

## The Impacts of Graphic Organizers on Students' Writing Ability and their Attitudes towards Writing Skill

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### ABSTRACT

The aim of this study was to investigate the impact of graphic organizers on students' writing ability as well as their attitudes towards writing skill. The sample of this study was composed of 20 Saudi male subjects registered in the Saudi Electronics and Home Appliances Institute during the academic year 2017-2018. This study was conducted in three phases and lasted for eight weeks. Two basic sources were used to generate data for the study: (1) samples of students' writing before and after the graphic organizers intervention (2) a writing attitude survey that was done twice before and after intervention. The writing scores of the participants before and after the graphic organizers' intervention were compared and analyzed quantitatively using the test of significance to see if there were any differences between means of the scores. The data generated through the writing attitude survey was analyzed qualitatively to see if there any change in students' attitudes appeared. The results of this study proved that the graphic organizers had effectively improved the students' writing abilities and had positively influenced their attitudes towards this skill. These results suggest that graphic organizers can be an effective support in teaching writing to learners of English as a foreign language.

**Key words:** *graphic organizers, writing skill, academic writing.*

### المستخلص :

هدفت هذه الدراسة الي فحص أثر منظم الرسم البياني على مهارة الكتابة لدي الطلاب بالإضافة الي أثرت على انطباعاتهم تجاه تلك المهارة. تكونت عينة هذه الدراسة من 20 طالبا سعوديا مسجلا بالمعهد السعودي للإلكترونيات والاحجهزة المنزلية خلال العام الدراسي 2017-2018. اجريت هذه الدراسة على ثلاث مراحل وتم استخدام اثنين من المصادر واستمرت الدراسة الي ثمان اسابيع. تم استخدام مصدرين لجمع البيانات للدراسة. (1) نماذج لكتابات الطلاب قبل وبعد تطبيق منظم الرسم البياني. (2) تم اجراء استبيان مرتين عن انطباعات الطلاب قبل وبعد التطبيق. وقد تمت مقارنة وتحليل نتائج المشاركين كليا قبل وبعد الدراسة لمعرفة ما إذا كان هناك أي اختلاف في الدرجات. ولقد تم تحليل البيانات التي تم تجميعها من خلال مسح عن انطباعات الطلاب تجاه الكتابة لمعرفة ما إذا كانت هنالك أي تغييرات في مواقف الطلاب. أثبتت نتائج هذه الدراسة أن منظم الرسم البياني قد حسن بشكل فعال من قدرة الطلاب على الكتابة وأثر بشكل إيجابي على مواقفهم تجاه هذه المهارة. تشير هذه النتائج إلى أن منظم الرسوم البيانية يمكن أن يكون داعما فعالا في تدريس الكتابة لمتعلمي اللغة الإنجليزية كلغة أجنبية.

**الكلمات المفتاحية:** منظم الرسم البياني، مهارة الكتابة، الكتابة الاكاديمية

### INTRODUCTION

Two main sources are to be used to generate data for the study:

(1) Samples of students' writing before and after the graphic organizers' intervention

(2) A written attitude survey, which is to be administered twice before and after graphic organizers' intervention.



### Statement of the Research problems

Writing is a problem for many students including native speakers of English. At Saudi Electronics and Home Appliances Institute, where this study is to be conducted, most of the students failed their end of term writing exams conducted in March 2014 and 2015.

To make teaching writing more fruitful and less boring; more modern innovative techniques such as graphic organizers may be worth considering in teaching English writing. Using graphic organizers in writing can be more suitable, and can be the best solution for the writing problems in Saudi Electronics and Home Appliances Institute.

### Significance of the study:-

This research is significant as it attempts to investigate the consequences of using graphic organizers, and the impact that it may have on the English writing abilities and attitudes of students at Saudi Electronics and Home Appliances Institute, with regard to this important skill.

### Research questions:-

The study raises the following questions:

- 1- What is the effect of using graphic organizers on students' writing performance?
- 2- How does the use of graphic organizers enhance the students' attitudes towards writing?

### Hypothesis of the Study:-

The hypotheses of the study are-

1. Students' writing will be improved significantly introducing graphic organizers in writing
2. Students' attitudes will become more positive towards writing.

### Graphic organizers:-

#### Definition

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

### Different Types of Graphic Organizers and Their Uses

Graphic organizers are visual displays of key content information designed to benefit learners with organizing information (Fisher & Schumaker, 1995). Graphic organizers are meant to help students clearly visualize how ideas are organized within a text or surrounding concept. Graphic organizers provide students with a structure for abstract ideas. Graphic organizers can be categorized in many ways according to the way they arrange information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVitis, & Modlo, 1995). Some graphic organizers focus on one particular content area. For example, a vast number of graphic organizers have been created solely around reading and pre-reading strategies (Merkley & Jeffries, 2000).

