

CHAPTER II

THEORETICAL REVIEW

A. EFL (English as Foreign Language)

According to the expert, the using of English is divided into English as Second Language (ESL) and English as Foreign Language (EFL). EFL is traditional term for the use or study of the English language by non-native speakers in countries while English is generally not a local medium of communication. In the other word, it can be concluded that English as Foreign Language classroom is the study of the English language by non-native speaker students are taught by teacher.

A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication. English as a Foreign Language (EFL) corresponds roughly to the Expanding Circle described by linguist Braj Kachru in “Standards, Condification and Sociolinguistic Realism: The English Language in the Outer Circle” (1985). English as Foreign Language (EFL) is taught in schools and courses. It does not play essential role in national or social. However, the role of English is great. Mostly we find it in developing country. Giving the students foreign language competence by using more several ways to read literature, to read technical work, to listen the radion, to understand the dialogue in the movie use of the language for communication. It is clear that teaching a foreign language has important role and has the same position with another teaching subject in order to reach the objective of teaching.

B. Apperception

According to Zhao (2010) apperception is a creative and innovative tool. As a team problem-solving tool, team apperception can help the team conceive a lot of creative ideas and methods. According to James (1899) apperception is the act of taking a thing into the mind. The teacher have to do an apperception in order to make the students understand what material they will get. One of the apperception that can be used in teaching process is apperception. Apperception is the activities in the apperception aspect which guide the students to share their ideas related to the problem given by the teacher. The teacher uses apperception in the beginning of the lesson. The more attractive and interesting apperception done by the teacher, the more active and creative the students will be. Generally, this technique allows the students to give their answer based on the question given by the teacher. The students can give so many answers they want so far as related to the question. Sometimes, teacher use apperception only to fulfill the sequences in teaching process. It can relate the students to comprehend the material they will get.

Apperception as a technique that was first introduced by Alex Oxborne in the 1930s as a process for developing creative solutions to problems. According to Fernald and Nickolenko, apperception is probably one of the most well-known tools of creative problem solving. It is simple, easy to learn, and has potential to improve idea generation and enjoyment with the activity itself. Apperception works by focusing on a problem, and then coming up with as many solutions as possible and by pushing the ideas as far as possible. In apperception, each idea will be discussed and

considered, some ideas may be eliminated, and a final list will be ranked for possible use as a solution toward solving the problem. In the teaching process, apperception is used by teacher to get the students ideas from the problem given by the teacher. According to Sutikno (2007; 98) apperception method is a discussion in order to gather all ideas, suggestion, information, knowledge, experience, from the students. When the teacher provides a problem and the students invited to propose any ideas related to the problems. Even the strange ideas, we cannot criticize it. After the teacher gathers all the ideas, they evaluate the ideas and make a rank list for possible solution.

According to apperception, interest is the key to motivation and education. When we experience something new that sparks our interest, it invades our conscious awareness while our mind (without us noticing) searches our unconsciousness for a connection between the new concept and what we have already experienced. The new idea will only be deemed important if it can be connected to some other idea; if it can't, the idea is lost – predicting a black card, for example, is interesting but not something so interesting it needs to push out a separate, more important concept, like how to drive using a manual transmission, (Rerko & Oberauer, 2013)

The purpose of using apperception is to get all what the students' thinking in responding a problem given by the teacher (Roestiyan, 2007; 74). Apperception can help the students learn the material. The students start with their own knowledge and identify the gaps with others. The aim of apperception is to collect as many ideas as possible within a specific period.

These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of apperception is that people need lots of ideas to get good ideas (Cullen, 1998).

C. The Type of Apperception Techniques

Apperception is one of teaching stages. Apperception is not just initiating the students to get involved into the learning process, but it is about digging up students' prior knowledge and linking it to the material the students are going to learn. There are 9 (nine) types of apperception activity that used by the teacher posed by Cullen (1998). They are:

1. Apperception using pictures

Pictures are rich sources of inspiration for apperception. Most of the students will let their imagination fly. Using picture from textbook, magazine or other sources can be used to fulfill this purpose. The question that may be related to the picture:

- a. What are these people doing?



b. List the objects in the picture.



c. Write four words to describe this person.



2. Apperception using a video

Video is very important example of instrumental materials. Oguntuase (2008) defined that video is a record on any medium through a moving image. They are derivative works which are usually based on original literacy, dramatic, musical, and artistic works.

3. Apperception using a song

Songs are wonderful for reducing nervousness. They seem to be particularly effective in whole-class apperception when the teacher is writing the ideas on the board. Play a song for the class and ask questions like the following. For examples : How does the singer feel? ,What do you

think the singer looks like? ,Suggest titles for this song., When do you think that this song was written?

4. Finding alternative for a blank in sentence

The teacher usually use this kind of technique to know how far the students understanding about the topic before the class begin. The teacher gives some blank sentence to the students, then the students can answer the question.

a. The man got off and walk away.

(Answer could include: horse/bicycle/letter/backside)

b. Peter lived in a

(Answer could include: caravan/house/apartment/fantasy world)

c. I don't like her because she is

(Answer could include: too talkative/boring/the teacher's pet)

5. Simple word list

★ In simple word list, the teacher asks the students some questions related to the unfamiliar words on the text. The teacher uses open-ended question such as who, what, when, where, why, and how. Then, the students guess the word and the meaning and the teacher writes the students answer on the whiteboard. And the last, if the correct answer is found, the students write the word and the meaning in simple word list.

