

Comparing the Effects of Graphic Organisers and Conventional Method on Students' Writing Skills

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Abstract

Graphic Organisers help students make valuable connections by cataloguing and patterning ideas in writing. This study aims to investigate whether there is any difference in the overall mean writing scores between two groups: the Experimental Group (using Graphic Organisers) and the Control Group (using the Conventional Method) in the post-test. This study employs a quasi-experimental design, with quantitative data used for data analysis. Bubble maps and tree maps were the Graphic Organisers used by the Experimental Group in learning ESL writing skills. The study consisted of 120 Form Four students (16 years old) from two schools in the District of Hulu Langat, Selangor. The sample consisted of 60 students in each group (Experimental Group and Control Group). The experiment lasted for eight weeks. A pre-test was conducted prior to the intervention, and the post-test was carried out at the end of the experiment. The instruments (pre-test and post-test) consisted of three types of writing tasks: email writing, directed writing, and extended writing. ANCOVA was used to analyse the data obtained from the pre-test and post-test. The results showed that the Experimental Group significantly outperformed the Control Group in their overall writing performance, particularly in the areas of content, communicative achievement, organization, and language. The Control Group had difficulty in their overall and the four areas of writing because the Conventional Method did not help them improve their performance. This study has pivotal pedagogical implications as it demonstrates that Graphic Organisers (Bubble maps and Tree maps) facilitate students in their ESL writing.

Keywords: Graphic organisers, writing, ESL students, Bubble maps, Tree map, education policy

1. Introduction

Writing is an essential yet complex skill (Javadi-Safa, 2018; Alsamadani, 2010; Abu-Rass, 2001; & Grabe et al., 1996). It ranges from the ability to write a simple paragraph to expanding it into essays and polished articles that convey ideas and information in a comprehensible manner. A well-written essay is enjoyable to read. Undoubtedly, it is challenging for L1 writers to create a compelling piece of writing, let alone for ESL writers. Therefore, it is crucial to assist students in mastering this skill (Al Khazraji, 2019). Additionally, mastering how to organize, modulate writing conduct, proofread the writing, and provide reader awareness (Bakry et al., 2015) is essential in producing high-quality writing. Furthermore, empirical studies by Ceylan (2019), Nugraheni et al. (2018), Miftah (2015), and Asadifard et al. (2013) suggest that students face difficulties in writing, especially in the area of organizing ideas.

In relation to the implementation of the Common European Framework of Reference for Languages (CEFR), the Malaysian Ministry of Education (2000) reported that students taking the Malaysian Certificate of Education (MCE) struggle to write well and achieve at least the level of Band B2 required by the MCE English paper. According to Naim et al. (2020), many students find writing problematic, and most underperform in writing compared with other language skills. Regrettably, despite learning English for eleven years, many Malaysian students remain weak in English literacy, particularly in their writing skills (Zulkefly et al., 2019; Adnan et al., 2014). Chitravelu et al. (2005) also noted that a large number of Malaysian ESL students have low proficiency in writing due to their inability to complete writing tasks adequately.

Moreover, Unezuela (2009) reveals that many students have limited writing abilities and struggle to write essays that clearly express their thoughts and ideas. Writing requires students to be mindful of the appropriate organizational structures, the purpose of writing, and their target audience, as they complete their piece (Ab. Manan et al., 2017). According to Wahyuni (2017), the teaching of writing must be tailored to the needs and characteristics of students to make learning to write engaging and enjoyable. According to Chohan (2011), students learn better when they are engaged. Graphic Organisers help them organise their thinking and enable them to express their experiences. With this in mind, teachers need to be aware that students learn in diverse ways, which may require different strategies and approaches (Shaywitz, 2003). Similarly, Isaacs (2013) states that teachers need to use appropriate resources for lessons to mitigate the challenges in writing classrooms.

