THE EFFECT OF USING GRAPHIC ORGANIZERS INNOVATION TO ORGANIZE MILLENNIAL COLLEGE STUDENTS' IDEAS ON ENGLISH WRITING

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ABSTRACT

Organizing ideas was one of the crucial problems in the millennial era faced by the first grade English department students at IAIN Kudus in English writing. To encounter that problem, the observer (who was also the English writing lecturer) proposed the students to use the innovation of graphic organizers techniques to organize their ideas on English writing. For that reason, this study aimed to investigate the effectiveness of graphic organizers innovation in organizing students' ideas on English writing ability as well as their attitudes towards this essential language skill. The sample of this study was composed of 10 first semesters of English department students at STAIN Kudus during the academic year 2017-2018. This study (within subject design) was conducted in three phases. Two main sources were used to generate data for the study: (1) samples of students' English writing before and after the graphic organizers intervention, and (2) a writing attitude survey which was administered 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 distinctions between means of the scores. The data generated through the writing attitude survey was analyzed qualitatively to identify any changes in students' attitudes. The results of this study proved that the innovation of the graphic organizers techniques had significantly enhanced the millennial students' ability to organize ideas on English writing and had positively impacted their attitudes towards this skill. These results suggest that graphic organizers innovation can be an effective support in teaching writing for EFL learners.

Keywords: *English Writing Ability, Graphic Organizers Innovation, Organizing Ideas, Attitudes towards Writing.*

INTRODUCTION

The ability in conducting a good writing in this globalization era plays a significant role. Moreover, from all language skills, writing is commonly rated as the most demanding and the most difficult to master. A complain from educators and language art teachers in America is that their students "have limited writing abilities and struggle to write compositions that convey their thoughts and ideas" (Unzueta, 2009: 1). We can imagine how nonnative speakers of this language would suffer, if this case happened to native speakers of English.

Graham (2006) notes that students who do not learn to write well are at a

disadvantage

throughout their education. He says that at college level where English is a medium of teaching,

weaker writers are at risk; they are less likely to be able to express their learning to their instructors who often assess their performance through writing. Hence, these students may fail their courses and consequently suffer academic delay, or even worse dismissal from college.

To avoid such tragic consequences, English language instructors and educators are urgently requested to look into this issue and develop writing teaching techniques and methods that may help students improve their writing proficiency. Actually, the use of poor teaching approaches has negative impact on the students' English proficiency in general and on their writing performance in particular.

Educators in the world may open their eyes into western practitioners and see how they manage to overcome such a problem. Indeed, western practitioners have conducted several empirical studies and developed numerous techniques and strategies that proved to be effective in improving students' writing proficiency. Some of these studies recommend that teachers should provide learning experience in risk-free setting and provide continuous positive feedback to students for greater chances to develop writing skills (Brown, 2011). Building positive classroom experiences for learning is of paramount importance for learning writing successfully (Dunn & Finely, 2010). However, a wide spectrum of research has investigated and recommended the use of graphic organizers to augment the teaching of various writing processes. Miller (2011), for instance, states that graphic organizers serve as visual representation of ideas that help learners organize their thoughts and apply

their thinking skills to the content in a more orderly manner. Miller (2011: 4) further adds that graphic organizers "often occur in the form of key words and allow students to focus more on the meaning rather than the format of complete sentence structure". Moreover, Ching and Chee (2010) claim that organizers can help weaker learners to make sense of information and stay on the given topic as long as they are writing. Quite recently, Bishop (2013) reports that graphic organizers can be used to mitigate difficulties that less skilled writers face as these organizers can improve planning, organization, word choice and composition coherence.

Such techniques could be of some value for English as Foreign Language (EFL) learners in this millennial era and most particularly to the novice college students of English department at IAIN Kudus whose organizing ideas is required to be the crucial thing in writing proficiency. Bearing in mind the importance of writing for such students and the possibility of using graphic organizers to organize ideas in teaching this vital language skill, the researcher becomes interested in finding out whether the use of these occidental techniques would have any effect in improving the writing ability of novice college students of English department at IAIN Kudus. Furthermore, the researcher would like to find out if the use of such organizers would have any influence on the students' attitudes towards writing.