6. Free writing

When the teacher asks the students to explore their ideas through free writing, the student will write what the teacher ask by writing. They

can let their ideas and thoughts flow as they will. The teacher asks the students to write whatever comes to the students mind. The students will write as much as they can and the teacher will not judge anything while the students are writing. The students will not look at their writing whether it is good or not.

7. Time travel

Time travel is where the teacher and students sit down and imagine they are from the past or the future and write down what would the students do if they were in a certain situation at that time.

8. Webbing

This is basically where the students write the main idea on a piece of paper and circle it. Then they draw a line and write down a similar idea. Keep doing this until all of the students write the ideas down on a paper. And the teacher will have a whole sheet of paper full of ideas.

9. Mind mapping

Using a mind map is a way to visually organize data and information. The students will understand easier using data visually instead of as lists or outlines. Ideas and then sub ideas that are associated with the main idea branch off from the central idea.

English teacher may use one or more apperception technique to introduce the material there is no best apperception technique as the technique issues based on the material the students are going to learn.

D. The Reasons of Using The Apperception Types

Employing apperception in English teaching and learning process deals with how the students can get engaged into the material they are going to learn. Apperception stage is also a process of measuring students' readiness in following the paths of learning. In this part, the researcher has already summarized 4 (four) reasons of using the apperception strategies from some experts.

1. To initiate students imagination.

The study by Yu (2013) indicates use of images in idea initiation, such as applying mind map images to present concepts, has the following advantages: (1) Visualized concepts can allow designers to make more associations; (2) image can stimulate others to come up with new concepts; (3) verbal and physical actions can be conducted synchronously; and (4) whether a designer is good at drawing or not will not hinder idea initiation with images.

2. To reduce students nervousness.

Nervousness or anxiety is a natural human reaction toward something happened in life and it is important as the psychology function that is felt by people. It is a matter or fact that anxiety occurs from the beginning of our life. However, as we grow and get more experience in life, the emotions will develop into other kinds of emotional aspects which are more varied and complicated. It is related with the theory from

Huffman, et al. (1997), anxiety is an emotional aspects that is developed from fear (p. 388).

3. To know how far the students understanding.

The most effective way to test students understanding is to do it while the lessons still going on. Asking students to fill out a questionnaire and then correcting misunderstanding during the next class period won't work because students have already moved on.

4. To visually organize data and information.

It is the visual presentation of data or information. The goal of data visualization is to communicate data or information clearly and effectively to readers.

The four reasons of using appropriate apperception deal with the purpose of the apperception itself. Moreover, the use of this stage is also in line with the content of the material the students are going to comprehend. Therefore the selection of appropriate apperception will provide big contribution to the next steps of students' learning process.

E. The Basic Rules of Apperception

Implementing apperception is still not easy. There are four basic rules in apperception (Osborn, 1963). They are:

1. No criticism

Criticism of ideas are withheld during the apperception session as the purpose is on generating varied and unusual ideals and extending or

adding to these ideas. Criticism is reserved for the evaluation stage of the process. This allows the members to feel comfortable with the idea of generating unusual ideas

2. Encourage Wild Ideas

These may open new ways of thinking and provide a better solution than regular ideas.

3. Quantity Wanted

The greater the number of ideas generated, the greater the chance of producing a radical and effective solution.

4. Combine and improve ideas

Not only are a variety of ideals wanted, but also ways to combine ideas in order to make them better. Good ideas can be combined to form a single very good idea. Working in a group leads to synergy that can combine a person idea with others.

★ In implementing apperception, teachers need to follow the four rules appropriately how ever the rules are flexibel to implemet as independens on the materail to teach the students condition and needs.

F. Relevant Research

There is a previous relevant study of using apperception technique. Cullen (1998: 7) has investigated the advantages of apperception techniques in learning processes. Apperception is a very useful activity that can be easily introduced into language classes. It helps students to become better learners.

In addition, it is a fun activity which students enjoy and well worth trying out in class.

The second, similar study conducted BNN The second previous study is “The Correlation Between Students’ Interest In Oral Language Program And Speaking Ability At The Eleventh Grade Of MAN Kembangawit In 2014/2015 Academic Year” that was conducted by Lailiana Rochmatul Chusniyah. Here, the researcher found that there is a significant correlation between the students’ interest and their speaking English ability. The students’ interest could influence their achievement. If the students do not have interest in learning English, they will have difficulty to absorb the lesson. This is qualitative research that measure the correlation between two variables. The instruments that used by the researcher are documentation and questionnaire that distributed to two classes that consist of 44 students. As the finding of this research, there is correlation between students’ interest and the achievement of students. The students with high interest had fluency more than they who had low interest in

The third is a study entitle “Apperception Setting in Pre-English Teaching” by Angga Taufan Dayu and Raudhatul Haura. Apperception learning is one of pre activities learning that is undertaken to prepare students in learning the material that will be studied. Apperception makes a connection between students’ experiences and their knowledge with the current material. The researcher did several steps to prepare students receiving new knowledge. They are: creating alpha zone, warmer and pre-teach. As the

result of the researchers' observation in the classroom, apperception is really support students in learning English. It can provide the basis for the students to receive new material and spark students' interest.

