
THE INFLUENCE OF APPERCEPTION TOWARDS VOCABULARY OF INDONESIAN SENIOR HIGH SCHOOL STUDENTS

PROCEEDING

REINFORCING EDUCATION,
LANGUAGE, AND SOCIO-
CULTURE

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ABSTRACT

This research was conducted about The Influence of Apperception Towards Vocabulary of Indonesian Senior High School Students. The subject of this research was the eleventh grade students of MAN 1 Bone. In choosing the subject, the researchers took it by using classroom action research. The researcher chose Eleventh Grade Students of MAN 1 Bone as the subject of this research and the researchers just took 10 students of the class. This research used classroom action research. Techniques of data analysis consist of tests, observation, documentation, and interviews. The test focused on finding out the influence of using apperception, the observation focused on the implementation of using apperception in teaching vocabulary, the documentation used the documentation as the instrument, The interview focused on finding the influence of using apperception. The results of the test before doing apperception and after doing apperception are getting an improvement. The students did not feel bored when the researchers were doing apperception before studying. Based on the observation, apperception had an influence toward students' learning process. Then, based on the interview, most of the students agreed if a study is beginning by apperception and the students had much interest in apperception.

Keywords: *apperception, vocabulary, students' learning process*

INTRODUCTION

Vocabulary is the basis for learning the language strongly relates to reading comprehension, intelligence, and general ability. As children learn to read, they must learn to decode (sound-out) print, but they also must have a vocabulary base (word knowledge) to make sense of what they decode. By third grade, however, children are reading to learn. For example, a child who is reading to learn about the Revolutionary War needs to know words like war, army, and horses (a basic vocabulary) to understand the history lesson.

The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabulary they know the better their chance to do well on an English test.

Apperception is connecting between old and new information to keep the new information for later use. Apperception aims to bring the students' to the atmosphere of the class, to enhance students' interest in the topic or discussed lesson and to build students' understanding of the new material.

Apperception is an important thing in the learning process. Streamlining apperception will influence the upcoming lesson hour. Apperception is a motivating activity, arousing the interest and attention of the students at the beginning of the lesson. Apperception is a process

by which the new or the unknown experience is thus taken possession of, and translated into the terms of the old, or the known, experience. That is how apperception plays a highly important role in the learning process.

METHOD

Classroom action research could be defined as reflective investigations by actors. The action is conducted to improve rational stability of their actions when doing their daily jobs, to deepen their understanding about conducted actions, and also to repair conditions where learning practices are situated. In another definition of CAR from Gwynn Mettetal mentioned that the classroom action research is a method of finding out what works best to improve students' learning. Furthermore, classroom action research also can be defined as the process of studying a real school or classroom situation to understand and improve the quality of actions or instruction. The action research is systematic. It is not a type of "anything goes" methodology. Because the classroom action research is a planned, methodical observation related to one's teaching. Besides that, according to L.R. Gay stated that the purpose of action research is to provide teachers researches with a method for solving everyday problems in school so that they may improve both students learning and teacher effectiveness.

Referring to the explanation above, the researchers argue that classroom action research is research which is done by teachers in order to understand, and to improve the students' ability in the learning process. The classroom action research itself is conducted cyclical, consisting of four stages: planning, action, observation, and reflection. Furthermore, it will be conducted in the eleventh grade of the exact class of MAN 1 Bone which aims to stimulate students' vocabulary knowledge by using apperception.

FINDINGS AND DISCUSSION

First the researchers did pre observation in MAN 1 Bone after knowing the real condition of students based on the observation, the researchers made a preparation to conduct the research. From the discussion with Mrs. Asna Indah is as the collaborator. Furthermore, the researchers also recruited one of the researcher's friends to be the second observer. The researchers designed four meetings for Teaching about public places and occupations, then a meeting for post-test. In planning of action research, research had been prepared: (1) Prepare Teaching Planning Program (Lesson Plan) or to use the apperception, (2) Prepare material which was suitable with topic discussion about vocabulary, (3) Prepare test (pre-test/post-test), (4) Prepare the observation sheet to see the condition of students' activity during learning in the class.

All plans that had been arranged were conducted in the teaching learning process and were taught the way of teaching vocabulary well by using apperception. (1) Explained the procedure of apperception by using games. Before beginning the teaching learning process the researchers had been doing the explanation about the implementation apperception to students, in order they would understand about strategy. (2) Gave the topic about public places (3) The researchers asked the students to guess about a public place that the researcher meant. (4) The Researchers applied the apperception. (4) The researchers gave the test to the students.

The researchers developed a plan according to the reflection on what went well and what needed to improve in the first cycle. As in the first cycle, research had been prepared: (1) Prepare Teaching Planning Program (Lesson Plan) to use apperception, (2) Prepare material

which was suitable with topic about vocabulary, (3) Prepare test (post-test), (4) Prepare the observation sheet to see the condition of students' activity during learning in the classroom.

In the second cycle, the researchers explained again about the apperception. After explaining the procedure, the teacher gave a different topic in the meeting. The researchers gave the game to the students before the researchers gave the new topic, in order the class would be more active. The actions planned for the second cycle was given the post-test for the students in order to get better results, and the researchers emphasized the students to be more interested in learning English, especially in mastering vocabulary.

DISCUSSION

This discussion is intended to describe the students' interest in apperception rather than without apperception. The description of the data collected through the test as explained in the previous section showed that students' writing ability, especially in vocabulary mastery improved significantly. It is supported by the mean score rate of the result of the students' pre-test and post-test improvement after giving the treatment. Because before doing the apperception in the pretest of ten students. The researchers inferred that the influence of using apperception was really helpful to improve the students' vocabulary because this was a significant of the students' vocabulary ability after the treatment was conducted.

CONCLUSION

Based on the treatment, using apperception indicated it had influences in students' learning process. It started when the researchers met the students before doing apperception before studying, the students seemed bored, but after the researcher applied apperception, the students of the class seemed happy and enjoyed the next material that had been brought by the researcher.

The following are the results of the test which has been done by the students of eleventh grade of MAN 1 Bone. There are 10 students as objects of this research. Each student has done the test. The results of the test before doing apperception and after doing apperception are getting an improvement. The students do not feel bored when the researchers are doing an apperception before studying. Then, based on the interview, most of the students agree if a study is beginning by apperception and the students have much interest in apperception.

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