INVESTIGATING THE EFFECT OF USING GRAPHICS ORGANIZER TECHNIQUES FOR TEACHING SAUDI EFL   LEARNERS WRITING SKILL

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ABSTRACT: *This study aims at investigating the effect of using of graphics organizer techniques for teaching writing skill. And it also examined the quality and adequacy of writing activities provided in student's textbook Writing-1-. Thirty - second tertiary level students participated in a quasi-experimental study for approximately one month. The study employed the experimental and descriptive research methods where the researcher used graphics in the experimental group to help to get ideas to write about and to help explain how different pieces of information are connected, while graphics were not used at all in the control group. The researcher used pre and post-test, textbooks analyses as tools for data collecting the findings indicate that the experimental group outperformed the control group statistically in the post test   .*
The findings which came out of the research:

- *A marked improvement in the writing performance of students who were taught by using graphics organizer.*
- *Poor and inadequate writing activities in the textbooks.*
- *There is a need for further reviewing of the writing activities in student's textbox.*
- *Incorporation of authentic materials in textbook particularly material for developing writing skills.*

KEYWORDS: writing skill, graphics organizer, writing activities, writing techniques

INTRODUCTION

Writing skill represents a critical and crucial issue in mastering English language the fact behind that , people of different walks of life communicate in different written formats on a regular basis to negotiate over a price , enroll to education institute maintain a social relationship , apply for a job , advertise products and services , deliver speech , convey feelings attitudes , believes ….etc.
In recent years, student's performance in writing English has been questioned. Evidence of this is obviously noticed in their examination answer sheets in the tertiary level; many students' writing performance is not satisfactory. In addition to, drills and exercise of writing provided in their textbooks were not enough to help students to develop their writing. This led to the choice of the tertiary level Shaqra University in Saudi Arabia   , as population of this study. Writing is an important skill for English language learners it is the skill that most probably all students should take care of because the exam depends mainly on writing ability. Student find it difficult to cope with this important skill, especially those in the third year tertiary level., The main issue which this study discusses is to investigate

the graphic organizer and shapes techniques which are used for teaching Saudi EFL learners writing skill at tertiary level. These students face many difficulties in writing which can be attributed to many reasons such as the way English language is taught, teaching materials in Saudi university and students themselves. However, the researcher believes that the English language teachers should focus on using the graphics organizer techniques for teaching writing skill at tertiary level in order to help students to develop their writing. This study is set out to answer the following questions:

- To what extent can the use of graphics organizer help to improve students' writing?
- To what extent dose the student's textbook provide adequate activities to develop writing at this stage?

For the purpose of investigating this study questions, the following hypotheses are formulated:
- The use of graphics organizer can effectively help improve students' writing.
- The activities of writing offered in student's textbook are not adequate to develop students' writing.

THEORETICAL BACKGROUND

Hedage (1988 P. 302) Mentioned that in order to produce coherent and well organized written work students should be exposed to a variety of techniques and strategies which are basically oriented towards developing the area of language appropriateness style, content, organization and grammar, The process of writing is seen as a result of employing different strategies to manage the composing process of which is one the gradual development at a text. It involves a number of activities such as setting goals, generating ideas, organizing information, selecting appropriate language and making drafts; reading, reviewing and editing them. This mean designing such activities should be graded like all educational processes. If we follow this we may reach the ultimate goal.

Hatim (2009:P.53 -54) indicated that in writing students are asked to write paragraphs, stories, letters, or events. Most of these events are written as compositions or essays. In testing the skills of written there should be a problem which stimulates students to write. Therefore, the best way of testing students writing skills is to let them determine their own problem. Thus testing specific problem in writing requires the following three criteria: First: We have set our writing tasks properly of the population of tasks we expect our students to produce. Second: The tasks should elicit samples of writing which truly represent the students' ability. Third: The sample of writing can and should be scored reliably.

Writing Techniques
Many authors define the techniques and they are follows Archer (1979:9) defined techniques. *"Away of working with methods functions and code commands to create the*

offer all response from the computer when the code is run also he define it as a general set of method used to create the offer all illusion of since"
Anthony (1972:2) Define Technique "A particular trick stratagem used to accomplish and mediate of adjective (a technique is there for implemental that which actually takes places in the classroom and must be in harmony with method and the approach adapted)"The techniques in planning the class .Choosing classroom techniques are everyday business of every teacher (Jone, 1982).