Generally, every tool designed for the teaching-learning process merits examination and scrutiny. This way, ESL teachers can learn from its weaknesses and strengths and implement them in the classroom if the findings are positive. Zhilan et al. (2022) argue that teaching approaches such as the process approach, modelled writing, and revising after writing could be used to improve students' writing skills. As Biktimirov et al. (2006) posit, mind mapping and Graphic Organisers are visual, non-linear presentations of ideas and their relationships. Graphic Organisers help structure a writing project by encouraging students to make decisions. Consequently, Graphic Organisers assist students in becoming visually literate, providing visual communication and the ability to convey thoughts and ideas through visuals (Sulaiman et al., 2018). As attested by Kakavouli et al. (2012), students actively contribute and participate in the learning process through the creation of Graphic Organisers. This aligns with Safitri (2017), who states that Graphic Organisers facilitate learners' comprehension of newly acquired information and help make connections between existing memory storage and new information. Considering the limited empirical research on using Graphic Organisers in writing, it is vital to conduct such research to explore the possibilities of using Graphic Organisers to enhance students' writing potential and investigate the effects of utilising Graphic Organisers as a tool to enhance students' writing skills.

This is a quasi-experimental study where the Experimental Group was taught using Graphic Organisers and the Control Group was taught using the Conventional Method. This study examines whether the use of Graphic Organisers significantly affects students' overall writing performance and the four key components of writing: content, communicative achievements, organisation, and language.

1.1 Research Questions

Based on the above discussion, this research attempts to answer the following research questions:

1. Is there a significant difference in the overall mean scores between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?
2. Is there a significant difference in the mean scores for content between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?
3. Is there a significant difference in the mean scores for communicative achievement between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?
4. Is there a significant difference in the mean scores for organization between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?
5. Is there a significant difference in the mean scores for language between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?

2. Review of Literature

Graphic Organisers are structures of information designed to show skills to process information, mechanisms for classifying data, aids to organise thinking skills, as well as tools to demonstrate skills of interaction (Ellis, 2004). Vacca et al. (2003) and Stricker (2008) describe Graphic Organisers as essential technical terms that are constructed to represent their relationship to each other, and are visually illustrated. Despite their simplicity, with circles, squares and connecting lines awaiting to be filled with ideas, Graphic Organisers function to improve students' capabilities by encouraging them to compare and contrast, analyse relationships, brainstorm, explore concepts, or take notes. Moreover, McKnight (2010) asserts that Graphic Organisers present material through both visual and linear modes. Empirical studies have also proven that when Graphic Organisers are implemented in the classroom, they help students to internalise their learning process.

Graphic Organisers help students see writing instruction in a new way by creating valuable connections in the writing class. Consequently, Graphic Organisers assist students in mastering their ideas in writing, organising and prioritising what they comprehend through visual organisation, seeing ideas as part of a whole rather than as isolated facts, to produce a good piece of writing (Ceylan, 2019). Additionally, students can improve their writing proficiency by building a network of ideas and identifying their relationships. Graphic Organisers also provide a practical learning approach that helps students link new knowledge to existing knowledge, draw conclusions, make assumptions, identify central ideas and supporting details, and summarise (Yavani, 2018). The application of Graphic Organisers has been successful in improving students' writing abilities (Selvaraj et al., 2019; Yavani, 2018).

Furthermore, Graphic Organisers increase students' engagement due to their graphic presentation of data in patterns, as a result, students remain focused (Ha Le, 2021). Charts, graphs, and diagrams highly motivate students to use Graphic Organisers in learning to write. However, it is essential to model each new type of Graphic Organisers to ensure students' success. As Selvaraj et al. (2019) posit, writing is a vehicle to channel ideas, feelings, views, and thoughts to one another. Hence, Graphic Organisers can be used as effective tools to help students improve their writing responses and acquire these basic writing skills.

Simmons (1988) examined how the use of Graphic Organisers illustrates how a chain of information is organised through topic sentences, supporting details, and so on. Since a student's thinking is not visible to others, Graphic Organisers can be used to highlight students' thoughts and thinking patterns. These cognitive organisers provide visual scaffolding that makes the unseen obvious (Zainudin, 2021). They assist students in processing information through the organisation, reorganisation, amendment, and adaptation of data connections while writing. Students learn to integrate concepts with their prior experience or background knowledge, and how to apply and transfer

appropriate information by using Graphic Organisers.

Hervinia (2015) asserts that Graphic Organisers are visual tools that can be used in writing to organise information. They enhance students' motivation and maintain focus in writing. Interestingly, students are less likely to get bored when using different Graphic Organisers in the challenging and engaging learning process of writing. Graphic Organisers can facilitate either individual or group organisation of ideas, thereby aiding students in learning writing skills. Moreover, Graphic Organisers have a distinct conception that helps students learn keywords and expand ideas. Both teachers and students can develop and categorise words in certain aspects in line with the topics and learning objectives (McKnight, 2010).

