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The students' perception of advance organizer as a background knowledge building strategy on listening comprehension

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Abstract---This study investigated the students' perception toward Advance Organizer as background knowledge building to the second-semester students of IKIP PGRI Pontianak. Advance Organizer is a strategy that builds and enriches the students' background knowledge and it is very needed to encounter challenges in listening comprehension activities. A descriptive studies was applied in order to gain the finding of the study by administered a questionnaire to the second-semester students. The researcher adapted the ASSIST questionnaire and used the surface approach as the indicator of the questionnaire. The data indicate that the overall average of the respondents' achievement is 97,6 and categorized as high. The highest achievement was on the indicator of lack of purpose scored as 82 and categorized as very high. It was followed by unrelated memorizing and fear of failure indicators with the score of achievement 79,5 and 71,7 which were categorized as high. From the data analysis, it was found that the students' perception of Advance Organizer was positive.

Keywords---students' perception, advance organizer, background knowledge, listening comprehension.

Introduction

Listening comprehension is associated with a large number of mental and cognitive processes (1). It is written in cognitive psychology that listening is not only about data processing, listening comprehension is not merely data processing, but an interactive-compensatory cognitive process, in which the bottom-up and top-down comprehension mechanism work together for the listeners to understand the meaning of the material (2). It can be said that listening comprehension demands the heaviest processing, especially for foreign language learners. It is because the students must store information in their short-term memory and at the same time they should work out with the information to get understanding.

In order to make the students actively engage in the listening activity, the teacher should train the students to set their expectations for the text. The expectation of what kind of information they want to know when they get a certain topic in the listening activity. But the problem is, that the foreign language learner students have no idea of the topic presented in the listening activity. In order to expect information in the listening activity, the students need to have prior knowledge or background knowledge of the topic presented at that time.

The process of linking unfamiliarity to what is already known by the students can be facilitated by the advanced introduction of the relevant classification concept (3). Classification concept or subsuming concept is a kind of scaffolding for the next material that increases learning and storage of related material (3). Advance Organizer is a pedagogic device that links the gap between the information that already exist and the information that the students must know if it is dealing with a new topic most actively and expeditiously (4). Generally, the existing relevant ideas in cognitive structure most of the time are too general and lack particularity in terms of relevance and content to connect new ideas introduced through instructional media (4). Advance Organizer considered be able to deal with this problem by playing a mediating role, by being more relatable to, and relevant for the particular content of the specific learning task (4). It is also in one side can additionally be relatable to the more general content of the potential connecting ideas to another (4). It also facilitates learning by modifying the latter ideas in the direction of the particular content of the learning material.

An Advance organizer is given in the pre-activity as introductory material for the students to be aware of the topic that the students are going to deal with in the meeting. The students are given the gist of the passage and a big picture of the most important point of the topic with the purpose to create or recall the students' background knowledge. Organizers introduced by Ausubel can be considered as strategies that help the students in bridging the known and the unknown of the information. On the other hand, students' perceptions are also needed in knowing whether an Advance Organizer can help them to find new information in the listening process or not. When the students perceived that the Advance Organizer makes them easier to understand the information conveyed, whether partially they already know or it is new information for them, this can support the results of existing research that Advance Organizer does effective in building background knowledge during the listening process.

Perception is a process where the student will establish an impression about someone or something (5). (6) define perception as the interpretation of the meaning of sensations in the context of stored information about previous experiences. In Longman Dictionary of Language Teaching and Applied Linguistic, perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.) (7). In conclusion, Perception is the interpretation or impression about the previous experience through the use of sight, hearing, and other senses. In other words, perception describes someone's experience and it particularly involves the process of sensory input. Student perceptions of the strategies in the learning of listening comprehension might influence the students' preference of the strategies used in the learning of listening comprehension. Therefore, students can have a certain perception of the strategies in the learning of listening which can be either negative, positive, or highly positive. In this study, the researcher selects the appropriate items of the questionnaire which relevant to this study. Based on the explanation of the research background, the researcher formulated the research question into "What is the students' perception of Advance Organizer as background knowledge building in learning listening comprehension?"