STATEMENT OF THE PROBLEM

Organizing ideas in writing is a problem for many students including native speakers of English. In case, most students in all grades underperform in writing. For nonnative speakers of English, the case is even worse and more critical. At IAIN Kudus, where this study is conducted, more than a half of the novice students of English

Department failed their end of term basic writing exam. The negative impact of such insufficient writing ability is quite fetal. It threatens the students' academic future. One of the major reasons for students' low performance to organize ideas in writing; however, is the traditional methods adopted to teach this skill. In fact teaching writing does not go far beyond "the teacher assigns a topic, the students write and the teacher evaluates and (at his/her best) provides feedback" (Marshi & Henatabad, 2011: 79). Such an approach to teaching writing, in the researchers' point of view, is very unproductive and demotivating. It induces the learners to develop negative attitudes towards writing. To make teaching writing more fruitful and less boring, more modern innovative techniques such as graphic organizers are worth considering and being utilized in teaching English writing.

In response to the problem of English novice students' insufficient writing ability, this research comes as an attempt to determine whether using graphic organizers helps to improve students' writing performance or not. This research also intends to see how the use of such techniques impacts the students' attitudes towards writing.

HYPOTHESES OF THE STUDY

Through the use of graphic organizers to teach writing, it is hypothized that:

1. Students' writing performance will improve significantly.

   This hypothesis is based on the assumption that graphic organizers innovations provide scaffolding or support for new information, organize ideas and information, help to focus attention, select relevant vocabulary and offer a reminder for previous information.

2. Students' attitudes towards writing will become more positive.

   This hypothesis is based on the assumption that these innovations of organizers create an enjoyable learning atmosphere that enhances meaningful learning. Hence, they serve to improve performance and prevent frustration and boredom.

QUESTIONS OF THE STUDY

This research is intended to answer two questions that are directly related to the above hypotheses.

1. What is the effect of using graphic organizers innovation to organize millennial college students' ideas on their English writing performance?

2. How does the use of graphic organizers innovation impact the millennial college students' attitudes towards writing?

LITERATURE REVIEW
The Importance of Writing

Graham and Perin (2007) describe writing as skill that draws on the use of strategies to accomplish a variety of goals. They affirm that writing is a means of extending
and reinforcing knowledge. They add that writing acts as an effective tool for acquiring new
information.

Brown (2001: 343) lists a series of micro and macro skills of writing, which are useful to help teachers determine strategies in students' writing performance for getting its effectiveness. The skills are as follows:

Micro skills

a. Produce graphemes and orthographic patterns of English.

b. Produce writing at an efficient rate of speed to suit the purpose.

c. Produce an acceptable core of words and

use appropriate word order patterns.

d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.

e. Express a particular meaning in different grammatical forms.

f. Use cohesive devices in written discourse.

Macro skills

a. Use the rhetorical forms and conventions of written discourse.

b. Appropriately accomplish the communicative functions of written texts according to form and purpose.

c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. Distinguish between literal and implied meanings when writing.

e. Correctly convey culturally specific references in the context of the written text.

Academic Writing

Academic writing is more demanding than other types of writing; it involves selection of particular words or terms to form sentences following conventional patterns to create essays or to write answers or reports. Furthermore, academic writing needs prior knowledge of the topic of writing genre with its rules and writing format (Scott & Vitale, 2003).

Generally, this type of writing is more developed than informal writing which one practices

when he/she interacts with friends through personal letters or text messages. Academic writing

has a particular purpose and it is composed in a more organized and coherent manner.

Difficulty of Teaching Writing

Many scholars and researchers admit that teaching this skill is a complex and cumbersome process (Ching and Chee, 2010). As a lecturer of writing, the researcher acknowledges the difficulty and complexity of teaching English writing. However, it should also be acknowledged that the traditional methods which are widely adopted to teach this skill is one of the major causes for the poor level of the students' writing performance.

