Comparing the Effect of AOs and TPS on EFL Learners' Listening Comprehension

Imam Sudarmaji[1*], Aprianna Simgih[2]
English Language Education,
Faculty of Teacher Training and Education,
Universitas Islam Syekh-Yusuf,
Tangerang, Banten 15118, Indonesia
isudarmaji@unis.ac.id[1*]; asimgih97@gmail.com[2]
* corresponding author

Abstract

Listening Comprehension is the language skills should be developed through listening to children as they grow. Listening Comprehension has been claimed as the most challenging skill to teach since many research found that EFL learners are worried to have a listening class. This research aimed to know whether there is a significant effect of Advance Organizers (AOs) and Think-Pair-Share (TPS) on EFL learners' listening comprehension. This study is to determine which one is more dominant between Advance Organizers (AOs) and Think-Pair-Share (TPS) to increase EFL learners' listening comprehension in the Eleventh grade of a senior high school on Tangerang Regency. This research is a quantitative method, with 36 learners as the sample which is taken non-random by using quasi-experimental research time-series design. The data were collected by using the test including pretest and posttest. The results revealed that there was a significant effect used by Advance Organizers and Think-Pair-Share. Therefore, Advance Organizers was more dominant than Think-Pair-Share to increase EFL learners' listening comprehension.

Keywords: Advance Organizers, Listening Comprehension, Think-Pair-Share

Introduction

Listening comprehension is included in learning English. Listening comprehension has the unique position of being recognized as the challenging skill for EFL learners. From a young age to adulthood believe that this is more arduous than any other language skill including reading comprehension, writing, and speaking (Bian, 2017).

Many people who have not been able to understand what others say in the English language as a whole, there are a lot of confusion when words are thrown by the interlocutor using speech speed that fast enough, so that was difficult to understand what the person was saying. According to El-dali (2017), EFL learners often consider listening to be the toughest language skill to learn. Yulisa (2018) stated that it can be seen that listening to L2 reside the least researched of the four
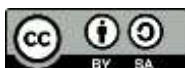
skills. It means learners who are good at listening will understand more of what the speaker says so that they can be good listeners.

Masoumeh (2016) stated that listening comprehension is very important for teachers and learners that should give pay enough attention to get the purpose of communication. It means that listening to learn involves increasing comprehension skills in understanding the language process. On the other side, Putra (2018) stated that listening comprehension is an important aspect of learning. Hence, it is better to introduce it as soon as possible to develop the learners in the learning process. Due to the fact that by providing learning as a beginner, many practices of listening comprehension before getting them to talk is more useful than getting them to speak from the first stage.

There are many specific ways for an English teacher to help learners correct errors (Aldama, 2017). It is very defying for teachers to make learners interested in listening comprehension and stimulate them in the process of listening comprehension. Hence, teachers must find learning methods that are suitable for learners that allow them to provide interesting and effective learning to learners (Purnawarman, Susilawati, & Sundayana, 2016).

Advance organizers (AOs) are a concept that prepares cognitive structure stabilized and shown to learners before providing primary material (Babaei & Izadpanah, 2019). It means that before giving lessons the teachers can give them prior to the stated objective of the topic, its relevance and is used in everyday life, explaining their expectation to learners after studying a topic, making generalizations of a particular topic or providing an analogy that compares closely to the content of the topic to be learned.

Birabil (2020) stated that AOs activities can be used to improve listening comprehension that is more effective and better understanding for learners in the learning process. It would be the first stage, where the context is established. As stated by Marashi & Tabatabayi (2019) that teachers will create motivation and learners do some activities with the purpose of preparing them for what they will hear. Finding previous research in the field of the used AOs as an effective technique to facilitate listening comprehension is still controversial. While some researchers confirmed the positive effects of Advance Organizers (e.g.: Alavi & Janbaz, 2014; Choudhary & Qamar, 2015; Gowhary, Pourhalashi, Jamalinesari, & Azizifar, 2015; Rameshianfar, Shahnazari, & Tavakoli, 2015; Said, Soekamto, & Suharto, 2018; Vandergrift & Baker, 2015).

Think-Pair-Share (TPS) is one of them from cooperative strategies. Think-Pair-Share is a group discussion in which students will listen or they will be given a question or presentation (Hasibuan, 2019). Based on the argument of Carpenter, Poliak, Wang, Ownby, & Hsieh (2020) that they found most of the questions that were not statistically significant had high initial pretest scores and could be labelled as first-degree memory questions. Hence, questions that do not produce statistically significant differences are also important for learners and facilitators because they can instill confidence, especially when placed early in the session.
This strategy provides opportunities for learners to exchange ideas and work together. In addition, learners can increase the retention of new information (Dewi & Megawati, 2018).