### Concept Map

A concept map is a general organizer that shows a central idea with its corresponding characteristics. Concept maps can take many different shapes and can be used to show any type of relationship that can be labeled. Maps are excellent for brainstorming, activating prior knowledge, or generating synonyms. Maps can be used to show hierarchical relationships with the most important concepts placed at the top.

### Flow Diagram or Sequence Chart

A flow diagram or sequence chart shows a series of steps or events in the order in which they take place. Any concept that has a distinct order can be displayed in this type of organizer. It is an excellent tool for teaching students the steps necessary to reach a final point. The following examples illustrate the many uses of flow diagrams or sequence charts. In reading, sequence charts can be used to outline the key events in a story or chapter. In science, they can serve as the procedures section in the scientific process. In history, they can be created as a timeline.



### **Compare/Contrast or Venn diagram:-**

A compare/contrast or Venn diagram is used to identify the similarities and differences between two or more concepts. The most commonly used organizer this instructional tool is in textbooks, on standardized tests, and in teacher resource materials.

### **Cause-and-Effect Diagram**

A cause-and-effect diagram highlights the direct relationship between different events or concepts. This tool is one of the most beneficial organizers because of its many applications in all subject areas. For example, this diagram might be used to analyze characters and events in reading, to discuss major events in social studies, or to study the impact of a science experiment.

### **Main Idea and Details Chart**

A main idea and details chart shows the hierarchical relationship between major concepts and their subordinate elements. This organizer is extremely beneficial in helping students distinguish central ideas and their corresponding details from less important information. When using the type of graphic organizer, clearly label the main idea and the details as such. Use a different shape or area for the main idea and the details.

### **Graphic Organizers and Learning:-**

In addition, it is known as cognitive maps, content webs, or concept maps. Graphic organizers are visual and kinetic display of information designed for the benefit of all classes of learners. They are drawings that use geometric shapes or tables to show the relations between various pieces of information (Zwiers, 2004). There are several types of graphic organizers explained by many scholars. Some of them are attribute chart, story map, main idea and detail chart, cause and effect diagram, Venn diagram, flow diagram, sequence chart, concept map, big question map, circle organizer, discussion map, and so.

Irrespective of the type of organizer one chooses, three basic factors need to be considered when constructing one. These are summarized by Baxendell (2003) as follows:

- a. Coherence: Every organizer should be designed in such a way that distractions are eliminated. The connections it explicates should be clearly labeled and the information covered should be minimal.
- b. Creativity: Graphic organizers should be innovatively constructed to inspire learners' interest. They should also meet the aesthetic desires of the learners. Enough rooms for illustrations are to be created when constructing graphic organizers.
- c. Consistency: To achieve reliability and dependability, graphic organizers should be standard and regularly introduced into the classroom. Standardization here means that they should be within the cognitive perception of the target learners.

The literature is enriched with many studies that have focused on GOs and their effects on students learning ability. For example, Miranda (2011; 95) examines the effects of GOs on the reading comprehension of one female with learning disability. The finding of that study indicates that GOs are “an effective reading comprehension intervention for the ELL with LD.” The studies of Kim, Vaughn, Wanzek, and Wei (2007) and Manoli and Papadopoulou (2012) maintain that the use of GOs enhances reading comprehension among learners with disability. Similarly, Gallavan and Kottler (2007) admit that the use of GOs enhances learners' short-term memory and long-term achievement because they enable them to manipulate ideas and help them summarize concepts. Whereas, Tang (1992) admits that GOs “facilitate the acquisition of a second language” (p. 189), Jiang and Grabe (2007)



remark that “a serious remaining concern is the lack of graphic organizers research with L2 students” (p. 46). This study provides data from the L2 perspective.

#### **The Difficulties of Writing Essays:-**

Writing an essay is one of the most prevalent types of assignments set in high schools and universities. This genre of writing needs students to generate a well-organized essay. Most students at tertiary level for example, have difficulty with generating ideas for writing, planning what to write, organizing thoughts, setting goals for effective writing, self-motoring performance and revising for content and mechanics. To write a good piece of writing is often difficult for planning, composing, and revising skills required for effective writing.

