The Implementation of Collaboration of Advance Organizer and Graphic Organizer in Teaching Listening Comprehension on the Students' Listening Anxiety

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ABSTRACT

The purpose of this study is to investigate whether the use of the collaboration of Advance Organizer or Graphic Organizer effective in teaching listening comprehension to students who have different levels of anxiety (high/low). The study was conducted to the 2nd semester students of IKIP-PGRI Pontianak consist of 60 students which taken by using cluster random sampling. The data collected by administering a pre-test and posttest of listening comprehension, and from a close-ended questionnaire about students' listening anxiety. After 10 meetings of treatments, it revealed that the use of the collaboration of Advance Organizer and Graphic Organizer is more effective for the students who have high and low anxiety. The data showed a significant difference from the students in the control group who were taught by using Advance Organizer.

Introduction

The role of listening comprehension in teaching and the learning process is important and crucial for the students to be mastered. In the classroom, the information is mostly presented through the teacher's explanation and discussion thus to gain the information and engage actively in the teaching and learning process the students are demanded to have good listening comprehension.

However, there are many challenges that face by the teacher in teaching listening, especially in a foreign language country. Similarly to students in a foreign country also face challenges in learning listening comprehension which influences their learning outcome. The challenges are the unfamiliarity of the topic, the difficult vocabulary, the speed rate of the recording, and related to the mental feeling of failure, feeling of nervousness in encountering the recording, and lose concentration. Those challenges give a negative effect on the student's listening comprehension.

A strategy that builds and enriches the student's background knowledge is needed to counter those challenges. The researcher believes that when the students have enough background knowledge of a certain material, they can manage to deal with the new topic material, the unfamiliarity of vocabulary, and predict the sound that they hear in the recording. When the students already at ease, in the beginning, it can give them self-confidence and decrease their anxiety during the learning process.

As mentioned by Graham (2006) in Z. Pan (2016) the complexity of listening comprehension can cause disturbance and anxiety to the students. Spielberger (1972: 10) explained that anxiety is a temporary as a transitory emotional state which consists of feelings of apprehension and tension, and heightened activity of the autonomic nervous system. The intensity and the fluctuation vary overtime as a function of the stresses that affect the students. Wheeless (1975) in Otair & Aziz (2017:263) describes listening comprehension anxiety as a receiver's apprehension, fear of misinterpretation, inadequately processing or the condition where the student is not being able to adjust psychologically to the message which sent verbally.

Many studies reported that mostly the EFL learners experienced anxiety in learning English especially in listening comprehension. The findings of those studies found many causes for listening comprehension anxiety which are linked to the characteristics of listening tasks (Vogely, 1998), and using traditional classroom instruction (Elkhafaifi, 2010). The complex task which followed by complicated recording and the monotonous classroom instruction become the primary causes of students' listening comprehension.

The strategy that the researcher used in this study is Organizers. The first organizer is Advance Organizer which is introduced by Ausubel (1960) in his study about Advance Organizer in the learning and retention of meaningful verbal material. In his study, Ausubel used advance organizer to facilitate the students to process the linking of unfamiliar topic or vocabulary to the students' memory or storage. Ausubel found that the learning and retention of unfamiliar but meaningful verbal material could be facilitated by Advance Organizer.

Ausubel (1978) define Advance Organizer as material introduction at a higher level of abstraction, generality, inclusiveness than the learning passage itself, and an overview as a summary presentation of the principal ideas in a passage that is not necessarily written at a higher level of abstraction, generality, and inclusiveness, but achieves its effect largely by the simple omission of specific detail.

The other organizer is a graphic organizer which is part of the Advance organizer roots that have the same concept as meaningful reception learning. The difference between Graphic Organizer and Advance organizer is Graphic Organizer mostly in the form of graphic or images, while the advance organizer is in the form of description or narration. Graphic Organizer then developed by Barron (1970) as an

adjunct aid to vocabulary learning. According to Estes, Mills, and Barron (1969: 41) in Boothby & Alvermann (2010) graphic organizers are "visual and verbal presentations of the key vocabulary in a new learning task in relation to subsuming and/or parallel terms that presumably have previously been incorporated into the learner's cognitive structure". In the end, graphic organizer can be as a tool to help the students integrate the new information to their prior knowledge.

