

TEACHING LISTENING COMPREHENSION BY USING GRAPHIC ORGANIZER TO THE STUDENTS WITH HIGH ANXIETY LEVEL

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Abstract

This study was conducted to increase the third-semester students' listening comprehension in IKIP PGRI Pontianak who have high listening anxiety. The quantitative research method was used and the data were analyzed by using the one-way ANOVA in two groups of students with high listening anxiety in 10 meetings. The experiment group taught by using a Graphic Organizer before the listening session. Meanwhile, the other group was taught by using Advance Organizer in form of narrative text before the listening session. The result of the study indicates that F_o (3.609) is lower than F_t (3.419). It can be concluded that Graphic Organizer is not effective in teaching listening comprehension to students with high listening anxiety.

Keywords: Listening comprehension, Graphic Organizer, anxiety.

Abstrak

Penelitian ini dilakukan bertujuan untuk meningkatkan kemampuan listening mahasiswa semester tiga di IKIP PGRI Pontianak yang memiliki tingkat kecemasan tinggi dalam mendengarkan ketika mengikuti mata kuliah listening comprehension. Penelitian ini dilakukan dengan menggunakan metode kuantitatif dan dianalisa dengan menggunakan Anova satu arah pada dua kelompok kelas dalam 10 kali pertemuan. Dalam tiap pertemuan kelompok eksperimen diberikan informasi-informasi penting dalam bentuk Graphic Organizer sebelum sesi mendengarkan dilakukan. Sedangkan satu kelompok lainnya diberikan Advance Organizer berupa teks sebelum sesi mendengarkan. Dari hasil penelitian ditemukan bahwa Graphic Organizer kurang efektif dibandingkan dengan Advance Organizer dalam meningkatkan kemampuan listening comprehension mahasiswa. Hal ini diindikasikan dengan data temuan yang menunjukkan bahwa F_o (3.609) lebih rendah dari F_t (3.419). Sehingga dapat disimpulkan bahwa Graphic Organizer tidak efektif digunakan dalam pengajaran listening comprehension bagi siswa yang memiliki tingkat kecemasan yang tinggi.

Kata Kunci: listening comprehension, Graphic Organizer, kecemasan.

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INTRODUCTION

Introduction to new material in English to foreign language learner through listening is not an easy process. Dealing with listening in English is already become a challenge for the most foreign learners not to mention if the topic given is something new for them. It is because listening is a complex process that demands the students to do several activities in one occasion of listening. Buck (2001) informed that listening comprehension is a complex process, and it is very important to understand how that process works. Buck (2001) added that listening is a complex process because it involves both linguistic and non-linguistic knowledge. It is obvious that in one

opportunity of listening activity the students are demanded to activate both of their linguistic and non-linguistic knowledge simultaneously to process the information. The linguistic features that the students must activate deal with the phonology, syntax, lexis, semantics, and discourse structure (Buck, 2001). Meanwhile, non-linguistic knowledge is about the topic, the context, and general knowledge about things around the world and how it works (Buck, 2001).

The complexity of the listening activity arouses some problems for foreign language learners. One of them is listening anxiety. Spielberger (1983) in He (2018) defined anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Anxiety is described as subjective of several feelings which differently experienced in each student. as Chang & College (2010) concluded that anxiety which associated with learning a foreign language has been identified in the area of language competence, learner beliefs, teacher-related factors, and classroom activities. Several factors can trigger the students' anxiety such as lack of competence that makes the students afraid to deal with the task and learner's belief about the difficulty of the material that they are going to have. A teacher also can be the factor that arises the student's anxiety, it is because the teacher is a center of the classroom activity, when the teacher can deliver the teaching and learning process appropriately, then the tension of the classroom circumstances can be reduced. The last factor that influences the students' anxiety in classroom activities where the inappropriate teaching technique or strategy used can affect the students feeling of anxiety.

There are several sources of listening anxiety such as fast speech delivery, lack of clarity, and visual support or repetition (Vogely, 1998 in Chang & College, 2010). The problem that the students have in listening is that in listening the students cannot control the speed rate of the conversation. The background sound or noise is also included in the recording which affects the clarity of the speech. Most of the time, listening activities occur without visual support such as video, the students only listen and have a limited time of replaying the recording. These factors are believed to become an obstacle in learning especially listening activity.