Written expression is more effective in social cognitive instances of communication than oral expression. Unlike speaking, writing enables students to convey a message independent of time and space (Hughes, 1996). It is considered man’s best academic achievement based on skills or components like mechanics, production, conventions, linguistics and cognition. The act of writing is independent of time and place; the writer has to depend on formal features to convey the intended meanings. Failure to take advantage of these features correctly causes frustration for the writer (Leisak, 1989).

For Example, English is the foreign and official language in Thailand as well as an easy language to work with and learn science and technology at higher levels. It is taught as a compulsory subject in schools; however the majority of Thai EFL students cannot communicate properly in English and perceive it as a very difficult subject. Many of the students from the Arts and Humanities areas cannot meet the requirements of the examination in English.

They aimed to know the difficulties in writing English language related to grammar,

punctuation, L1 interference, vocabulary, and spellings for students with English as a second language. Based on the many research studies, Thai EFL students spend little time in critical writing processes and tend to focus on low level transcription skills such as handwriting, spelling, capitalization, and punctuation (Graham, 2006; Ka-kan-dee and Kaur, 2015). They are unable to express ideas or demonstrate knowledge in their writing tasks. Additionally, they often struggle with the planning, composing, and revising skills needed for effective writing.

#### **Teaching Writing in ESL/ EFL Contexts:-**

In the area of Second and Foreign Language Instruction, teaching writing has not been changed into an effective way in order to develop students’ writing competence.

Although, there is a number of teaching strategies for writing in English as a Second Language (ESL hereafter) or English as a Foreign Language (EFL hereafter) contexts, not many ESL/ EFL writing teachers have a clear understanding on writing approaches. Therefore, much of teaching writing still focuses on a traditional approach that is mainly concentrated on the knowledge about the structure of language and writing improvement as the result of the imitation of input, in the form of texts provided by the instructors. ESL/EFL writing is a hard, complicated and demanding procedure. This difficulty and complexity in ESL/EFL writing arises from the reality that writing accounts for searching out a thesis, fostering support for the claim, formulating, modifying, and finally editing the thesis to ensure an effective, error free writing product. Additionally, ESL/EFL writing is one of the most pivotal genres of language teaching.

As claimed by Coffin (2004; 3). Students’ academic writing continue to be at the center of teaching and learning in higher education, but it is often an invisible dimension of the





curriculum; that is, the rules or conventions governing what counts as academic writing are often assumed to be part of ‘common sense’ knowledge students have, and are thus not explicitly taught within disciplinary course

To provide an effective ESL/EFL writing instruction is the main responsibility for instructors, researchers, textbook writers and program designers and co-coordinators in the area of foreign language teaching. Nevertheless, producing a textbook for most ESL/EFL students is a laborious task because the writing process needs an extensive range of cognitive and linguistic methods. ESL/EFL students are largely limited. Moreover, research about ESL/EFL writing has developed dramatically over the last 40 years, specifically between the late 1980s and the early 1990s.

Generally, there are three main types of ESL/EFL writing strategies including product approach (Silva, 1990; Brown, 2001), process approach (Silva, 1983) and genre-based approach (Hyland, 2003a; Hyland, 2003b).

#### **What Are the Characteristics of Proficient Writing?**

Researchers have different views on what exact characteristics make up a proficient piece of writing. Two distinct sets of proficient writing characteristics have been found, developed, used, and supported by others as well as a 1998 brief from the National Council of Teachers of English (NCTE).

According to the 1998 brief by NCTE, Beliefs about the Teaching of Writing, in order for students to write proficiently, teachers should carefully design their writing instruction by implementing numerous strategies. Repetition and routine as well as the process of writing, editing, and revising cyclically, are key components of proficient writing and teaching of writing. The same NCTE brief also states that students should be guided through the

writing process. They have stated that when students learn the process, routine, and steps of writing, they become more aware as writers.

Culham and Romero (2003, 2008) have each developed their own set of proficient writing characteristics, which were examined and compared. Romero (2008) stated eight proficient writing characteristics. Several of which, are overlapping characteristics with Education Northwest’s 6 + 1 Traits of Writing (2011). According to Culham (2003), there are six key characteristics of proficient writing as well as the addition of presentation. Culham (2003)” *states that ideas, organization, voice, word choice, sentence fluency, conventions and presentation are the key characteristics of proficient writing.*” The following are proficient writing characteristics based upon Culham, Romero (2003, 2008), and the book Reading and Writing with Understanding: Comprehension in Fourth and Fifth Grades by Sally Hampton and Lauren Resnick (2009), as well as a few other researchers.