Novak et al. (2008) revealed that initially, some students may struggle with formulating and using concept maps due to years of rote-mode application or repetition instead of creative variations. Findings by Nair and Narayanasamy (2017) indicated that the utilisation of the concept map method significantly improved students' achievement and interest in History. One way to transition students from rote learning skills is through constructing connections with learning methodologies. Teachers can encourage students to expand ideas by asking questions, stimulating ideas that can tap into a student's memory. When ideas, perspectives, and opinions are shared, students' levels of understanding expand. Therefore, communicating with students using Graphic Organisers is crucial for higher-order thinking and the organisation of ideas in writing.

In previous studies, Servati (2012) found that pre-writing activities using Graphic Organisers, such as webs and head, mid, and tail charts, enhance the overall quality of students' writing. The study consisted of 10 students and 2 teachers from a tutoring program at Sunnydale. The data collected included questionnaires, samples of students' work, interviews with participants, and field notes. The study's results showed an improvement in the quality of students' writing, indicating the effectiveness of Graphic Organisers when used in appropriate prewriting activities with sufficient time allocation. Similarly, Khoii et al. (2013) recognized that Graphic Organisers positively impact students' writing abilities. Their study explored the effects of rote learning or memorisation and Graphic Organisers as semantic mapping on vocabulary acquisition for ESL learning. Despite both experimental groups improving their vocabulary knowledge, there was no significant difference between the memorisation and Graphic Organiser groups.

Evidently, computer-supported Graphic Organisers can help improve students' writing skills. In a study conducted by Ponce et al. (2013), which included 2,468 students from 12 schools, it was found that students who used specific strategies like visualizing the content and ideas performed better in reading and writing tasks than those in the traditional instruction group. Similarly, Evmenova et al. (2016) investigated the effects of computer-supported Graphic Organisers prepared using Microsoft Word on ten participants' compositions and content. The participants, who experienced several disabilities including emotional and attention deficits, were in the seventh and eighth grades. Their performances in writing improved, resulting in increases in both the quantity and quality of their essays.

A study by Juniarti et al. (2017) found that Graphic Organisers can improve students' writing ability. The quasi-experimental research involved 52 students from two Indonesian science classes selected through purposive sampling technique. The first group was taught by the Graphic Organiser technique (Experimental Group) and the second group was taught by Conventional Method (Control Group). The results revealed that the use of Graphic Organisers was effective in improving students' writing ability in terms of content, organisation, and language use.

On the other hand, Kılıçkaya (2019) researched how learners perceive digital graphic writing in a university setting using a computer program. Senior EFL teacher trainees at a state university participated in the study by creating digital Graphic Organisers based on readings and lectures for a testing course. The study found that the Graphic Organisers helped learners remember the content they were learning. Furthermore, Rao's (2019) study on effective teaching of writing skills to English Language Learners (ELLs) suggests that Graphic Organisers offer valuable recommendations for both English teachers and ELLs to effectively develop their teaching and learning writing skills. The writing process must be broken down by the teachers into stages, each requiring the development of a different set of skills. Therefore, Graphic Organisers are effective tools for students to learn writing and become better writers. Consequently, in the present study, the researcher examines the impact of utilizing Graphic Organisers and Conventional Methods in enhancing ESL writing.

3. Methodology

A pre-test-post-test experimental-control group design was employed in this study to investigate the effects of Graphic Organisers on ESL writing, specifically regarding content, communicative achievement, organisation, and language. The sample included 120 Form Four students from an intact group (60 students from the Experimental Group and 60 students from the Control Group). Two ESL teachers also participated. A writing test was used as the study's instrument. The intervention lasted for a period of 8 weeks, with students in the Experimental Group taught using Graphic Organisers, while students in the Control Group were taught using the Conventional Method of teaching writing. Prior to the intervention, both the Experimental and Control Groups were given a pre-test, and a post-test was administered after the intervention.

Quantitative data were analysed using SPSS Version 22 (Revathi & John, 2019). The data were analysed using the ANCOVA test, with the pre-test used as a covariate to eliminate differences between the two groups. A pilot study was conducted among 40 students to establish the reliability of the instrument. The test time limit was adjusted to 70 minutes and the format was amended as needed. The inter-rater reliability between the two markers was measured using Pearson Correlation to determine the correlation ($r=0.951$). This indicates that the marking is highly reliable, and the rubric can be used in the actual study.