Materials and Method

The participant of this study was second-semester students of the English Department in IKIP PGRI Pontianak. There are 32 students of A Afternoon class who experienced in learning listening comprehension by using Advance Organizer in one semester. This study was intended to study phenomena that exist at one point in time. That is why the method of the study was a descriptive study. Descriptive study is a type of quantitative research that involves making a careful description of educational phenomena (8). The data analysis was conducted by using SPSS to find the total response, mean, and level of respondent achievement (TCR).

In measuring the students' perception toward the teaching strategies, the researcher used the Approaches and Study Skills Inventory for Students (ASSIST) which was already revised into the Revised Approaches to Studying Inventory (RASI) proposed by (9). ASSIST appears to possess appropriate psychometric properties which consist of three factors such as surface, deep, and strategic structure (10). The scale of the questionnaire was used 4 Likert scales of strongly agree (1), agree (2), disagree (3), and strongly disagree (4). Since the questionnaire items are in the negative form then the highest level of the scale was in strongly disagree and the lowest was strongly agree. There are three main dimensions of the questionnaire such as the deep approach to learning, the strategic approach to studying, and the surface approach (9). The researcher took only the surface approach of the questionnaire which consisted of three indicators and each indicator consisted of 4 items. The total items of the questionnaire were 12 items. The questionnaire was given to the students after the students took their post-test and taught by using Advance Organizer.

Results

As mentioned earlier that the questionnaire of the students' perception consisted

of three indicators namely lack of purpose, unrelated memorizing, and fear of failure. The questionnaire was intended to know how the students perceive the Advance Organizer as background knowledge building during the listening session. It was indicated that this sample experienced Advance Organizer in listening comprehension class for 10 meetings. The first indicator of the questionnaire result was presented in the table below:

Table 1
The distribution of the students' response in the indicator of lack of purpose

Lack of purpose	S A 1	A 2	D 3	S D 4	N	SCOR E	MEA N	TCR	CATEGOR Y
I find myself wondering whether the process of listening comprehension learning by using Advance Organizer is worthwhile.	0	6	15	12	32	105	3.28	82	Very High
There's not much of the work here that I find interesting or relevant.	0	2	22	8	32	102	3.19	79.7	High
When I look back, I sometimes wonder why I ever decided to come here.	0	0	24	8	32	104	3.25	81.3	Very High
I'm not really interested in this course, especially after experiencing the proses of the learning using Advance Organizer	0	2	17	13	32	107	3.34	83.6	Very High
Average							3.28	82	Very High

From the table above, the highest score of the student's response was on the item "I'm not interested in this course, especially after experiencing the process of the learning using Advance Organizer" with the score 107. It means that most of the students disagree and strongly disagree that they are not interested in listening comprehension when the process was delivered by using Advance Organizer. The mean score of this item was 3,24 and the level of respondent achievement was 83,6 with category very high. Meanwhile, the lowest score of the students' response was on the item "There's not much of the work here that I find interesting or relevant" with the score 104 and the mean score was 3,19. The level of respondent achievement was 79,7 with category high. The average mean for this indicator was 3,28, and the level of respondent achievement was 82 with the category very high.

The second indicator of the questionnaire was “understanding memorizing” which consist of four items. The distribution of the data is presented in Table 2 below:

Table 2
The distribution of the students’ response in the indicator of unrelated memorizing

Unrelated memorizing	SA 1	A 2	D 3	SD 4	N	SCORE	MEAN	TCR	CATEGORY
I find I have to concentrate on just memorizing a good deal of what I have to learn.	0	7	18	7	32	96	3.00	75	High
Much of what I’m studying by using Advance Organizer makes little sense: it's unrelated between the pieces of information that I know and new.	0	2	16	14	32	108	3.38	84.4	Very high
I’m not sure what's important in lectures when it is delivered through Advance Organizer, so I try to get down all I can.	0	0	23	9	32	105	3.28	82	Very High
I often have trouble in making sense of the things I have to remember when it is delivered by using Advance Organizer	0	4	22	6	32	98	3.06	76.6	High
Average							3.18	79.5	High