#### **Planning and organization**

According to Romero (2008), every time proficient writers write, plan, organize, vary word usage, and adapt writing based upon the purpose, form, and intended audience. Culham, (2003) shares this belief and expresses that the organization of writing should enhance and showcase the topic. The piece of writing should contain an inviting introduction with a strong body that gives all necessary support and information as well as a strong conclusion. Sequencing throughout the writing should be logical and effective.

Just as the organization is important to writing, it is also important and beneficial to move the organization of information into memory. Frank Smith (1978) conducted an experiment research case study in which he gave fifty picture cards to two different groups of students

(each group had twelve students). The first group was told to memorize the cards and the second group was told to organize the cards into categories. Smith's hypothesis stated that the second group of students would remember more information from the cards because they would be categorizing based upon their thoughts and ideas. After ten minutes, both groups of students were tested on their memory of what was on the picture cards. The second group of students remembered far more card content than the first group. Why? These students categorized and organized the cards so that they made more sense to them and the cards were fluent with each other. This proved the point Smith was trying to make sure readers and writers learn through organizing and building categories.

Arthaud and Goracke (2006) conducted a case study of twenty-fourth graders during the first quarter of the school year. A majority of these students were not scoring proficiently on the state standardized tests. Their study implemented the introduction of story webs and outlines. Students were taught how to use them through different lessons, and teacher support was gradually pulled away. By the fourth quarter when the students took the 2009 state assessment test, results were exemplary. Every student had met and exceeded all the state standards by using the organizational approaches.

#### **Reread, reflect, and collaborate**

Romero (2008) believes rereading as you write and reflecting upon helps develop a strong and coherent piece of writing. To summarize Romero's findings and beliefs of two classrooms he observed, previous reading, rereading, and writing experiences as well as abilities in semantics, syntax, and graph phonics are all necessary. Romero observed that making changes to writing as writers revise helps the effort to increase meaning and clarity, which leads to the next key characteristic. The International Reading Association (2011) has found that using the

writing process of prewriting, drafting, revising, and rewriting lead to proficient writing. When prewriting, students' are essentially brainstorming their ideas and "using graphic organizers to connect ideas and design a coherent structure for a writing piece." (Romero, 2008; 3). In the drafting stage, students work independently to put their ideas into paragraph form. Revising and editing entails students' rereading their work more than once and thinking about if their writing conveys their intended meaning. Rewriting is simply having the students adjust and "fix" what they have written after they revise and edit. The final step is to publish the final piece of writing (The International Reading Association, 2011).

Collaborating to provide support and encouragement for others as well as gaining feedback and revision ideas for their own writing is important for writers to do (Romero, 2008). The collaboration of ideas and concepts is key a component of writing. Teachers and students constantly collaborate through guided writing practice (Gibson, 2008). As will be discussed later in the paper, writers workshops are an important piece of teaching proficient writing. Through these writers' workshops, writers meet with both the teacher and their peers to collaborate and confer over their pieces of writing and develop confidence as well as greater awareness of the writing characteristics (Atwell, 1991).

In a research study conducted by Claire Aitchison (2009), doctoral college students were placed into two groups. Each group consisted of six students who participated in two different ten-week writing curriculums. Students in the focus group met with each other on a weekly basis and commented on their work. The students who were not in the focus group worked independently on their written work. These students in the focus group would make comparisons, give both written and oral feedback, and construct new knowledge around their



piece of writing. After the ten weeks, results showed that the students in the focus group learned to analyze and comment on written work, deliver and synthesize feedback, and re-construct their writing for a better outcome based upon criticism and feedback received. The students working independently did not develop as strong critiquing skills and therefore had written work that was not as proficient and strong as the focus group students were.

### **Content and ideas**

Content and ideas are a third key characteristic that a proficient reader and writer possess according to both Romero and Culham (2003, 2008). In Romero's (2008) observations of two different writing workshops, using prior knowledge about the topic aided in the development of strong ideas and content in students' writing. He found that the writers in the workshop needed to show concern about content, ideas, and language style of the piece of writing. Romero discovered that by instructing students on how to express their ideas and incorporate the correct content, students' writing became more developed and proficient. Ruth Culham (2003) agrees and states that the ideas of a piece of writing should be clear and focused with a narrow and manageable topic. The ideas and content should also hold the readers' attention, be relevant to the topic, and accurate details that support the topic. She mentions that prior knowledge can and should be incorporated into the content of the writing piece (Culham, 2003). When writing a summary, the writer condenses the textual information presented to them into a more concise format (Cochrane, 2010). Hampton and Resnick (2009) observed and researched a group of elementary students and found that a strong student writer picked out key information and ideas from a report of information (text). The writer then synthesized and analyzed their thoughts to construct supporting or contradicting arguments. Less proficient student writers failed to do so.