Raimes (1983) states these questions that help us choose techniques. First: How can writing help my student learn their L2 better? When students complain as they often do about how difficult is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar, but about the difficulty of finding and expressing ideas in a new language for them. Second: How can I find enough topics? One useful source that is often overlooked is the students themselves and their interest such as notes and letters to a friend. The first thing we should consider is not which one assignment will be best, but how many assignment we can develop, so that our students can explore the subject as fully as possible. Third: How can I help to make the subject matter meaningful? When we read our pupil's composition we will not be very interested in what they are writing, but rather in how they are writing and their spelling and grammar accurate? It is easy to make the same type of task much more interesting and meaningful, because the reader certainly needs to find subject matter of a piece of writing interest i.e. needs a purpose rather than just language written. Four: How much time should give my pupils for their writing? Obviously a lot of language activities and group work take more time than the usual writing assignment. Before we can assess how much time to allow for writing task, we have to examine what writes actually do when they write. Hence are activities that a lot of writers say they do (Raimes, 1983).

They identify why and how they are writing and identify who they are writing. They gather material through observation, brainstorming, making notes, and lists, talking to others and reading. They plan how to go about the task and how to organize the materials. They write the drafts and revise. They prepare more drafts and then the final version. And they proof read for errors.

Graphic Organizers for Teaching Writing
Graphic organizers are visual displays that demonstrate relationships between fact, concepts or ideas. Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel, article, essays and many other writing activities. Because they help the learners make connections and structure thinking, students often turn to graphic organizers for writing process.
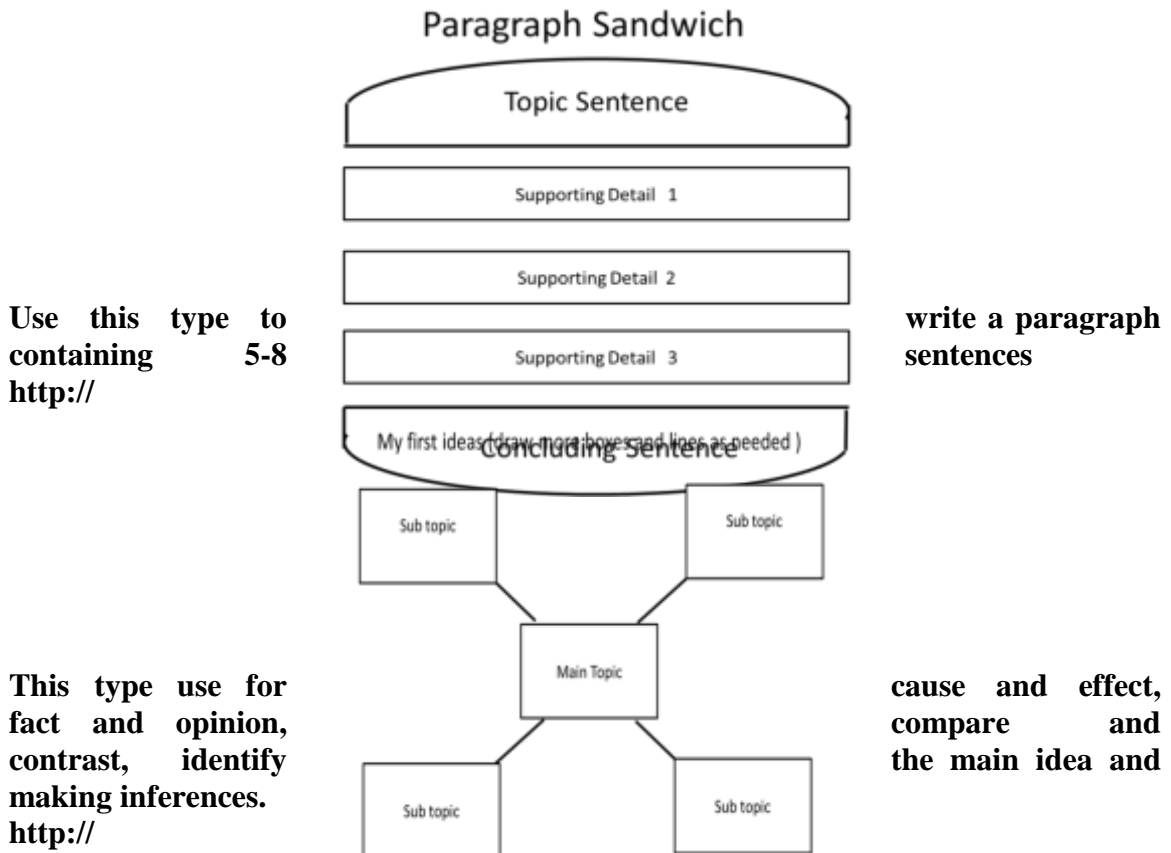
In addition to graphic organizers can act as instructional tools. Teachers can use graphic including, web, concept, maps and mind.
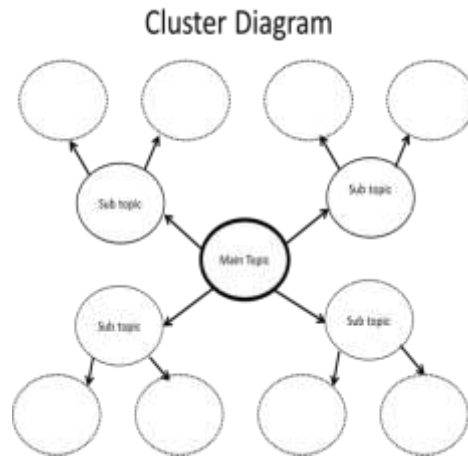
http:// www. inspiration.com/visual-learning/ graphic- organizers /6/2014

Types of Graphic Organizers
There are many types of graphic organizers such as:
Webs, concept maps, mind maps and plots as stack plots and Venn diagrams are some of the types of graphic organizers used in visual learning to enhance thinking and improve academic performance on written papers, tests and homework assignments.