The data in the table above showed that the highest score of the students’ response was on the item “Much of what I’m studying by using Advance Organizer makes little sense: it's like unrelated between the pieces of information that I know and new” with the score 108 and the mean was 3,38. The level of respondent achievement was 84,4 with category very high. While the lowest score was on the item “I find I have to concentrate on just memorizing a good deal of what I have to learn” with the score 96 and the mean was 3. The level of respondents’ achievement was 75 with category high. The average mean for the second indicator was 3,18 and the level of respondents achievement was 79,5

with high category. The third indicator was the fear of failure which consist of 4 items. The data distribution is described in table 3 below:

Table 3
The distribution of the students' response in the indicator of fear of failure

Fear of failure	SA	A	D	SD	N	SCORE	MEAN	TCR	CATEGORY
	1	2	3	4					
Often I feel I'm drowning in the sheer amount of material we're having to cope with.	0	14	18	0	32	82	2.56	64.1	High
I often worry about whether I'll ever be able to cope with the listening task properly.	0	0	24	8	32	104	3.25	81.3	Very High
I often seem to panic if I get behind with my listening assignment.	0	4	18	10	32	102	3.19	79.7	High
Often I lie awake worrying about work I think I won't be able to do	0	17	15	0	32	79	2.47	61.7	High
Average							2.867	71.7	High

It is shown that the highest score of the third indicator was on "I often worry about whether I'll ever be able to cope with the listening task properly" with the score 104 and the mean score was 3,25. The level of the respondents' achievement was 81,3 with the category very high. The lowest score was indicated in the item "Often I lie awake worrying about work I think I won't be able to do" with the score 79 and the mean score was 2,47. The level of the respondents' achievement was 61,7 with a high category. The average mean for the third indicator was 2,867 and the level of respondents' achievement was 71,7 with high category.

From the description of the data finding above, it can be concluded that the student's response to Advance Organizer help them to build background knowledge during the listening session. From the three indicators of the Surface Approach of ASSIST, it was found that the highest level of the respondents' achievement was in "Lack of purpose" with 81,6 with very high category, while the lowest was in "Fear of failure" with 71,67 with high category. The table of the all indicators average is described in table 4 below:

Table 4
The average of all indicators of the questionnaire

Indicators	Min	Max	Mean	Level of Respondents' Achievement (TCR)
Lack of purpose	11	15	13.5625	81.6406
Unrelated memorizing	11	15	12.78125	79.4922
Fear of failure	9	13	11.47	71.6797
Average			12.6041667	77.6042

After all the level of respondents' achievements in each indicator was calculated the average was 77,6 which was categorized as high. It can be concluded that the student's perception toward Advance Organizer as background knowledge building in listening comprehension class is positive.

Discussion

(11) reported that Advance Organizer can exert a positive influence on learning. The study indicated significant interaction on the type of information learned where the students gain more important information. When the students have more information related to the topic of the material it can give them a purpose to do the listening. Beginner-level listeners are limited by working memory constraints which is why the teacher uses Advance Organizer it can help the listeners to be focused directly on the desired information for its efficient processing (12). The students who perceived their teachers to present content clearly were more satisfied with the lesson.(13) noticed that meaningful material can be facilitated by the Advance Organizer. It means that the students will be experiencing a learning process in listening comprehension when they can associate new material with the information that already exists. The students can enjoy the listening process when they have a good supply of information related to the material. (13) then found out that Advance Organizer can increase students learning by enhancing the students' perception and therefore making the student more open to learning.

Conclusion

Teaching listening comprehension to foreign language learners needs to be done appropriately. One of the problems in teaching listening was the lack of information that the student have related to the topic given. To cope with the problem, the teacher can use Advance Organizer to set the student's background knowledge. From the result of this study, it can be concluded that the use of Advance Organizer makes the students have purposes to listen. The students gain their information easily because the use of Advance Organizer connects to information that they already have with the new one. The use of Advance Organizer also relieves the feeling of being afraid of making mistakes while doing the assignment.

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