Nevertheless, the feeling of anxiousness to each student are vary depends on how they deal with the factors that become obstacles in listening activity. Gardner and MacIntyre (1993:5); Mitchell & Myles (2004:48) in Sabbah (2018) stated that anxiety in learning language is considered as a stable personality trait which refers to the tendency for a person to react nervously

when dealing with second language learning. Sabbah (2018) added that anxiety causes an inability to concentrate.

Halat & Özbay (2018) informed that anxiety is a reaction to a problem. The problems can be the failure to achieve the result that the students want when the situation of learning is not like what they expected to happen, or things get wrong during the learning activity. It can be concluded that the more that the problem they have in listening activity then the higher anxiety they have. Thus, this study focuses on the students with high anxiety levels to reduce the problem that they have during listening activities.

The use of Graphic or pictorial as instructional tools considered help the students to organize new information. Mayer (2003) in Shoari (2014) stated that Graphic Organizer can help the students organize ideas by outlining, arranging, and sequencing the main ideas and accordingly to find the connection with prior knowledge. Mayer (2003) also added that Graphic Organizers assist the students in recognizing the missing data or unclear connections in their strategic thinking. The basic problem in listening activity is that most of the time the students have no idea of what they are listening to during the task. This condition makes the students difficult to recognize the terms used in the recording. Then the feeling of anxiety arouse because of not knowing what to do to complete the task.

Giving the students pre-activity of building prior knowledge by using Graphic Organizer hopefully can ease the difficulties of the students to complete the task. They no longer guess the answer to the task given but they can answer it confidently with a clear knowledge that they get from the pre-activity. The activity of giving information systematically before doing the task is important for the students who do not have the same background knowledge of the topic. Besides being able to equalize the student's basic knowledge, it also makes the students have clear information about the topic and easy to choose important information from the recording.

According to Ellis (2005) in Shoari (2014), there are three main reasons why a teacher should use Graphic Organizer as background knowledge. Firstly, the students would remember the material that the teacher teaches because the information that they receive is not too complicated and it is explained clearly. The second is that the Graphic Organizer facilitates the students to process information clearly without demanding to process semantic information. The last is that the students become strategic learners who know how to think about the concept better than before.

For those reasons it was expected that Graphic Organizer is effective to facilitate the students who have high listening anxiety to focus on the important area in receiving information through listening. In this matter, the students can concentrate on the important information rather than feel worried or nervous because they have to listen to the overall conversation or narration in the recording.

METHOD

This study investigated of how significant is Graphic Organizer to add effect on the students' listening comprehension who have high listening anxiety. To answer the research question, the researcher used a quantitative study to investigate the student's achievement based on their level of anxiety after being given the treatment. Quantitative research designs emphasize objectivity in measuring and describing phenomena. As a result, the research designs maximize objectivity by using numbers, statistics, structure, and control (Mcmillan & Schumacher, 2014).

According to Mcmillan & Schumacher (2014), a population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which the researchers intend to generalize the results of the research. The population of this research is taken from the third-semester students of IKIP-PGRI Pontianak in the academic year of 2019/2020. The students were supposed to have already studied listening comprehension for two-semester. There are six classes and each class consists of around 30 and more than 30 students.

In quantitative studies, a sample is the group of subjects or participants from whom the data are collected (Mcmillan & Schumacher, 2014). Cluster sampling can be chosen randomly from a population (Ary, Jacobs, & Sorensen, 2010). From the population, there were two classes which are chosen as the sample of the research. The researcher randomly took the two groups of classes from the population by using a lottery. The two classes were classified into one experiment group class and two control group classes. The experiment group class was taught by using Graphic Organizer and the control group classes will be taught by using Advance Organizer.

The instrument to collect the data in this study was the test of listening comprehension. The test items were taken from the TOEFL test and the listening for general communication handbook. The test items from the TOEFL test were taken by choosing the items according to the indicators of listening comprehension used in the classroom which consists of 17 items. While the other test items were made up from the recording of the handbook and resulting 8 items. Overall the listening comprehension test items are 25 test items that represent the indicators of listening comprehension.