Paragraph Sandwich

Topic Sentence

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

My first ideas (draw more boxes and lines as needed)

Concluding Sentence

Sub topic   Sub topic

Main Topic

Sub topic   Sub topic

Use this type to write a paragraph containing 5-8 sentences http://

This type use for cause and effect, fact and opinion, compare and contrast, identify the main idea and making inferences. http://

Cluster Diagram

www.dailyteachingtools. Com/free- graphic- organizers-w.html

Concept Maps
Concept maps graphically illustrate relationships between two or more concepts and are linked by words that describe their relationship.

Webs
Brainstorming Webs show how different categories of information relate to one another.

Mind Maps
Mind maps are visual representations of hierarchical information that include a central ideas or image surrounded by connected branches of associated topics or ideas.

How to Use Graphic Organizers
Graphic organizers are tools that can be used to visualize and organize information. Because they are often used as prompts for students to fill in the blanks, graphic organizers provide many benefits to students who use them including:
- Helping students structure writing project.
- Encouraging students to make decision.
- Making it easy for students to classify ideas and communicate.
- Allowing students to examine relationship.
- Making it easy to brainstorm.
- Guiding students in demonstrating their thinking process.
- Encouraging students to organize essential concept and ideas.
- Helping students increase reading comprehension.
- Making it clear how to break apart a story into the main elements (intro, rising action, climax, etc.) (ibid).

Teaching with Graphic Organizers
Used across the curriculum, teacher use graphic organizers to teach many things, including:
- Cause and effect

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- Note taking
- Comparing and contrasting concepts
- Organizing problems and solution
- Relating information to main themes and ideas
- Organization skills
- Vocabulary Knowledge
- Sequencing

htt:// www. inspiration.com / visual- learning / graphic- organizers /6/2014

REVIEW OF PREVIOUS RESEARCH

First, Hamad (2011) studied Developing Effective Techniques in Teaching English Language in Overcrowded Classes at Secondary Schools. He used questionnaires in his study, and the results showed that pair work is useful technique in teaching learning English language in overcrowded class. Found out also, there is noticeable shortage in graphics organizer used in teaching learning English in overcrowded classroom. And training is essential for teaching staff at the faculties of educations in order to promote and facilitate their teaching techniques. Second, (Al- Hazmi and Schofied (2007), investigated the effect of enforced revision and peer feedback on the students' writing quality. The study was intended to improve the writing of low- proficiency Saudi Students at tertiary level. A total of 51 third level students at King Khalid University participated in the experiment. At the pretest stage all the subjects wrote two drafts but only the experimental group was provided with a checklist stage. The researchers concluded that the subjects "were not ready to abandon the traditional surface error focus of their classroom" despite the researchers' effort to improve their English writing (p.237). Third, Al kabbashi (2007) Evaluated of Sudanese Secondary Schools Pupils' Standards in Reading and Writing after the Application of SPINE Series. He used questionnaires and test. The results showed that the writing techniques used in the textbooks are in sufficient for constructing sentences, paragraph development, and for composition. This study also, showed that Pupils, standard in writing are weak and incompetent.

In conclusion, the findings presented in this study indicate that the use of graphics organizer in the classroom can be effective, and is perhaps necessary in certain situations. This study is a form of empirical research where the findings could have a direct impact on the use of graphics organizer in writing skill in the classroom.

RESULTS

The tests analysis
Study experiment
There were actually two classes in this study. The first one was the experimental group while the other one was the control group. They all studied English for the same amount of time, and used the same textbooks.The pupils in the two groups were taught writing skills from their textbook for one month. The main difference between the classes, in terms of how they studied, was that the researcher used visual aids; graphic organizer i.e.

clustering for teaching writing. The aims are to get ideas to write about and to help explain how different pieces of information are connected to each other, to quickly clarify new vocabulary or phrases for the experiment group, while visual aids were not used at all in the control group. Both classes took a pre-test prior to the instruction program and a post-test after the program.