Requirements of Effective Teaching Writing

Effective teaching writing requires the use of assistive devices to support and maintain the learning process. Strangman & Dalton (2005) outlines the major principles of effective writing instruction. These involve providing support for recognition through presentation, support for strategic learning through expression and support for affective learning through engagement. Use of mind maps and graphics, says Strangman, provides the teacher with tools and strategies that help him/her to adhere to the above principles of effective teaching writing. Currently, visual organizers are widely incorporated in teaching writing. These tools are claimed to provide learners with a concrete structural framework of information and help to focus the learners' attention on key ideas and the conceptual relations between these ideas rather than the apparently isolated facts (Delrose, 2011). In fact, the use of graphic organizers enhances understanding, organizing ideas and meaningful learning, and in this way facilitates the complex task of learning writing while serving to prevent boredom (Janssen, et al, 1993). Lee (2004) regards graphic organizers as the most effective tools to organize ideas for teaching

and improving writing skills. In fact, dozens of empirical studies were conducted to verify the efficacy of such organizers, and almost all of these studies asserted their viability for teaching writing. It is found that these organizers help the students organize and visualize the abstract ideas, divide the writing tasks into smaller palatable parts, and monitor their writing progress (Unzueta, 2009).

Graphic Organizers

Graphic organizers are defined by Bishop (2013) as visual displays of key content information designed to guide learners and to enhance their comprehension. They are sometimes referred to as concept maps, cognitive maps, or content maps, but they are all used to serve one purpose.

According to Tang (1994: 87), the graphic organizer is a "teaching/learning device developed to facilitate student comprehension and organization of content area texts". The development of graphic organizers or key visuals has been influenced by various theories and schools of thought, including Gestalt psychology, which considers the whole being more than the sum of its components.

A graphic organizer is a visual graphic display that shows the relation between facts, terms or ideas within a learning task (Hall & Strangman, 2002). The visual representation of graphic organizers provides learners with a structural framework of information to be learned. This helps to direct the learners' attention to key concepts and conceptual relationships.

The use of such organizers, thus promotes understanding, and enhances organization and long term retention of information. It stresses meaningful learning which serves to facilitate learning and minimize boredom (Janssen, et al, 1993).

Types of Graphic Organizers

A review of the literature reveals a variety of schemas used to typify graphic organizers. Graphic organizers come in many different forms, each one best suited to organize a particular type of information. The following examples are merely a sample of the different types and uses of graphic organizers.

1) **Conceptual**: These types of graphic organizers include a main concept or a central idea with supporting facts, evidence, or characteristics.
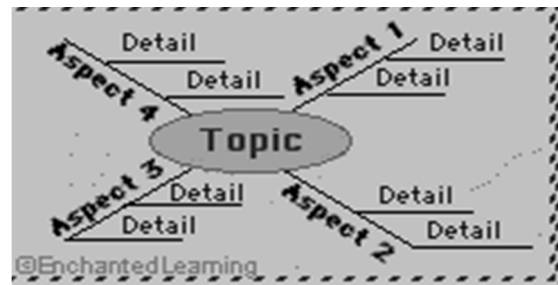

2) **Cause and effect**: It is used to describe the cause and the effect to something. Starting from cause and going forward. This is widely used to assist the students identify the major causes of certain events and their effects on surrounding atmospheres.
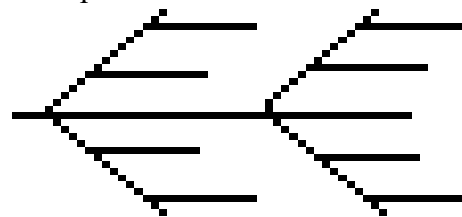
3) **Compare and contrast**: It is used to show similarities and differences between two things (people, places, events, ideas, etc.). This is commonly used to assist students compare and contrast concepts according to their main features or quality. Key frame question: What things are being compared? How are they similar? How are they different?
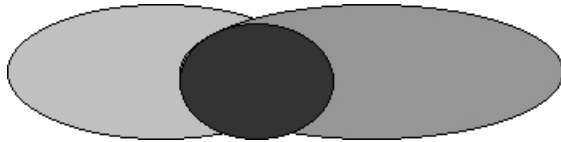
4) **Sequential**: Sequential organizers arrange events in chronological order. It is used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). This type of organizers is helpful when events have a specific beginning and end.