In one particular case study, two groups of students were created. The treatment group

consisted of sixty-seven elementary students and the control group consisted of sixty-five elementary students. The treatment group received direct instruction in the areas of writing regarding voice, ideas, and organization. The control group only received instruction on prewriting. The treatment group showed a .55-.87 means score improvement in the three areas taught by the end of the study. The control group only showed a 0.0 - .21 increase (Higgins et. al., 2006).

A third grade teacher conducted an informal study of her third grade class. She had a few struggling readers and decided to implement a writing workshop to address student-writing deficits she had noticed. This teacher introduced pre-writing webs to help students develop their writing ideas. She instructed students to go back to the text to help them develop their ideas as well as other books. Students then participated in peer conferences when they finished with their webs to discuss their ideas and further develop them. A few days later when the teacher asked her students to write independently, they not only used webs to develop their ideas, but they wrote more, and displayed well developed writing (Romero, 2008).

### **Writing fluency and conventions**

Romero (2008) also found that writing frequently and independently increased students writing fluency. He piggybacks his prior characteristic of revising in mentioning that as the writer makes revisions, they should increase the meaning and clarity of the piece of writing. Writing fluency as defined by Culham (2003) is using appropriate word choice that catches the readers' attention. The words used in a piece of writing need to be precise, interesting, engaging, and natural. A proficient piece of writing is suggested to also be fluent among sentence structure. The written text itself should flow easily, hold rhythm and cadence as well as include a variance in length and structure, purposeful beginnings and endings, and creative and appropriate connections throughout the writing.



Conventions are another one of the most important characteristics of a proficient piece of writing. Romero (2008) claims that proofreading for paragraph structure, spelling, grammar; capitalization, punctuation, and format are signs of a proficient writer. The sixth characteristic of writing in the 6 + 1 Traits of Writing model (Culham, 2003), is the conventions of writing. Culham (2003) states that a proficient writer must demonstrate proper, standard, writing. This type of writing includes the proper use of spelling, punctuation, capitalization, grammar, usage, and paragraphing. Lucy Calkins (1991) and Nancie Atwell (1998) have differing views when it comes to the conventions of writing. They differ in the fact that Calkins feels conventions should be addressed at the end of the writing process so that the other areas can be of greater focus during writing while Atwell however believes that conventions should be addressed and focused upon throughout the entire writing process. Either way the writer monitors their conventions works or both at well and the Calkins find conventions to be a key characteristic of proficient writing (Atwell, 1998; Calkins, 1991).

A study of 780 students in grades three through eleven was conducted to determine improvement rates in their writing regarding sentence fluency and conventions. Students wrote a summary based upon a text they read. Their writing samples were assessed using the 6 + 1 Traits of Writing rubrics. These students were then modeled the traits of sentence fluency, conventions, and ideas. After being modeled, the groups of students read a second text and wrote a summary. In this second summary, students were reminded to think about their conventions, ideas, and sentence fluency as they wrote. Study administrators predicted that these students would pass their state assessment exams after being modeled the trait practice and use. Once all students were finished and their writing samples were assessed using the rubrics, administrators determined that 75% of the students would pass the test and were proficiently writing with

proper conventions, ideas, and fluency (Higgins, et. al., 2006).

#### **The Intervention phase**

The intervention started in the second week of the study and lasted for other seven weeks. We agreed to meet twice a week on the days; Sundays and Tuesdays during the fourth class from 10:30 to 11:30 am.

#### **Teaching about graphic organizers**

**In week two**, the researcher started teaching and explaining the use of graphic organizers and showing how the students can be helped by applying them in their writings.

They knew that graphic organizers are some key concepts work as maps to help with regulating information, expand and explain certain concepts.

This time students read a text about “transportation in Saudi Arabia” in which we explained the meaning of the new words and expressions. Students formed a meaningful diagram by **map concept** by the help of the researcher. Students were asked to write tree paragraphs about the same topic. They completed the task and collected the papers for evaluation.

**In week three**, the researcher made a review of cause and effects organizer. Students also read atopic about “water pollution and air pollution” then they had some more explanations about the use of **cause and effects organizers**. Students made a graphic organizer and wrote a composition on the same topic, then collected the papers for evaluation. The researcher witnessed that the students started to write into paragraphs.