74

Kurjum, Muhid, & Thohir (2020) stated that Think-Pair-Share is a modest technique with broad benefits. It is able to develop learners' ability to keep in mind information, deliberated the information before, and served it to the other. It means that the technique involves learners sharing with colleagues with allows assessing new ideas, clarifying or rearranging these ideas before presenting the material to a larger group. Meanwhile, some researchers confirmed the significant effects of TPS (e.g.: Fong & Ho, 2017; Gilakjani & Sabouri, 2016; Maulid, 2014; McCaughey, 2015; Rahimirad, 2014; Sari, 2018; Sleziak, Hlavcova, & Szolgay, 2015).

Some studies revealed that less research on listening comprehension is conducted as compared to research on other skills. The mysteries surrounding listening comprehension show that the gap between practice and research was due to the scarcity of tools and techniques for making the teaching of listening operational to the classroom teacher.

The researcher focuses on Advance Organizers and Think-Pair-Share to increase their listening comprehension. These concepts can effectively motivate the learners to learn a language specially to increase listening comprehension. Besides, also helps learners how to learn to listen effectively. It can be assumed that the listening process may not change as long as learners are comfortable, although this is something that would be useful to examine in future studies (In'nami & Koizumi, 2021).

Method

This study adopted experimental research. Barlian (2016) stated that one of the most effective research methodologies that research can utilize is experimental research. It is also a great way to establish a cause-and-effect relationship among variables (Taherdoost, 2018). The reason for the researcher choosing this method is because experimental research was known as a quantitative study and the data of the research result should be calculated by using statistical results SPSS 26.

The design of this research was used quasi-experimental with time-series design. As stated by Hastjarjo (2019) that time-series design can be done to one group or the same person without a control group. It means that the design uses only one group without a control group. The model of the research design was illustrated as follows:

Table 1. Design of the Research

Class	Pretest	Treatments	Posttest (1)	Treatments	Posttest (2)
E1	O1	X	O2	X	O3

Source: Statistical result SPSS 26

The researcher has collected the data by test included pretest and posttest. Pretest and post-test which could be analyzed by using Wilcoxon to investigate whether there were differences or not between learners getting treatment by Advance Organizers (AOs) and learners getting treatment by Think-Pair-Share (TPS) method on learners' listening comprehension. The researcher collected the data, analysed the data of the study, and the last concludes the study.

Population

The population is an area that consists of an object or subject which has characteristics that the researcher wants to research and then concludes (Siyoto & Sodik, 2015). The population of the research is in the eleventh grade of a senior high school on Tangerang Regency in the academic year 2020/2021. There were 504 learners consisting of 12 classes; 252 learners of XI MIPA 1-7 and 180 learners of XI IPS 1-5.

Sample

Based Barlian (2016) stated that the sample is a part of the population to be studied and considered able to describe the characteristics of the population. It means that the sample should be representative. Besides, the sample must represent the population both in characteristics and numbers.

The population above was quite large to be taken as the sample in this research. Based on the data above, the researcher determined one class that was XI IPS 1 as the experimental class because they were homogenous and suitable for the research. The class can be said to be homogenous and suitable for the research because learners in XI IPS 1 had learning achievements, intelligence, and abilities.

Findings and Discussion

Teaching Listening Comprehension using Advance Organizers technique in Experimental Class

The researcher makes grade XI IPS 1 as the experiment class. In the class, the researcher gives pretest and posttest to get the learners' listening comprehension scores. Based on the scores obtained by the authors look for the difference in scores will be analyzed using SPSS 26 statistical results. It can be seen in the table of a descriptive statistic as follows:

Table 2. Descriptive Statistics

Test	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	36	26	80	2084	57.89	16.881
Posttest	36	40	86	2720	75.56	11.403
Valid N	36					

Source: Statistical result SPSS 26

Based on table 2 above, it can be seen that the data was taken from the learners' answers to the experimental class. In the pretest which was found the minimum score was 26 and the maximum score was 80 with a sum of 2084, a mean of 57.89, and a standard deviation of 16.881. Meanwhile, in the posttest which was found the minimum score was 40 and the maximum score was 86 with a sum 2720, a mean 75.56 and a standard deviation of 11.403.