Initiating Event

Event 1

↓

Event 2

↓

Final Outcome

Event 3
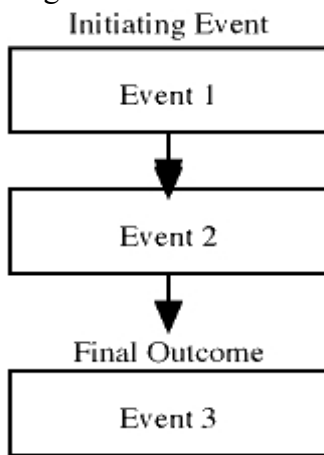
For effective use of graphic organizers, they must be clear and simple (Egan, 1999). Organizers should be properly constructed and should not include too much information or distracters. Furthermore, teachers must give explicit instruction on how to organize information when a specific organizer is used. This will eventually lead the students to becoming more independent users of these organizers. Griffin and Tulber, (1995) suggest graphic organizers must be used repeatedly to give better results. They claim that using graphic organizers regularly in class assists the learners to internalize the organizing

procedures. In addition, Marklay and Jefferies (2001) give some specific guidelines for using graphic organizers. These include verbalizing relationships between the concepts represented within the organizers, providing opportunities for students' input, connecting new information to past learning, making references to upcoming materials, and reinforcing decoding and structural analysis.

General Concept of Organizing Ideas

Organizing ideas are the act of rearranging ideas following one or more rules. Anything is commonly considered organized when it looks like everything has a correct order or placement. But it's only ultimately organized if any idea has no difference on time taken to find it. In that sense, organizing ideas can also be defined as to place different ideas in logical arrangement for better searching.

Students' Attitudes towards Writing

To achieve academic success, the ability to write clearly, consciously and efficiently is very important. However, many students have limited writing abilities and struggle to write compositions that adequately convey their thoughts and ideas (Unzueta, 2009). Indeed, the
writing process can be very cumbersome and difficult to master. Actually many students are classified as low achievers in this skill. This situation is quite frustrating and leads many students to develop negative attitudes towards this essential skill. Educators can play a major role in helping students overcome this problem. It is important for teachers and lectures to provide students with interesting, authentic and meaningful writing experiences (Chohan, 2011). Moreover, according to Chohan (2011), writing is better learned when

students are engaged, helped to organize their thoughts, and allowed to express their own experiences.

Lancaster (2013) reports that when students have the chance to participate in writing workshops and used a variety of graphic organizers, so it will become meaningful, creative and more enjoyable. Furthermore, when students are offered the opportunity to practice writing under stress-free conditions, they become more comfortable and confident in the writing process. Teaching writing by the use of graphic organizers is meaningful and interesting because it effectively shows students' growth with respect to their writing abilities. Lancaster (2013) confirms that the use of graphic organizers in teaching is one way to create a learning atmosphere where students love writing. Teachers can prevent writing failure and students' frustration when successful and meaningful ways of teaching are used.

RESEARCH METHODOLOGY

The participants of this study were the novice students (first grade students) of English department at IAIN Kudus. The study took place in the college premises at IAIN Kudus.

This study (a within subject design) consisted of three phases. Those were the Baseline phase, the Experimental phase and the Post-experimental phase. It was carried out during the second half of the second semester of the academic year 2017–2018. It began on the 30th of April 2018, and continued for six consecutive weeks.

The study used two major instruments for data collection: a writing rubric and an attitudinal survey. The writing rubric was selected and modified by the researcher to assess the various traits of students' writing. The second instrument used in this study was the attitude survey. This survey was intended to measure the students' attitudes and feelings towards writing and their perceptions of the writing task.

The Baseline Phase (week one)

In this phase, the participants were given some explanation of the intended experiment and its expected benefits for them. The concept of graphic organizers was briefly introduced and the participants were informed that they were going to learn more about these techniques and their use to enhance writing ability. A copy of the detailed plan for the coming weeks was distributed to participants and their questions and enquiries were carefully answered. In the same session, the participants were given the writing attitude survey. This was a close-ended survey intended to collect some information about the participants' perceptions and feelings towards writing before the graphic organizers' intervention. This survey would be given to the participants once more at the end of the study to see if there were any changes in students' attitudes towards writing which could be attributed to the graphic organizers' intervention.