#### **Week Four:**

**In the fourth week**, the researcher explained the use of **series of events chain organizer** then students read a piece of writing about “my dream home”. Students formed their graphic organizer by the help of the researcher and started writing their composition after they were given explicit instructions on how to use this graphic organizer to generate ideas, to take notes and to organize writing tasks by the help of the regulations found in the original topic in their



textbook. They finished writing and collected the papers for evaluation. In this time, the researcher also watched and followed a slight development in the students' writings.

**Week 5:**

**In week five**, the researcher reminded the student how to use **cause and effects graphic organizer**. Then students read a topic about the same title in their textbook, explained different points about the topic and they made their graphic organizer. They finished writing and collected the papers for the assessment. It is observed that a number of the students started to write better than after I explained to them the use of some of conjunctions.

**Week 6:**

**In week six, compare and contrast graphic organizer** was explained to the students and they read a topic about "What are you going to do next summer vacation" from their textbook. Then they formed a compare and contrast graphic organizer about the same topic they read. At last, they

**Data of Attitude Survey:**

	Frequency	Percentage
Easy	0	0.00%
Medium	3	15.00%
Difficult	17	85.00%
Total	20	100.00%

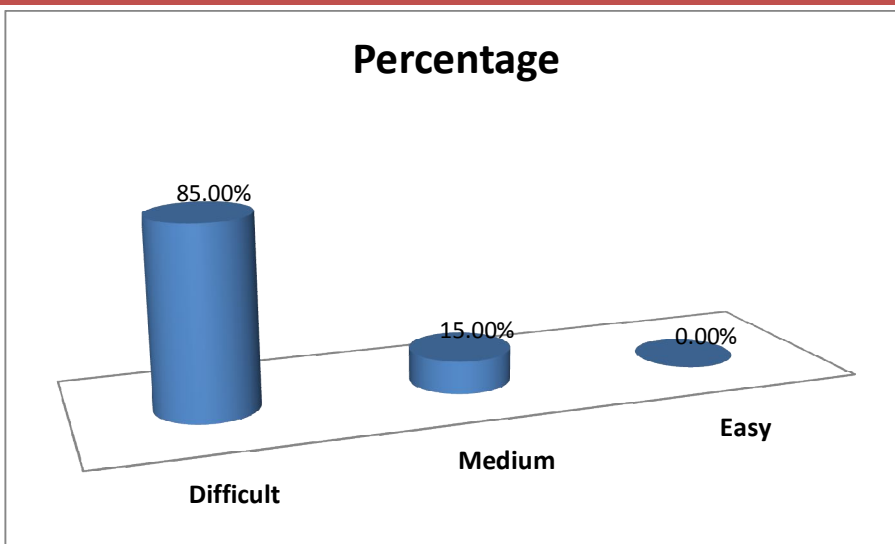
wrote the composition and collected papers for evaluation.

**Week 7:**

**In week seven**, the researcher asked the students to appoint a topic and prepare a graphic organizer by a map concept. They made the graphic and discussed it in front of the class as brainstorming, and then they wrote about that topic. We collected the papers for evaluation.

**Week 8:**

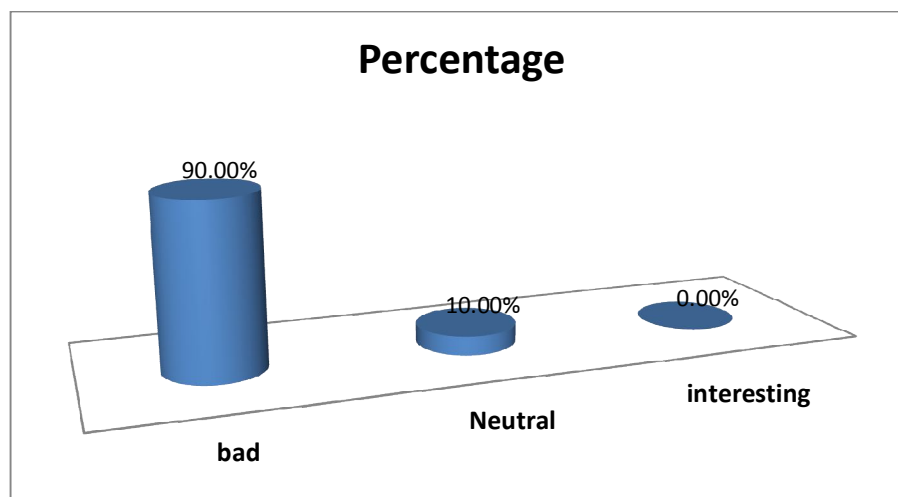
**In week eight**, the researcher gave the students the first topic they wrote about it before the intervention titled "Activities I do every day" but this time by graphic organizer. This time the students wrote three paragraphs much better than they did before the intervention. When the participants completed their writing, they were given the attitude survey to collect some information about the participants' perceptions and feelings towards writing after the intervention to see if there are any changes in the students' attitudes towards writing.