Based on the explanation above the researcher conducted a study to investigate the effectiveness of the collaboration of Advance Organizer and Graphic Organizer in teaching listening comprehension for the 2nd semester of English education department students of IKIP-PGRI Pontianak in the academic year of 2019/2020. This study aims the following research questions:

1) How significant is the collaboration of Advance Organizer and Graphic Organizer add effect to the students listening comprehension with high level of anxiety?

2) How significant is the collaboration of Advance Organizer and Graphic Organizer add effect to the students listening comprehension with low level of anxiety?

Methods

Research Goal
This study was conducted to investigate the students' listening test results in order to explain the way collaboration of Advance Organizer and Graphic Organizer affect the students listening comprehension with a high and low level of anxiety.

Sample and Data Collection
The participant of this study was 2nd-semester students of the English education department in IKIP-PGRI Pontianak. The participant divided into 30 students in A morning class (experiment group) and 30 students in B morning class (control group), so the total participant were 60 students. The data were collected from the students' listening test result and the students respond to a close-ended listening anxiety questionnaire.

Analyzing of Data
The students' test results are analyzed by using descriptive statistical analysis to find the means, mode, median, and standard deviation. The inferential statistic was conducted by using 2x2 Analysis of variances (ANOVA) after the normality and homogeneity are tested. The result of the data analysis are as follow:

Table. 1 The result of the posttest from two groups

Strategy	Mean	Std. Deviation	N
Collaboration of Advance Organizer and Graphic Organizer	55.3	13.4	30
Advance Organizer	47.8	12.8	30

The students' mean score who were taught by using collaborative Advance Organizer and Graphic Organizer is 55.3 with the SD is 13.4 and the students who were taught

by using Advance Organizer is 47.766 with the SD 12.8. It means that the students who were taught by using collaboration of Advance Organizer and Graphic Organizer showed better result than the students were taught by using Advance Organizer.

This study purposed to answer the research questions about how significant the strategies give effect for the students who have high and low level of anxiety. The data can be presented as follow:

The result of ANNOVA test to answer the hypothesis testing is described as follow:

Table. 2 The recapitulation of 2 X 2 multifactor analysis of variance

Source of variance	SS	df	MS	F_0	Ft (.05)	Ft (.01)
Strategies	3212.017	1	3212.017	31.36	4.08	7.31
Anxiety	1066.817	1	1066.817	10.41		
Interaction	1170.417	1	1170.417	11.42		
Between groups	5449.25	3	1816.4167			
Within groups	5734.4	56	102.4			
Total	11183.65	59				

From the table above, F_0 between the strategies (31.36) is higher than $F_{t(0.5)}$ (4.08) and $F_{t(0.1)}$ (7.31) means that the difference between strategies is significant. It is the same with F_0 between high level anxiety and low level anxiety where F_0 (10.41) is higher than $F_{t(0.5)}$ (4.08) and $F_{t(0.1)}$ (7.31). It describes that there is significant difference between students who have different level of anxiety.

Results

In answering the research questions of this study, the researcher used Tuckey test to find the significant difference between the teaching strategies used to the students with different level of anxiety.

Table 3. The result of the posttest from two groups with different anxiety level.

Strategy	Anxiety	Mean	Std. Deviation	N
Collaboration of Advance Organizer and Graphic Organizer	High Anxiety	51.5	8.140	15
	Low Anxiety	69.5	7.437	15
Advance Organizer	High Anxiety	45.9	10.561	15
	Low Anxiety	47.8	10.416	15

$$q = \frac{\bar{x}_{c1r2} - \bar{x}_{c2r2}}{\sqrt{Error\ Variance\ /n}} = \frac{51.5 - 45.9}{\sqrt{106.1/\ 30}} = \frac{5.633}{1.88} = \mathbf{2.99}$$