The Pre Intervention Phase (week two)

In this phase, the participants were informed that they were going to do their first writing assignment. It involved writing a conceptual thought about their college (IAIN Kudus). Before doing the task, students were given a brief introduction on how to make a main concept of something. Then, they were given 45 minutes to complete this task. Afterward, the participants were reminded to follow the writing procedures that they had studied during the first half of the term. More specifically, they were reminded to plan, draft, edit and revise their writing. The participants had completed the writing task within the designated time and their papers

were collected and handed over for evaluation. Each participant's paper was scored which then averaged and recorded to represent the students' writing ability before the intervention and without using graphic organizers. The averaged score was 63.7 from all of the ten participants.

The Intervention Phase

This phase started in the second week of the study and lasted for four weeks. Each week, the researcher met the students once. The meetings were scheduled on Thursdays from 8.00 a.m. to 10.00 a.m.

Introduction of Graphic Organizers (week three)

In this phase, the participants were carefully introduced to the concept of graphic organizers. Students were informed that these organizers were used elsewhere and proved to be very effective in enhancing writing ability. In an effort to clarify the concept of graphic organizers, the participants were informed that they were visual representations that describe relationships among key concepts and that they serve as maps for information. They can create a meaningful diagram that helps users expand and explain a certain concept. With regard to writing, the students were told that these organizers would allow for brainstorming of new ideas that relate to the main theme of writing; create links that connect new ideas to previous knowledge, help to outline and then aid in writing the ideas in sequential order. Students were also informed that there were numerous types of graphic organizers; however, this study would focus on only four types of them. These were; (1) conceptual, (2) cause and effect, (3) compare and contrast, and (4) sequential. The students were then given blank copies of these organizers and their main parts were briefly explained. Actual training on how to use graphic organizers began in the next phase.

First and Second Type Organizers (week four)

The training involved teaching participants how to brainstorm main ideas and expand graphic organizers through supporting ideas. The researcher made a quick review of the first and second type of graphic organizers that would be used in this study. Then the first type (conceptual) was singled out and projected on the white board. The participants were informed that this organizer, i.e., the **conceptual** would be the first focus of their training and application for this session. Students were given explicit instructions on how to use this graphic organizer to generate ideas, to take notes and to organize writing tasks. The investigator told his students that they were going to use the supporting facts, evidences or characteristics to write a composition of the given conceptual text under the title "*Living in the USA*". This prompt was written on the board and read aloud to the students. In the meantime, students were asked to pay attention to the author's style of presenting the main and supporting ideas and how these were organized in the text. Students were then asked to work in small groups to identify and list the main ideas mentioned in the text.

After that, the **cause and effect** graphic organizer was introduced in the same way as the conceptual organizer. A blank cause and effect organizer was projected on the white board and copies of this organizer were distributed to participants. Different parts of this organizer were identified and their functions explained. The participants were told that they were

going
to use this organizer to write a composition under the title "*Who's taking care of the children?"*

The participants read, listened to and discussed a text. With the help of participants, the researcher identified and listed the possible causes and the main effects of the text. Then, the researcher modeled the use of cause and effect graphic organizer to list these causes and effects and used them to write a model paragraph composition. For homework, the participants were then instructed to compose both conceptual and cause and effect organizers in writing. Students were reminded of the major steps of writing such as planning, drafting revising and editing. Final copies of students' writing were submitted to be corrected over the weekend.

Third and Fourth Type Organizer (week five)

The fifth week started with a quick revision of the two previously studied graphic organizers. Then the third and the last organizer of this study were introduced in the same way like the two antecedent ones. The **compare and contrast** organizer was presented and its use to scaffold writing was carefully explored. Blank copies of this organizer were distributed among students. A large compare and contrast organizer (Venn diagram) was projected on the white board and its different parts were highlighted with different colors. The participants were told that they were going to use this organizer to write a comparison between two societies; Canadian and American. A prompt was written clearly on the board and read loudly. It stated "My country*"*. Some vocabulary items and grammar points relevant to the text were discussed with particular emphasis on comparative and

superlative adjectives with linking words. Students were asked to read the texts again and try to list points of similarities and differences between the two societies. The researcher then modeled filling the Venn diagram using information provided by students**.** The two societies were represented with two intersectional circles with Canadian occupying the left and American the right circle. Things particular to Canadian were put in the left circle and those particular to American in the right one. Things that were common to both societies occupied the intersectional area between the two circles. Students were then instructed to write their composition using their graphic organizers only. Final copies were collected and marked by the researcher and returned to students with feedback.