4. Results and Discussion

The ANCOVA test was used in the study to answer the five research questions. The quantitative data results are presented in accordance with the research questions.

RQ1: Is there a significant difference in the overall mean scores between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?

The findings indicate that the Experimental Group's overall mean score for writing in the pre-test is 27.20 (SD=2.02), which is almost similar to the Control Group's mean score of 26.53 (SD=2.14). The Experimental Group performed significantly better in the post-test (M=30.45, SD=0.62) than the Control Group (M=27.20, SD=2.02).

Table 4.1. The Results of the ANCOVA Test on Students' Overall Performance in Writing Between the Experimental Group and the Control Group in the post-test

Tests of Between-Subjects Effects					
Dependent Variable	Post-test Overall Score				
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	501.00 ^a	2	250.50	364.89	.000
Intercept	114.24	1	114.24	166.41	.000
Pre-Score	184.13	1	184.13	268.21	.000
Group	237.57	1	237.57	346.05	.000
Error	80.32	117	.69		
Total	100287.00	120			
Corrected Total	581.33	119			
a. R Squared = .86 (Adjusted R Squared = .86)					

Level of significance at p<0.05

The ANCOVA test results shown in Table 4.1 reveal that the Experimental Group outperformed the Control Group in terms of the overall writing score (F = 346.05, df= 1, p = .000). These findings indicate that the use of Graphic Organisers by the Experimental Group helped them achieve superior overall writing scores compared to the Control Group, who used the Conventional Method. Consequently, these results suggest that the use of Graphic Organisers significantly improved the Experimental Group's writing skills compared to the Control Group. As such, the findings answer Research Question 1.

These findings align with previous research conducted by several researchers, including Zainudin (2021), Selvaraj et al. (2019), Yavani (2018), Servati (2012), Buzan (2009), and Novak et al. (2008). According to their studies, Graphic Organisers have proven to be more effective than the Conventional Method in enhancing students' writing abilities. Graphic Organisers can be utilised for individual or group learning and can aid students' organisation in writing. This is substantiated by the improvement in students' overall writing scores after using Graphic Organisers.

RQ2: Is there a significant difference in the mean scores for content between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?

Findings indicate that the Experimental Group's mean score for content in the pre-test is 8.80 (SD=.61), which is almost similar to the mean score of the Control Group, which is 8.68 (SD=.68). The Experimental Group scored significantly higher (M=.68, SD= .78) than the Control Group (M=8.80, SD=.61) on the post-test.

Table 4.2. The Results of the ANCOVA Test on Students' Performance in Content Writing Between the Experimental Group and the Control Group in post-test

Tests of Between-Subjects Effects					
Dependent Variable	Post Content				
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	22.43 ^a	2	11.21	23.45	.000
Intercept	36.85	1	36.85	77.07	.000
Pre-Content	1.59	1	1.59	3.33	.007
Group	19.63	1	19.63	41.05	.000
Error	55.94	117	.48		
Total	10272.00	120			
Corrected Total	78.37	119			
a. R Squared = .286 (Adjusted R Squared = .274)					

Level of significance at p<0.05

The objective of the ANCOVA analysis was to determine if there was a significant difference in the post-test mean score for content of writing between the Experimental Group (using Graphic Organisers) and the Control Group (using the Conventional Method). The ANCOVA test results in Table 4.2 show that the Experimental Group performed significantly better than the Control Group in the area of writing content (F=41.05, df=1, p=.000). Post-test findings indicate that the use of Graphic Organisers by the Experimental Group facilitated superior performance in the area of content in writing compared to the Control Group, which used the Conventional Method. These findings

imply that using Graphic Organisers in writing has a significant impact on the content quality after the intervention. Therefore, these results answer Research Question 2.

Through Graphic Organisers, students can think independently and effectively demonstrate the relations between diverse ideas and concepts, which aids in building the content in writing. Graphic Organisers help students to visualize the relations between ideas, facts, and terms in one main topic, thus significantly aiding in the organization of their writing content. Graphic Organisers can serve as important and effective pedagogical tools for structuring content in ESL writing (Selvaraj et. al., 2019). In addition, Graphic Organisers enable students to develop ideas and supporting details in writing (Safitri, 2017; Kakavouli et. al., 2012).

RQ3: Is there a significant difference in the mean scores for communicative achievement between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?