The learners' scores of listening comprehensions in the experimental class are increased after applying Advance Organizers (AOs) technique because the learners' score is different from the total score between the pretest and post-test. Based on the result of the Posttest, there are 10 learners less than 75 as KKM. It shows that 10 learners cannot achieve the KKM on listening comprehension. While 26 learners got a score of 75 as KKM values. If we can see the post-test in learners' percentages as follows:
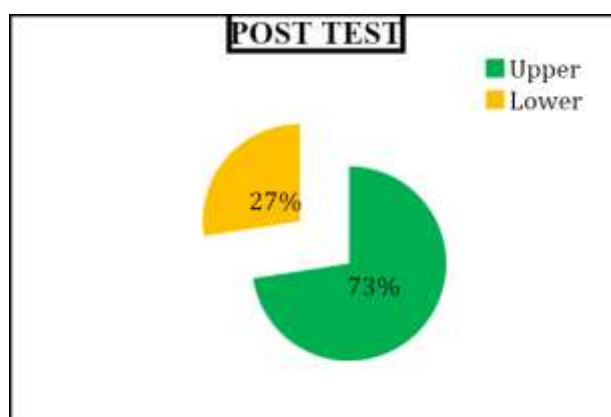

Figure 1. Percentages of Post Test by using Advance Organizers
Source: Result of learners' Posttest

Based on figure 1 above, it can be concluded that 73% of learners got a score than 75 as KKM values. Hence, the EFL learners' listening comprehension in the experimental class that was taught by using Advance Organizers (AOs) technique can pass KKM values. Because there were 27% of EFL learners who got the score under 75 as KKM values, all of the learners' scores are increased.

From the explanation above about the use of AOs technique to teach listening comprehension, it can be concluded that listening comprehension is one of the skills components possessed by someone when they have good interpersonal skills. Different communication can be carried out by someone if they have good listening comprehension, and listening ability becomes a basic thing someone must have if they want different communication. Listening comprehension not only literally uses the hearing instrument (ear) but has a broader meaning. A teacher can also help the learners to listen well in the classroom and learners who are usually calm can be very talkative when discussing it.

Teaching Listening Comprehension using Think-Pair-Share Technique in Experimental Class
The researcher makes grade XI IPS 1 as the experiment class. In the class, the researcher gives pretest and posttest to get the learners' listening comprehension scores. Based on the scores obtained by the researcher look for the difference in scores will be analyzed using SPSS 26 statistical results. It can be seen in the table of a descriptive statistics as follows:

Table 3. Descriptive Statistics

Test	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	36	26	80	2084	57.89	16.881
Posttest	36	40	86	2604	72.33	10.902
Valid N	36					

Source: Statistical result SPSS 26

Based on table 3 above, it can be seen that the data was taken from the learners' answers to the experimental class. In the pretest which was found the minimum score was 26 and the maximum score was 80 with a sum of 2084, a mean of 57.89, and a standard deviation of 16.881. While, the post-test which was found the minimum score was 40 and the maximum score 86 with a sum of 2604, mean of 72.33, and standard deviation of 10.902.

The learners' scores of listening comprehensions in the experimental class are increased after applying the Think-Pair-Share (TPS) technique because the learners' scores are different in the total score between pretest and post-test. Based on the result of the post-test, there are 22 learners less than 75 as KKM. It shows that 22 learners cannot achieve the KKM on listening comprehension. While 14 learners got a score of 75 as KKM values. Since listening comprehension applies the TPS technique, it allows learners to think individually, interact with their pair and share the information with all the learners and their teachers. Hence, Think-Pair-Share (TPS) is a positive effect to improve the process of teaching and learning on EFL learners' listening comprehension (Azlina, 2010). If we can see the post-test in learners' percentages as follows:
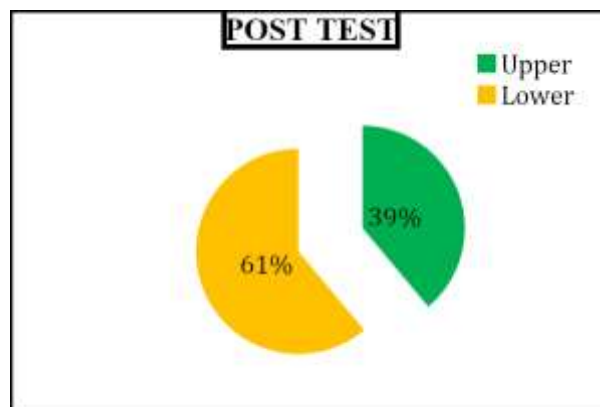

Figure 2. Percentages of Post Test by using Think-Pair-Share
Source: Result of Students' Post-test

Based on figure 2 above, it can be concluded that 39% of learners got a score than 75 as KKM values. Thus, the learners' listening comprehension in the experimental class taught by using the Think-Pair-Share (TPS) technique can pass KKM values. Because there were 61% of learners got a score under 75.