In the last time of this week, the researcher made the same review for **sequential** organizer. With the help of the students, the researcher used the series of events chain organizer which was projected on the board to list the ideas identified by the students. The researcher drew the participants' attention to how these ideas were organized chronologically and according to their importance. Finally, the researcher modeled the use of this graphic organizer to write a paragraph composition in response to the prompt "*How to read faster*?" The graphic organizers
provided them with visual representations of what they were writing about. In the meantime,
the researcher directed the participants on how to use their organizers to generate and organize
ideas, how to use proper vocabulary items and linking words to write more sophisticated fluent
sentences. The participants were constantly reminded to start their composition with

planning,
then drafting and to practice peer editing before they finally write and submit their fair copy
for correction. In the remaining time of the class, the students' questions and enquiries were carefully answered and dealt with. For homework, the participants were given both blank comparison/contrast and sequential organizers and asked to use them to brainstorm and generate ideas to write a paragraph composition. At the end of this session participants were told that they were going to take a writing test the following week, but this time they would be allowed to use a graphic organizer to facilitate their writing task. They were also informed that they would be given the writing attitudes survey again.

The Post Intervention Phase (week six)

In this phase, the participants were given the opportunity to choose which organizers they would use to compose paragraph essay writing. Participants were allowed 45 minutes to complete this task. Before writing, the students were reminded of the basic steps of the writing process and urged to constantly look at their graphic organizers while writing. When the participants completed the task, they handed it over for evaluation. The scores of the students were averaged and recorded to be compared to their scores before the intervention or before they received their graphic organizer's training. After finishing the writing task, the participants were administered the writing attitudes survey. It was the same survey which was given to them during the baseline period. The participants' responses to this questionnaire were used to check if the use of graphic organizers had changed their attitudes towards writing.

Data Analysis

For data collection, the researcher used two major tools: a writing rubric and an attitude survey. The writing rubric was used to assess the students' writing samples before and after they received their graphic organizers training. This rubric assessed the participants' writing in five areas: content, organization, word choice, sentence fluency and convention. In each area a student could receive a four for exceeding expectation, a three for meeting expectations, a two for approaching expectation and a one for not meeting expectation. The data composed of the participants' writing scores during the baseline phase and after the graphic organizers' training were summarized in the following sections.

The data set was analyzed and tested statistically, using descriptive statistics. In this case, the mean scores of writing with graphic organizers were compared to that of writing without graphic organizers to see if there was a significant difference in the students' mean scores using a t-test. The results of this test would be used to verify or reject the first hypothesis of the study which stated that "The use of graphic organizers would improve students' writing ability". This same result could also be used to answer the main question of the study:" What is the impact of using graphic organizers on students' writing performance?" The second hypothesis of the study; namely, "The use of graphic organizer will positively impact the student's attitudes towards writing" was checked using information from the attitudinal survey that was administered before and after the graphic organizer's intervention. Participants'

responses to the survey were compared to see if there was any change in the sample's perceptions or feelings towards this skill.

RESULTS

The objective of this action research was to investigate the effects of graphic organizers' training on student's writing performance as well as its effect on their attitudes towards this essential language skill. Data were mainly generated through writing rubrics that evaluated students' writing sample's before they received their graphic organizers' training compared to their writing after they completed a six-week training period on how to use these organizers as writing tools. Another instrument used to collect data for this study was the attitudinal survey which was intended to gather information about the participants' feelings towards writing before and after the graphic organizers' intervention.