RESULTS AND DISCUSSION

The analysis of the experiment will focus on answering an important question: To what extent can the using of the graphics organizer help to improve students' writing? To answer this question, computed the mean, standard deviation, standard error and ranges for the pre-test- and post- test of both experimental and control groups. To find out whether the group had any progress as a direct result of instruction, T-test group was computed for each group using the pre-test and post-test mean scores of each group.

Table (1) Distribution of pre-test and post-test Scores.

Group		Mean	SD	SE of Mean
Experimental group	Pre-test	28.8000	20.9245	3.5063
	Post-test	38.7000	20.9245	3.8201
Control group	Pre-test	32.000	19.2058	2.6847
	Post-test	32.4332	20.2058	3.5066

Table (2) T-test comparing the results of the two groups.

Group	N	Mean	Std. Deviation	Std. Error Mean	t-observed	Df	Sig.(2-tailed)
Experimental	30	6.967	2.0620	.3821	18.233	29	.000
Control group	30	6.300	1.3168	.2402	26.202	29	.000

Table (1) clearly shows that when the visual aids in teaching writing skill was used within the experimental group, it scored higher than those in the control group on the post-test (mean = 38 and 28 respectively) with similar variations among students in the experimental and controls (SD = 20. 93 and 20. 20 respectively).

Since both the experimental and control groups were equal in size, no significant differences existed between the groups on basis of their pre-test mean scores previously at the beginning of the program. Results of the T-test in Table (2) shows that the mean scores of both control and experimental groups were (6. 967) and (6. 300) respectively, as shown in Table 4-2 Comparison of mean scores for the groups yielded a difference of (+0.668)

between experimental and control. Further, the results of the T- test yield at the .001 level (p <.001***) meaning that the difference between the experiment and control scores were statistically significant. This suggests that a student writing performance within the experimental group improved significantly as a result of introducing the graphics organizer in the classroom.

Through observations, we can state that the results within table (1) show that while all the classes improved, the results of the experimental group improved more than the control group. The control group's improvement was not expected though, as the pupils studied intensely for a period of one month, and may have applied their own skills. Both groups show improvements but the experimental group showed a marked improvement with the highest scores when compared to the slight improvements achieved by the control group. These results clearly illustrate the strongest evidence we have found in experiment, and supports our original hypothesis: The use of graphics organizer can effectively help improve students' writing.''

Textbook analysis
The textbook analysis included Writing -1- book in tertiary level.
The survey of the syllabus showed that there must be a purpose or reason for writing, in real life writing is usually carried out for a purpose. Similarly in communicative drills the students should be given a reason to communicate.
Furthermore, writing activities in writin-1- emphasized repetition and accuracy. Ultimately, they did not help pupils to achieve writing competence in the target language. In addition, the use of the language and these may lead to pupils' boredom. There is no role-play, information gap activities, challengers, which are core features in any writing syllabus. Thus, it came as no surprise that pupils' competence in writing is very poor.

CONCLUSION

This study tried to find out whether the using of graphics organizer improves students' writing or not. As hypothesized: The use of graphics organizer improves students' writing Performance. The results of this study showed that students writing performance within the experimental group improved as a result of introducing the graphics organizer (i.e. graphic or clustering) in the classroom.

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هدف هذه الدراسة: مستخلص التحقق الي من أثر استخدام الرسومات الرسوم البيانية والوالي في تدريس مهارة الكتابة لطلاب اللغة الانجليزية كلغة أجنبية. ضا وأي حص فة جودة فاية وكذ أنشطة الكتابة استخدمت تقريباً شهراً لمدة الدراسة التجربة – شعبة في طالب باثلاثون شارك الدراسي، المقرر في في يوالا شكال الرسوماتب استخدام الباحثة قامت حيث والوصف في، بيال تجري البحث الدراسة ذلك الي الحاجة عند بعضها مع المعلومات وربط طول فهمل لمساعدة وذلك الكتجريبية المجموعة الاخت بارال باحثة استخدمت . الضابطة المجموعة في والا شكال الرسومات تستخدم ولم على النتائج جتشير . البياناتل جمع كأدوات راسيالد المقرر تحليل و والبعدي، القبلي بعد ما اختبارف يإحصائيا المراقبة بمجموعة على تفوق التجريبية المجموعة أن.

يليما الباحثة اليها وصلتال التي النتائج جأهم ومن:

•   التحصيلف يت فوق واقد والا شكال الرسوماتب استخدام تدريد سهمت ميزنال لذلا طلبة والا شكال الرسوماتب دون تدريد سهم تمال لذين نظرائهم على.

•   الطلاب بيئة من مأخوذة مواد وجود وعدم الدراسي المقرر في الكتابة انأنشطة وقلة ضعف الكتابة لتدريس.

•   الدراسي المقرر في الكتابة انأنشطة في والتنويع التعديلاتب عض إجراء.

•   الكتابة مهارة تطوير على تساعد الدراسي المقرر في الطلاب بيئة من مواد إدخال.