There were many techniques when a teacher teaches their learners. The techniques can depend or not depend on the teacher and the techniques (Krishnan, 2019). Based on this reason, the teacher should have a good technique to teach their

78

learners. Here, the researcher used Advance Organizers (AOs) and Think-Pair-Share (TPS) techniques. It also aimed to know whether using Advance Organizers is better than Think-Pair-Share on listening comprehension.

Based on the testing of research hypotheses indicated that the hypotheses (Ho) are rejected and the hypotheses (Ha) are accepted. It means, there is a significant difference between Advance Organizers (AOs) and Think-Pair-Share (TPS) on the learners' listening comprehension in the experimental class. This result of this research is related to previous research such as by Babaei & Izadpanah (2019) showed that Advance Organizers (AOs) can be said a significant result to improve listening comprehension of learners in the experimental classes. Also, Li et al. (2017) Think-Pair-Share (TPS) can be said a significant results to improve the listening comprehension of learners in the experimental class.

As stated by Rameshianfar, Shahnazari, & Tavakoli (2015) that the learners' listening comprehension after using AOs technique was significantly higher than before they used and this technique was good and effective in teaching listening comprehension. Also, Kurjum, Muhid, & Thohir (2020) reported that TPS could successfully result in the improvement of learners' listening comprehension.

Referring to entire preceding studies which were not strongly actuated the researcher but also make the researcher recapitulated that Advance Organizers (AOs) and Think-Pair-Share (TPS) acquire all the more usefulness for learners in the cognitive process of learning listening comprehension.

In this research, there is a significant difference between AOs and TPS in the experimental class was good. It can be proved by the learners' scores in the experimental class are increased, because the condition of the learners was the same and had the same proficiency. They focused and had concentration when the teacher taught the learners either by AOs or TPS so that the learning outcomes obtained almost the same or no have different. Fundamentally, learners often perceive listening as a language skill that is difficult to learn.

On the other hand, it seems that L2 listening is rarely is studied among the four skills. Learners who are good at listening will understand more of what the speaker says. The teachers should think of strategies to increase EFL learners' listening comprehension gradually. To solve the differences between high score and low score learners, teachers should propose useful strategies to motivate learners and guide more advanced learners to help those who are struggling (Lo, Wen, & Lin, 2021). This research seeks to achieve the goal of better-listening comprehension by developing listening comprehension fluency through AOs and TPS techniques. Hence, they can be good listeners even if the teaching technique had been used appropriately by the teacher or researcher (El-dali, 2017). As stated by Babaei & Izadpanah (2019) and Syam (2018) that many aspects can be rated when the teacher measures the learners' listening comprehension.

According to Massarappi (2021) stated that independent learning activities for this pandemic era make learners feel less satisfied with the knowledge they get. The important thing of listening comprehension in language learning and teaching is to require the teachers to help them become good interpersonal people. Thus, we should, however, be aware that any kind of listening comprehension activity needs to be well guided with clear aims. Also, Fathi, Derakhshan, & Torabi (2020)

79

acknowledge the fact that listening cannot be natural develop only through exposure to language input. However, this research can hone our understanding of the effectiveness of strategy instruction on listening comprehension ability.

Conclusion

The research shows the gained score obtained by Advance Organizers in the experimental class is higher than Think-Pair-Share. It showed from the mean score of AOs was 17, 67 and the mean score of TPS was 14, 44. The standard deviation of AOs was 13, 596 and the standard deviation of TPS was 9, 458. The difference score minimum of AOs was 6 and TPS was 0. The difference score maximum of AOs was 54 and TPS was 40. The total score differences of AOs were 636 and TPS was 520. Hence, advance organizers are better than Think-Pair-Share to improve listening comprehension.

Based on the testing of hypotheses, it was known that the sig (0.046) was smaller than 0.05. It indicated that the hypothesis (Ho) is rejected. It means the researcher's hypotheses (Ha) there is a significant difference in teaching listening comprehension by using Advance Organizers (AOs) and Think-Pair-Share (TPS) at Eleventh Grade of a senior high school on Tangerang Regency, is accepted.

This result has answered the research question that the use of Advance Organizers (AOs) is more effective than Think-Pair-Share (TPS) in teaching listening. The previous study provides some indications that positive beliefs to Advance Organizers (AOs) technique may also be relevant for listening comprehension (de Bree & Zee, 2021). However, we consoled the option that AOs and TPS will affect listening comprehension directly. The use of Advance Organizers (AOs) made the listening and learning activity more enjoyable and interesting. Besides, the use of Advance Organizers (AOs) made the learners more motivated in learning and easier to grasp the lessons.

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81

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