The scores of the participants' in writing before and after they received their graphic organizers' training are shown in the following table:

Name	Writing Score	
	Before Intervention	**After Intervention**
A	56	75
B	60	78
C	58	70
D	57	70
E	62	80
F	70	87
G	72	86
H	68	85
I	70	85
J	64	82

The test of significance of difference between mean scores for writing before and after they received their graphic organizers' training was performed using the following t test:

$$t = \frac{m - \mu}{S/\sqrt{n}}$$

$$= \frac{79.8 - 63.7}{6.39/\sqrt{10}}$$

$$= \frac{16.1}{2.022}$$

$$= 7.962$$

Explanation:

$m = sc \quad\quad m$

$\mu = p \quad\quad\quad m$

$S = s_i \quad\quad\quad d$

$n = n_l \quad\quad\quad o1$

The above data reveal that the obtained t-value is 7.962 which is well above the limit of 0.01 of significance. It 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 inquires about the impact of using graphic organizers on teaching English writing to novice college students at IAIN Kudus. It is obvious that graphic organizers' training has helped these students to significantly improve their English writing ability.

Results of the Attitude Survey

The attitude survey was administered twice once before and once after the participants had completed the graphic organizers' intervention. Responses to the survey questions were compared and summarized in the table below:

1	How do you rate writing in term of difficulty? • Before graphic organizer training • After graphic organizer training	Easy 3 6	Difficult 4 2	Medium 3 2
2	How do you feel when it is time for writing? • Before graphic organizer training • After graphic organizer training	Excited 2 5	Nervous 5 2	Neutral 3 3
3	Do you think writing is fun or boring? • Before graphic organizer training • After graphic organizer training	Fun 1 6	Boring 6 2	Not sure 3 2
4	Do you often try your best to accomplish your writing task? • Before graphic organizer training • After graphic organizer training	Yes 4 6	No 2 1	Sometimes 4 3
5	What is the most difficult part of writing for you? • Before graphic organizer training • After graphic organizer training	Planning 3 3	Writing 3 5	Organizing 4 2

The above data which were generated through the attitudinal survey can be used to verify the second hypothesis of this study which stated that the use of graphic organizers will positively impact the attitudes of students towards writing. This is clearly shown in the students' responses which changed radically after they had completed their graphic organizers training and used them as instruments for writing. For instance, when the participants were asked to rate writing in term of difficulty, almost half of the participants ranked writing as difficult, but when asked the same question after the graphic organizers' intervention ranked it as easy. When asked about their feeling when it was time for writing, only 2 participants said they felt excited when it was time for writing. However, after the intervention half of the participants said they found writing exciting. Before graphic organizers' training, only 1 student said writing was fun and more than a half participants said it was boring. This feeling towards writing had changed dramatically after the graphic organizer intervention.

Those data can be used to verify and accept the second hypothesis of the study that the use of graphic organizers has positively impacted the student's attitudes towards writing. The same data can be used to answer the second question of the study "What is the impact of using graphic organizers on students' attitudes towards writing? Obviously, the use of graphic organizers has a positive impact on students' attitudes towards writing.

DISCUSSION

This study has shown that the use of graphic organizers innovations can be an effective intervention to teach writing to students of English as a foreign language (EFL). However, to get the maximum benefit of this intervention, graphic organizers should be presented in a creative way. Students are more likely to benefit more by these organizers if they are introduced in an exciting and creative manner. Graphic

organizers may not serve as effective writing tools unless they are clear and straightforward. Complicated organizers are likely to confuse students and hinder their learning process. Most importantly, teachers need to serve as facilitators for students' learning. Writing is the most complex process for EFL learners, and in order to help these students handle this cumbersome task, teachers need to guide them carefully and provide them with every possible technical and psychological support. Very few teachers in this part of the world are familiar with the graphic organizers concept. Because of this, it is crucial for all teachers of English in the region to receive comprehensive training on graphic organizers and how to use them as supporting writing instructional tools. The findings of this study have indicated that the use of graphic organizers results in student's motivation. Students began to view writing as easy, interesting and more exciting. This feeling about writing has reflected positively on students' attitudes towards this skill. This in turn had motivated the students to learn English better. Thus, graphic organizers should be incorporated into the teaching of English to EFL learners.

CONCLUSION

From the results of this research, it can be concluded that graphic organizers are effective instruments to develop the millennial students' writing ability. The use of such organizers by the novice English students IAIN Kudus 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 63.7 to 79.8 with a difference of 16.1. Advanced statistical analysis proved that this difference between the two mean scores is significant at 0.01, and that it is due to the graphic organizers' intervention. 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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