**Figure (1) and Table (1):**

From figure (1) and table (1) of the attitude survey before the intervention, question number 1 namely “**How do you see writing?**” shows that students rated the difficulty in writing by (17) with (85%) while medium are (3) with (15%) and easy became to be (0.00%) from their point of views.

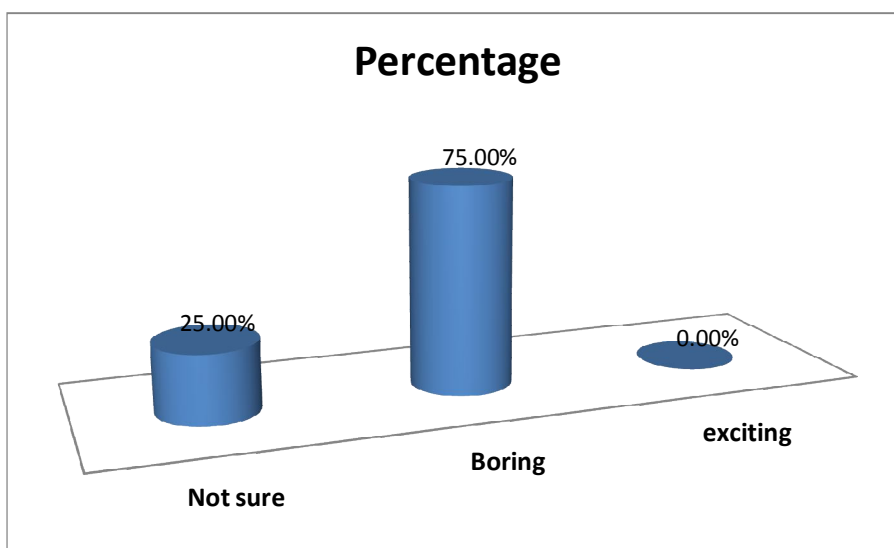
	Frequency	Percentage
Interesting	0	0.00%
Neutral	2	10.00%
Bad	18	90.00%
Total	20	100.00%



**Table (1) and Figure (1):**

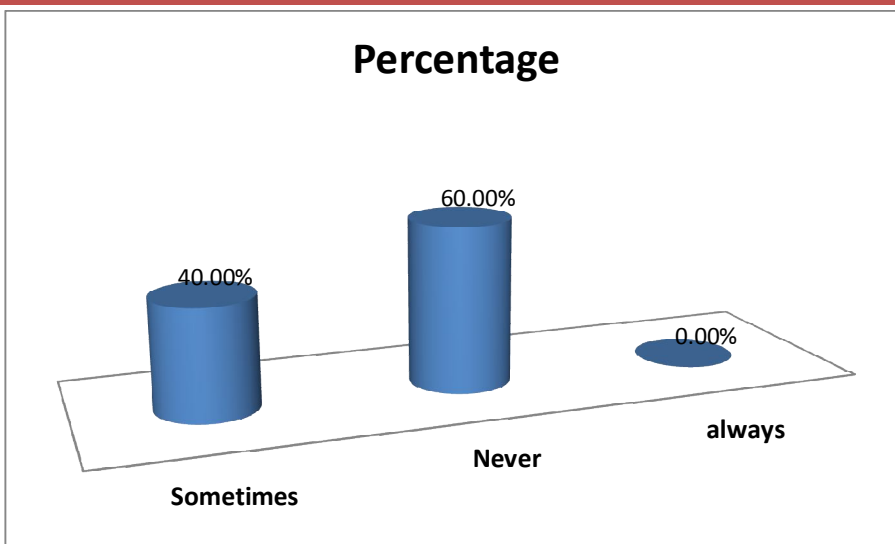
From table (2) and figure (2) it is obvious that (Q2) “**How do you feel when you write?**” Shows very high parentage which means that (18) of the students feel very bad when they write with the percentage of (90%) while who feel (Neutral) are (2) students with the percentage of (10%) and the students who feel interesting were (0).

	Frequency	Percentage
Excited	0	0.00%
Boring	15	75.00%
Not sure	5	25.00%
Total	20	100.00%



From table (1) and figure (1); it is noted that (Q3) “**What do you think of writing?**” (15) Of the students feel boring with percentage of (75%) while (5) of the students were (Not sure) with the percentage of (25%) and exciting became to score nothing.

