses a website called worldwall. The third one is in the book itself, there are tables like that and that also supports stimulation in

a practical way, besides that it also uses the talent that exists in the teacher, for example, like singing, it also includes apperception” (IS, interview result, November, 2022)

The 100 group teacher’s mentioned that the type of ice breacking that she usually use in the classroom was say the names of objects in English. She stated “Ever, if students are bored. Ice breaking is usually what I use to mention objects in English, for example one by one. The function of ice breaking is to return their focus to learning” (100, interview result, November, 2022).

The teacher of 101’s group also added that sing the ABC song that she uses in ice breaking on the classroom. She stated “Yes, usually sing a,b,c. so I got used to singing first because they pronounced the pronunciation a lot wrong, even the letters were wrong. So, I make it a habit to sing before and after lessons so that it's more pleasure and at first, they can sing up to 3 times until their pronunciation is all correct” (RL, interview result, November, 2022).

## 2) Fun Story

One teacher claimed she never used fun study on the apperception, while the other mentioned that they have a fun story. The teacher of the 99 groups mentioned that he used a fun story about his own story and the students. As he stated "Yes, like from myself but still related to the material, don't pretend there is still

material in it, for example likes and dislikes” (IS, interview result, November, 2022).

While the other teacher mentioned that she used a fun story to punish the student who came late to the classroom and asked to tell a funny story that happened in their life. She said “Ever, if they're late. they will be punished by being told to tell what ridiculous events have happened in their lives” (NH, interview result, November, 2022).

### 3) Music

Two of the teacher mentioned that they had used music in apperception, and they stated that they use it in the listening section of the simple present tense, and the student is asked to fill in the blank. As one of the teacher said "Once, in the past, it was often like listening, the theme was simple present, later they would fill in the blank and then copy" (NH, interview result, November, 2022).

### 4) Brain Gym

The teacher of 100 and 101 group claimed that they never use brain gym in the classroom. However, 99 group teacher mentioned that he have use brain gym that the student need to follow what the teacher action. He stated “Like this (gives the exemple ofmovement). First, I do it the first time, for example one(nose), two(head), three(ear).” (NH, interview result, November, 2022).

### b. Warmer

To review the learning material, one of the teacher claimed that she just asked the student. She explained “Usually it's just a question, for example, yesterday's family members have already been discussed today so that we can remind again so that we know at what level of learning we have succeeded or not in making handouts” (NH, interview result, November, 2022).

While the other said it depend on the learning material, she sometimes use game and sometimes use question to reviewing material. She said “Depending on the material, if the material is relaxed and just a little bit it might be more game-oriented. Because games take more time than questions. Game to repeat the previous material. But if the material is hard and there are a lot of days, usually just ask questions first.” (RL, interview result, November, 2022).

c. Pre-teach

All of the mentioned that they sometimes explain the learning steps or process to the student. One of the teacher said "Yes, sometimes. But the rest isn't. What do we learn today. The point is to open this page and then do this, if at the beginning it's just an opening." (RL, interview result, November, 2022).

d. Scene Setting

One of the teacher said that he motivate student by telling story, visualize the topic of learning material, simulation, pantomime. He explained “I use everything, except visiting prominent. Replaced by



showing the video but the character is from the artist. If you are motivated, yes, every day, of course, but the words are not in Indonesian but in English. If a pantomime is like an expressive face. Or for example Movement gives a clue like uya kuya. The move then they guess” (IS, interview result, November, 2022).

While the teacher of 100’s group mentioned that she never use pantomime and visiting. she added that she only use telling story, visualization and, simulation. She said “Story telling. I saw that if they were noisy it meant their focus had changed, so I threw the story into focus on me. so study again later. if they don't focus anymore, tell the story again. The most frequent visualization is proposition learning, it has to be real, if it's not real, there's the video or PowerPoint that I use. If the role-play is often like introducing yourself and also the conversation between Nisa and John. Never use mime and visiting prominent” (NH, interview result, November, 2022).