The mean score of the students having high listening anxiety who are taught by using collaboration of Advance Organizer and Graphic Organizer (51.5) is higher than the students having high listening anxiety who are taught by using Graphic Organizer (45.9). As the result, the q_0 (11.54) is higher than $q_{t\ (05)}$ (2.89) which means that there is significant difference between the students who have high

listening anxiety when they were taught by using the teaching strategies.

$$q = \frac{\bar{x}_{c1r1} - \bar{x}_{c2r1}}{\sqrt{Error\ Variance\ /n}} = \frac{69.5 - 47.8}{\sqrt{106.13\ /30}} = \frac{21.7}{1.88} = \mathbf{11.54}$$

The mean score of the students who have low listening anxiety when they were taught by using collaboration of Advance Organizer and Graphic Organizer is 69.5, it is higher than the students who are taught by using Advance Organizer (47.8). Then, q_0 between teaching strategies is 11.45 which means higher than $q_{t\ (05)}$ (2.89). There is a significant difference on the students listening comprehension who have low listening anxiety.

Discussions

The result of the study indicates that the use of the collaboration of Advance Organizer and Graphic Organizer gave significant effect to the students with high and low-level anxiety. It is because the collaboration of the organizer provides more opportunities for the students to build and add more information as the background knowledge in the learning process. The imaging form of the Graphic Organizer helps the students to simplify the process of understanding. Moreover when the teacher apply Advance Organizer which combined with a graphic organizer helps the students to interpret meaning which cannot be done if the organizer is in form of narration. Minaabad (2017) discovered that using Graphic Organizer can help the students to translate the words in linear form into the visual structures.

Khatib & Faruji (2012) added that graphic organizer enhance the students incidental vocabulary learning. When the advance organizer serve information in form of narrative, the additional graphic give visual representation of combination words. Moreover, by giving the students blank graphic organizer within the advance organizer initiate the students to choose important information for them to arrange independently (Latif, 2017)

It is proven that the use of organizer whether it is Advance or Graphic Organizer especially the collaboration of both organizer is helpful for the students to improve their listening comprehension, and at the same time also decrease

Suggestions

Both organizers have strengths and weaknesses, when they are combined into one in a learning process the organizers will fulfill each other. Thus, the improvement of the students' listening comprehension can be more leverage. In using the collaboration of Advance Organizer and Graphic Organizer, the teacher is expected to use the appropriate form of the organizer. Make sure the organizers provoke the students to ask and respond to questions actively because when they already active engaging to the discussion automatically their anxiety will turn to curiosity.

Limitations

their anxiety. As written in ISLES-S (2014) organizers can nurture the students to engage the learning process by activating their prior knowledge in order to identify or to recognize new information which is unfamiliar for them.

Khatib & Faruji (2012) added that graphic organizer enhance the students incidental vocabulary learning. When the advance organizer serve information in form of narrative, the additional graphic give visual representation of combination words. Moreover, by giving the students blank graphic organizer within the advance organizer initiate Despite the effect from the collaboration of the Advance Organizer and Graphic Organizer, there are some limitations found during the learning process. The first is that the form of the organizer used in this study was limited to three forms only. It's because there is not enough time to add more meetings. The second, the meeting did not run regularly each week, because the treatments need to adjust to the teacher's schedule. The third is the researcher did not interfere during the treatment, so when the teacher finds difficulties to follow the lesson plan, the researcher can only let the teacher improvise, and make some notes to be discussed for the betterment of the following meeting.

Conclusion

The use of collaboration of Advance Organizer and Graphic Organizer have significant effect for the students who have high and low listening anxiety compared to the use of Advance Organizer. The collaboration gave extra benefit and support for each organizer which help the students organize the information before, during or after the listening session. It is different when the teacher gave advance organizer to the students only at the beginning of the lesson. The students only relay on the narration or description given by the teacher to make connection or build up to information that the students already have or not. As the conclusion, the use of collaboration of Advance Organizer and Graphic Organizer is more effective than Advance Organizer for the students' listening comprehension who have high and low listening anxiety.

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