The technique of data collection was by administering the listening comprehension test before and after the treatment. The data was then analyzed by using one-way ANOVA because there is only a single independent variable to be investigated namely high listening anxiety. The descriptive statistic was administered to cover the frequency distribution, mean, mode, median, standard deviation, histogram, and polygon of the students' scores. After that, the inferential statistic was conducted to answer the research question.

FINDINGS AND DISCUSSION

Before the students were taught by using Graphic Organizer, the pretest was administered to know the initial ability of the students' listening comprehension. The highest score of the students' pre-test was 66 and the lowest score was 22. The range score was 44, with the mean score 39.2, the mode 39.5, the median 38.9, and the standard deviation was 70.1. The distribution of the students' pre-test before being taught by using Graphic Organizer is as follow:

Table 1. The data distribution of the students' pre-test are as follow:

Class limits	Class boundaries	Frequency (f _i)	Midpoint (X _i)	f _i X _i	f _i X _i ²
22 - 30	21.5 - 30.5	3	26	78	6084
31 - 39	30.5 - 39.5	5	35	175	30625
40 - 48	39.5 - 48.5	5	44	220	48400
49 - 57	48.5 - 57.5	1	53	53	2809
58 - 66	57.5 - 66.5	1	62	62	3844
		15		588	91762

Furthermore, the histogram and the polygon of the frequency distribution can be seen in figure 1 below:

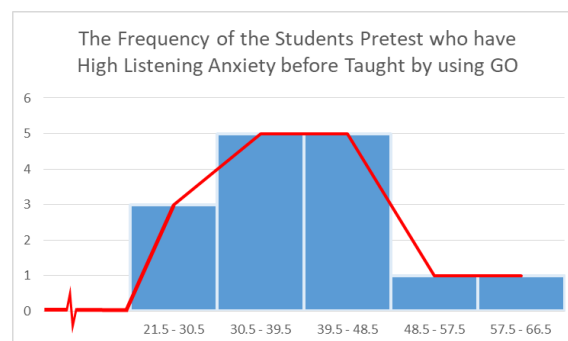


Figure 1. The histogram and the polygon of the students pre-test

From the figure above, it can be seen that the highest frequency of the students' score in listening comprehension before the treatment was in the range of 33.5 and 39.5 which were consisted of 10 students. While in the range of 57.5 and 63.5 were the least frequency which consists of two students.

After the students were taught by using Graphic Organizer, the post-test was administered to know the students' listening comprehension after the treatment. The highest score of the students who have high listening anxiety was 68 and the lowest score was 32, thus the range score was 36. The mean score of the data was 47.47 the mode was 40.7, and the median was 44.2. For the standard deviation was 67.78 from the posttest of the students' listening comprehension.

The distribution of the students' posttest score who have a high level of listening anxiety after being taught by using GO can be described as follow:

The histogram and the polygon of the frequency distribution can be seen in figure 4.26.

Table 2. The data distribution of the students' post-test are as follow:

Class limits	Class boundaries	Frequency (f _i)	Midpoint (X _i)	f _i X _i	f _i X _i ²
30 - 36	29.5 - 36.5	2	33	66	4356
37 - 43	36.5 - 43.5	5	40	200	40000
44 - 50	43.5 - 50.5	3	47	141	19881
51 - 57	50.5 - 57.5	2	54	108	11664
58 - 64	57.5 - 64.5	1	61	61	3721
65 - 71	64.5 - 71.5	2	68	136	18496
		15		712	98118

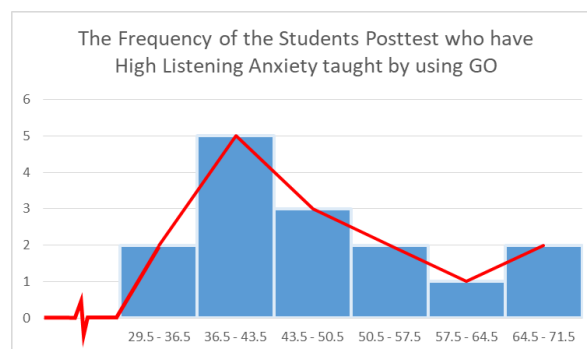


Figure 2. The histogram and the polygon of the students post-test

After the data description was administered, then the normality and the homogeneity of the data were calculated. The data of the students' post-test are categorized as in normal distribution because L_t at the level of significance $\alpha = 0.05$ is 0.220. Because L_o is lower than L_t ($0.199 < 0.220$).