The findings indicate that the Experimental Group's mean score in the area of communicative achievement for writing in the pre-test is 7.83 (SD=.62), which is almost similar to the Control Group's mean score of 7.70 (SD=.81). In the post-test, the Experimental Group (M=8.67, SD=1.02) outperformed the Control Group (M=7.83, SD=.62).

Table 4.3. The Results of the ANCOVA Test on Students' Communicative Achievement in Writing Between the Experimental Group and the Control Group in post-test

Tests of Between-Subjects Effects					
Dependent Variable	Post Communicative Achievement				
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	28.54 ^a	2	14.27	21.98	.000
Intercept	30.17	1	30.17	46.47	.000
Pre-score CA	7.70	1	7.70	11.87	.001
Group	18.37	1	18.37	28.93	.000
Error	75.96	117	.65		
Total	8272.00	120			
Corrected Total	104.50	119			

a. R Squared = .273 (Adjusted R Squared = .261)

Level of significance at p<0.05

Results of the ANCOVA test presented in Table 4.3 indicate that the Experimental Group performed significantly higher than their counterpart in the area of communicative achievement for writing (F=28.93, df=1, p=.000). Findings from the post-test also revealed that the utilisation of Graphic Organisers by the Experimental Group aided them in performing better in the area of communicative achievement in writing compared to the Control Group, which used the Conventional Method. These results suggest that students using Graphic Organisers in writing significantly improved their ability to use the conventions of the communicative task effectively and to communicate with ease, fulfilling all communicative purposes in writing after the intervention. They were able to show the ability to use an appropriate style and tone. The students were also capable of using the correct features for specific tasks like titles, subheadings, as well as expressing their ideas and capturing the readers' attention. Therefore, these results addressed the third Research Question.

In alignment with findings by Yavani (2018), the students in this study were able to see and improve their ability in understanding the relationships and connections between the ideas they write. This, in turn, enhanced their communicative achievement in writing. Students used Graphic Organisers to activate their writing skills and their writing abilities, as well as to identify the important points by creating graphics. The graphic also made it easier for the students to understand the main idea and new information in the text (Ceylan, 2019). Graphic Organisers also assisted the students in memorising the information and storing it in their long-term memory (Rao, 2019). Apparently, students from the Conventional Method were not able to fully express their ideas in writing. Therefore, students are advised to use Graphic Organisers to assist them in writing. Hence, using Graphic Organisers significantly improved students' writing skills in the communicative achievement domain.

RQ4: Is there a significant difference in the mean scores for organisation between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?

The findings indicate that the Experimental Group's mean score for writing organisation in the pre-test was 5.40 (SD=1.09), which roughly corresponds to the Control Group's mean score of 5.25 (SD=1.10). In the post-test, the Experimental Group scored significantly higher (M=6.23, SD=.65) than the Control Group (M=5.40, SD=.99).

Table 4.4. The Results of the ANCOVA Test on Students’ Organisation Performance in Writing Between the Experimental Group and the Control Group in post-test

Tests of Between-Subjects Effects					
Dependent Variable	Post Org				
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	30.57 ^a	2	15.29	20.94	.000
Intercept	95.41	1	95.41	130.71	.000
PreOrg	9.74	1	9.74	13.34	.000
Group	18.84	1	18.84	25.81	.000
Error	85.40	117	.73		
Total	4176.00	120			
Corrected Total	115.97	119			

a. R Squared = .26 (Adjusted R Squared = .25)

Level of significance at p<0.05

The ANCOVA test results, presented in Table 4.4, indicate that the Experimental Group performed significantly better than the Control Group in their writing organisation scores (F=25.81, df = 1, p = .000). These results suggest that the Experimental Group's use of Graphic Organisers enhanced their organisation in writing more effectively than the Control Group's use of the Conventional Method. The results indicate that the use of Graphic Organisers in writing significantly improved the organisation scores of students in the Experimental Group compared with the Control Group's post-intervention writing performance. Therefore, these results answer Research Question 4.