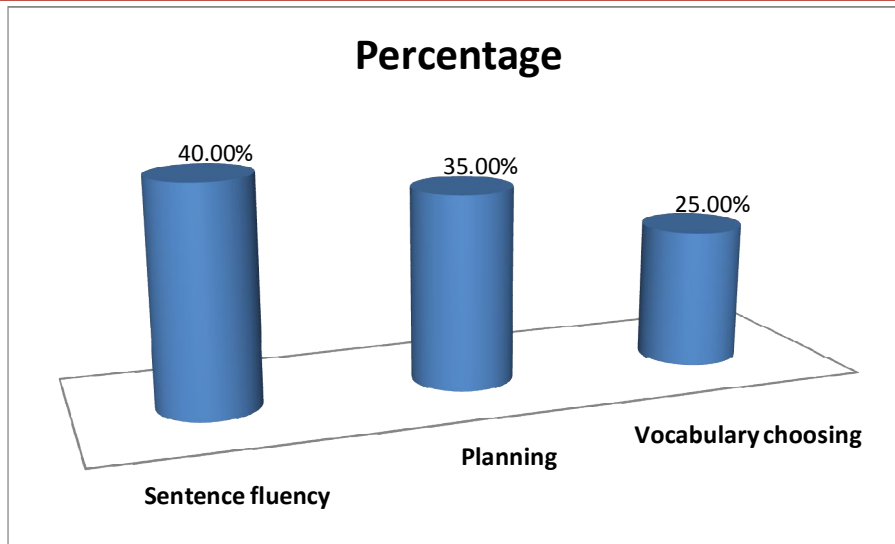
	Frequency	Percentage
always	0	0.00%
Never	12	60.00%
Sometimes	8	40.00%
Total	20	%100



From table (1) and figure (1) and according to (Q4) **do you try to finish your writing**, it is obvious that most of the individuals of the study never finish their writings. So students who (Never) finish their writings are (12) and with the percentage of (60%) while who (Sometimes) finish are (2) students with the percentage of (40%).

	Frequency	Percentage
Vocabulary choosing	5	25.0%
Planning	7	35.0%
Sentence fluency	8	40.0%
Total	20	100%





From table (1) and figure (1) (Q5) "Which is the most difficult from these for you?" shows (8) of the students have problems in (Sentence fluency) with the percentage of (40%) while who have problems in (Planning) are (7) students with the percentage of (35%) and for (Vocabulary choosing) there were (5) students with the percentage of (25%).

	Frequency	Percentage
Easy	5	25%
Medium	15	75%
Difficult	0	00%
Total	20	100%

### Results

The above data were generated through the attitude survey and the writing rubric can be used to verify the second hypothesis of this study. It is stated that the use of graphic organizers will positively influence the attitudes of students towards writing. This means that the writing scores of students have increased significantly as the result of the graphic organizers application. This result can be cited to verify the major hypotheses of the

study that students' writing ability has significantly improved as a result of using graphic organizer's to support their writing process. This same result can be used to answer the main question of the study, which inquiries about the impact of using graphic organizers on teaching writing to the Saudi Electronics and home Appliances Institute. It is obvious that graphic organizers' training has helped these students and improved their writing ability.

### Recommendations:

The study has appointed some recommendations;

Graphic organizers should be taught in academic writing if the aim is to develop writing skill because the students began to view writing as easy, interesting and more exciting. This feeling about writing has been reflected positively on students' attitudes towards this skill and motivated the students to learn English better. Thus, graphic organizers should be incorporated into the teaching of English to Saudi Electronic and Home Appliances Institute as EFL learners.

### Suggestions and Further Study:

The study dealt with the role of graphic organizers in writing skill in the Saudi Electronic and Home Appliances Institute through the research conduction. The researcher came across some related issues; hence, he would like to suggest some points: the researchers should carry more studies in this regard. - Decision makers and the syllabus designers have to adopt and incorporate these organizers into technical textbooks to motivate the students and make the learning of writing more enjoyable

- teachers have a great role in developing ways and techniques to motivate learners write more effectively, especially in teaching writing by graphic organizers.

### Conclusion:

From the results mentioned in this research, it is obvious that graphic organizers are effective instruments to develop the students' writing ability. The use of such organizers with the Saudi Electronics and Home Appliances Institute did have a significant positive impact on students'

writing as well as on their attitudes towards this skill. Participants' mean score in writing increased from (85%) of difficult to (90%) for easy and from (20%) for interesting to (75%) Furthermore, the participants' attitudes towards writing have changed dramatically. The students started to view writing as easy, exciting and interesting after they had completed their graphic organizers training.

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