The data of the students' post-test also categorized as homogenous because the result of the computation is that χ_o^2 (0.042) is lower than $\chi_t^2 .95(1)$ (3.841) at the level of significance $\alpha = 0.05$. Because χ_o^2 (0.042) < $\chi_t^2 .95(1)$ (3.841) it can be concluded that the data are homogeneous.

This section is the central part of the research article. Data analysis processes such as statistical calculations and hypothesis testing processes need not be presented. Only the results of the analysis and the results of hypothesis testing need to be reported. Tables and graphs can be used to clarify the presentation of research results verbally. Tables and graphs must be commented on or discussed.

When the data is in normal distribution and homogenous, the one-way ANOVA was administered to find whether Graphic Organizer adds a significant effect to the students' listening comprehension who have high listening anxiety. The summary of the one-way ANOVA was as follow:

Table 3. The summary of the one-way ANOVA of the students' listening comprehension

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	388.8	1	388.8	3.609549	0.067793	4.195972
Within Groups	3016	28	107.7143			
Total	3404.8	29				

Based on the summary of the one-way ANOVA above, it can be described that because F_o between columns (3.609) was lower than $F_t(05)$ (4.195), the difference between columns is significant. It can be concluded that Graphic Organizer did not give a significant effect on the students listening comprehension who have high listening anxiety.

From the result of the data analysis above, it can be concluded that Graphic Organizer did not give a significant effect on the students' listening comprehension. When it was compared to Advance Organizer, it seems that Advance Organizer gives more effect to the students listening comprehension who have high listening anxiety better than Graphic Organizer. Jafari & Hashim (2012) stated the reason why text-only organizers in this case AO can add more effect to the students' listening comprehension was that the students performed least satisfactorily under the complex condition. This rather counterintuitive outcome was interpreted as the result of a possible cognitive overload of students' attention may decrease when they have to process too much

information simultaneously. In Graphic Organizer, the students need to process the information by working on some clues to figure out the information, it is different in Advance Organizer, where the information was already served narrative form and the students did not have to work on some clues as in Graphic Organizer.

. It was supported by Herron et al. (1995) in J. M. Chung & Huang (1998) who conducted a study comparing two Advance Organizers. The organizers that were used were a description-only organizer and the description plus pictures organizer for introducing beginner foreign language students to videos. Their study found that the beginner-level college French students' comprehension and retention of information in a French video series are significantly more from Advance Organizer with description only than from the second one (Chung & Huang, 1998).

Hill & Flynn (2006:7) stated that by using Advance Organizers the teachers enhance the students' ability to retrieve, use and organize what the students already know about a topic. Advance Organizer can increase the familiarity and learnability of new material (Ausubel (1963:82) in Barnes (2014)).

CONCLUSION

Even though the Graphic Organizer did not give a significant effect on the students' listening comprehension, it did give a contribution to the students' achievement. It was proven from the students' score improvement in pre-test and post-test. Graphic Organizers contribute to the students' listening comprehension, But the Advance Organizer gives more effect to the students' listening comprehension. Regarding the use of listening strategies across the level of proficiency, the listener might be able to concentrate on what is being heard, to plan what to listen to, and to interact with the textual cues or just employ predominantly for single words, and using strategies in random. In conclusion, the finding in this study about Graphic Organizers can help the students to gain information well rather than the Advance Organizer is contradictive with the theory which mentions that the Graphic Organizer can help the students in remembering the information easily and the process is not too complicated. It was also contradictory that Graphic Organizer can facilitate the students to process information clearly without demanding the process of semantic information.

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