The Experimental Group was able to achieve a logical order in their writing by using paragraphs for main ideas and effectively planning and organising their writing. Furthermore, the use of Graphic Organisers allowed students to clearly identify and organise appropriate points (Juniarti et al., 2017; Jiang et al., 2007; Biktimirov et al., 2006; Duke et al., 2002; Buzan et al., 2000; Buzan, 1974), which aided them in organising their writing effectively (Ceylan, 2019). The findings also revealed that Graphic Organisers are a powerful tool to facilitate writing (Evmenova et al., 2016). Graphic Organisers are useful as visual aids in writing as they provide concrete and visual guidance for organising writing (Safitri, 2017). Graphic Organisers provide a visual method for developing ideas, helping students structure disjointed information, and organising and summarising learning. Additionally, they facilitate the students' learning process by providing a framework for generating ideas and organising information.

RQ5: Is there a significant difference in the mean scores for language between the Experimental Group (using Graphic Organisers) and the Control Group (using Conventional Method)?

The findings indicate that the Experimental Group's mean score in the area of language for writing in the pre-test was 5.10 (SD=7.52), which is almost similar to the mean score of the Control Group, which was 4.83 (SD=.72). In the post-test, the Experimental Group scored significantly higher (M=5.93, SD=.36) than the Control Group (M=5.10, SD=7.52).

Table 4.5. The Results of the ANCOVA Test on Students’ Language Performance in Writing Between the Experimental Group and the Control Group in post-test

Tests of Between-Subjects Effects					
Dependent Variable:	Post Lang				
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23.65 ^a	2	11.83	36.11	.000
Intercept	50.59	1	50.59	154.48	.000
PreLang	2.82	1	2.82	8.60	.004
Group	17.54	1	17.54	53.55	.000
Error	38.31	117	.33		
Total	3714.00	120			
Corrected Total	61.96	119			

a. R Squared = .382 (Adjusted R Squared = .371)

Level of significance at p<0.05

The ANCOVA test results shown in Table 4.5 reveal that the Experimental Group outperformed the Control Group in their language score for writing (F=53.55, df=1, p=.000). These findings indicate that the Experimental Group's use of Graphic Organisers helped them to perform better in the area of language in writing. These results suggest that using Graphic Organisers in writing has a more significant impact on the language scores of students in the Experimental Group compared with the Control Group after the intervention. Therefore, these results answer Research Question 5.

These results demonstrate that Graphic Organisers had a substantial effect on students’ language achievement compared to the Control Group, which was taught using the Conventional Method. Indeed, students from the Experimental Group were able to use a better range of vocabulary, less common lexis, and complex grammatical forms with a high degree of control, flexibility, and sophistication. Furthermore, their language was clearer and more precise in conveying ideas during the post-test. From being struggling ESL writers, the students were able to transition towards independent ESL writers (Juniarti et al., 2017). Thus, this study confirms that Graphic Organisers

significantly improved the students' writing abilities and positively impacted their attitudes towards writing.

These results suggest that Graphic Organisers can be efficient tools for enhancing students' language abilities in ESL writing. Studies by Evmenova et al. (2016) and Hervinia (2015) also indicate that Graphic Organisers can improve students' writing skills. Similarly, findings by Juniarti et al. (2017) reveal that the use of Graphic Organisers enhances students' ESL writing ability in the areas of content, communicative achievement, organisation, and language. This implies that the use of Graphic Organisers is highly effective, as students demonstrated improvement in their use of a wide range of vocabulary and fewer grammatical errors in the post-test. Thus, the use of Graphic Organisers enhances students' writing skills, particularly in the language area.

5. Conclusion and Recommendations

Based on the findings, it can be concluded that by utilising Graphic Organisers, students are able to enhance their writing ability in generating content, communicative achievement, organisation, and language in ESL writing. The fact that everyone can see students' responses or ideas makes them more cautious and encourages them to give extra attention to it. Therefore, teachers can bring innovation and creativity to the teaching of writing by making use of Graphic Organisers. They can develop and create appropriate organisers for different topics. If properly used by teachers, Graphic Organisers will enhance learners' ESL writing skills.

This study advocates for the regular organisation of seminars, workshops, symposiums, and conferences for ESL teachers to enhance their skills in using Graphic Organisers to teach ESL writing skills. This study has important pedagogical implications. In addition, Graphic Organisers should be incorporated into pre-service teacher training programmes so that they can implement Graphic Organisers to teach ESL writing.

There are some limitations to this study. First, the sample only consists of 120 Form Four Secondary students. As such, future studies could be carried out on a larger sample and on students of different levels. The current study only focused on the utilisation of Graphic Organisers in ESL writing. Therefore, other researchers may study the impact of using Graphic Organisers in teaching ESL comprehension and communicative competence.

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