On the other hand, the other teacher mentioned how she used simulation about shopping in her classroom. She explained “If visualization from the picture but from the LCD is difficult. As for simulation, yes, it was about shopping. So I divided them into 2 groups, one group of buyers and one group of buyers, I gave them a money limit and they had to run out in so much time and had to spend so much and after that the buyers became sellers and the sellers became buyers so they practiced shopping and had conversations in Bahasa English too,

from speaking there and grammar too.” (RL, interview result, November, 2022).

## **B. Discussions**

In the discussion section, the researcher showed the answer to the first research question about the Stage of apperception used by English teachers in the UPB English classroom and apperception strategies used by English teachers in teaching English at UPB classroom. The pattern of apperception has been presented in the data result in the last part of this chapter:

### **1. Stage of Apperception used by English Teacher in the UPB English classroom**

The findings show the apperception stage used by English teachers in the UPB English classroom. All of the teachers claimed that apperception is crucial because they believe that it can motivate students to learn, especially in English language classrooms. This is also in line with what Stockdale and William (2004) said that teachers must decide how to use apperception in the most effective way to keep pupils interested in their lessons.

According to Munif Chatib, there are four phases of apperception before the teacher asks the class to study the following set of lessons. Alpha zone, warmer, pre-teach, and scene setting are the phases. The results of the observation and interview with the 99–101 group of UPB students at UIN Antasari Banjarmasin revealed that the teacher used those four phases of

apperception in the English lesson, by Munif Chatib's theory of apperception.

## **2. Apperception strategies used by English Teachers in teaching English at UPB classroom**

This section was conducted in UPB UIN Antasari. The objective of this research was to know what apperception strategies English teachers used in teaching English at UPB classrooms. The result of the interview done by the researcher found that the apperception strategy used by English teachers was the alpha zone. All of the teachers gave ice breaking to bring the students' focus back. The brain's alpha zone was operating at its brightest level. Because the neurons were in harmony in this area, the students had the optimum conditions for learning there. Therefore, the student's thoughts, sleepiness, and daydreaming were prevented during class. The teacher's strategies in this stage were Ice breaking and fun stories. While one of the teachers also mentioned that he had used a brain gym in the alpha zone.

Warmer is reviewing back previous material that the teacher discussed at the last meeting. The warmer stage of perception was seen as crucial for students to retain the knowledge they have learned. Munif Chatib suggested using self-evaluation and question games as two methods for warming up (Chatib, 2014). Based on the observation, the teacher only reviewed the material through the question. According to Knowles (1999), the teacher should review the prior subject at the beginning of the class by posing some questions or summarising the previous lesson.

Pre-teach is a stage that occurs before the primary learning process. Pre-teaching is essential to prevent students from being confused when learning or performing a task (Puteri, 2018). Additionally, it aims to improve student comprehension of the information and ensure that the while-learning process goes as planned. The study discovered that the teacher never skipped this step after watching the class for three meetings. Additionally, the teacher admitted during the interview that they never skip pre-teach since they know how crucial it is to the success of the primary learning process.

The activity closest to the main activity's learning technique for helping students develop a broad comprehension of new information is the scene setting. Scene setup served various purposes, including developing students' conceptual understanding of the following content, providing learning experiences before moving on to core subjects, predicting the teacher's following instructions, and picking students' attention and curiosities (Chatib, 2014).

Based on the result of the discussion above, The advantage of apperception is to form understanding. The teacher taught new subject matter needs to be related to things that have been mastered by students or related to the experience of previous students and according to the needs to facilitate understanding.

Another advantage was trying to attract students into the world that the teacher created. It should be understood that not all students understand

what teachers taught. Not all of them realize that understanding old lessons can be helpful again in the lessons to be learned. Learning is sometimes a unit that is strung between one material and another material, and by doing apperception, it would make students aware that the material to be studied has relevance to the material that has been studied.

In addition, apperception activities can create pleasant learning conditions. In creating pleasant learning conditions, every teacher has the tricks and techniques. With the same goal, the subject matter was conveyed so students could absorb it quickly, leave traces and been able to apply it, or at least students quickly understand it. All that can be seen when evaluation implementation. Because the weakness is the lack of teacher control over students during the learning process, therefore, apperception activities are needed to control learning readiness in the learning process.