The Effectiveness of Graphic Organizer as Pre-writing Technique in Enhancing Students’ Awareness of the Argumentative Essay Patterns of Organization

The Case of Third-Year Students of English at Larbi Ben M’hidi University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

By: Sara Imane HAMICHE

Supervisor: Dr. Mokhtar HAMADouCHE

Examiner: Dr. AZEROUAL

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DEDICATION

Every challenging work needs self efforts as well as guidance of elders especially those who are very close to our heart

My humble effort I dedicate to my sweet and loving Father and Mother

Whose affection, love, encouragement and prayers made me able to get such success and honor

To my dear fiancé ABDELHAKIM

To all my brothers and sisters

To all my family and my friends

To all those who helped me accomplish my work
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Abstract

The purpose of this research is to examine the effectiveness graphic organizer on students’ awareness of the argumentative essay patterns of organization as well as their attitudes toward the use of such pre-writing technique. In order to achieve the aim of the present study a quasi-experimental design has been opted for along with a questionnaire for students. Therefore, the target population of the present study is 40 third-year students out of 155 from the Department of English, University of Oum El Bouaghi during the academic year 2016-2017. The participants were already grouped in two groups; one group was chosen as an experimental group and the other as a control group. Both groups were asked to write an argumentative essay as a pre-test to test their level. After the pre-test, the experimental group was exposed to the treatment by implementing the graphic organizer, while the control group received the usual instructions. Then the post-test was administered to compare the results of both groups. By the end of the experiment, a questionnaire was given to the experimental group to see their attitude toward graphic organizer. Findings indicated that graphic organizer is an effective technique that makes students more aware of the argumentative essay patterns of organization.

Key words: Graphic organizer, Argumentative essay patterns of organization, Students’ awareness Third-Year LMD Students.
LIST OF ABBREVIATIONS

**EFL**: English as a Foreign Language

**FL**: Foreign Language

**H1**: Alternative Hypothesis

**H0**: Null Hypothesis

**GO**: Graphic Organizer

**SPSS**: Statistical Package for Social Sciences

**&**: And

**N**: Number of Students

**Q**: Question

**%**: Percentage
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Résumé

ملخص
General Introduction
Introduction

Writing is a demanding process of several stages because within the process there are many steps to complete. These stages include pre-writing, drafting, revising, editing, and finally publishing the work. The writing process allows students, especially foreign language learners to write an acceptable piece of writing; yet, when students fail at the beginning of the pre-writing stage they are likely to produce inadequate piece of writing. The principle here is that starting on a good basis will help with the remaining stages and therefore acceptable final product.

The experience of pre-writing provides the students with time and ease to form and organize their ideas before writing. Using pre-writing techniques would further facilitate the process for them. These techniques such as graphic organizer can help the struggling students to realize the importance of the different aspects of writing, especially the organizational patterns.

1. Statement of the Problem

Learning to write is a difficult task for foreign language learners because good writing requires mastering the components of writing which include: content, organization, word choice, spelling, punctuation and capitalization, as well as coherence and cohesion. Interviewing a sample of teachers of writing at the Department of English, at Oum El Bouaghi University showed that a good number of students suffer from many difficulties when they write an essay, specially the argumentative essay. These difficulties could be related to students’ unawareness or underestimation of the pre-writing stage and the argumentative essay patterns of organization. Very frequently, students tend to include irrelevant ideas, repeat themselves and write unstructured and incoherent texts and this would impact negatively on
their essay particularly on the organization of their arguments. Therefore, they should be encouraged to organize their ideas through the use of pre-writing techniques like graphic organizer which is designed to aid them organize their argumentative essay and become more aware of its patterns of organization.

2. Aim of the Study

In this study, the objective is to make third-year students aware of the patterns of organization of the argumentative essay to produce better writing, and this would be achieved through the use of graphic organizer as a pre-writing technique. Besides that, the first step in this research is to determine the participants’ essay writing level. Also it attempts to see their opinion about this technique in helping them to write an organized essay.

3. Research Questions and Hypothesis

This research is intended to answer the following questions that are mainly related to the stated aim:

1- What is the effect of using graphic organizer on students’ ability to organize the argumentative essay?

2- What is the students’ attitudes toward the use of graphic organizer?

On the basis of these questions, we hypothesize that:

**H1:** If students use the graphic organizer as a pre-writing technique to organize their argumentative essay; they will be aware of the organizational patterns of that essay and therefore produce better organized essay.

**H0:** If students use the graphic as a pre-writing technique to organize their argumentative essay; they will not be aware of the organizational patterns of that essay and their writing will remain the same.
4. Means of Research

To test the hypothesis and reach the research aim, a quasi-experimental design is followed and a descriptive method (questionnaire) is adopted at the end of the experiment. The addressed population is third-year students of English Department at Oum El Bouaghi University because they have been introduced to some points related to essay writing in their second year and in this year they start writing essays. However, it is impossible to deal with the whole population; a representative sample of two groups is randomly selected. One group is an experimental and the other is a control group. Both groups are pre-tested through the same assignment to test their level. Then, the experimental group is exposed to the implementation of graphic organizer and the control group follows the usual method. After that, both groups receive the post-test to examine their progress. At the end of the experiment, a questionnaire is administered to the experimental group to see their attitudes toward using the pre-writing technique as a tool for improving organization.

5. Structure of the Study

The division of the dissertation is based on two chapters. Chapter one is devoted to the literature review and the second is about the data analysis of both the quasi-experiment and the questionnaire.

The first chapter is mainly divided into three sections. The first section includes an overview of the writing process, the pre-writing stages with its different techniques, and the graphic organizer as a pre-writing technique. The second section is about the argumentative essay as a type of writing as well as the use of graphic organizer for that type of essay. Finally
the third section contains a description of awareness in general, language awareness along with awareness raising in writing.

The second chapter also consists of two sections: one for the quasi-experiment and the other is for the questionnaire. Both are concerned with a description of the analysis and discussions of the results of the data collected.
CHAPTER ONE

Theoretical Background
SECTION ONE

Graphic Organizer as a Pre-writing Technique
Introduction

Writing is the most demanding skill to be taught. Until the late of 1960s, teachers were considering writing as a product, which means they care much about their students’ final piece of writing they produced. However, Murray (1972) sees writing as a process in which students go through different stages until they reach the final product of their work. The writing process includes: pre-writing, drafting, editing, revising, and publishing; further, pre-writing is the most important stage which allows the students to think about what direction their writing is going to take. Robert (2004) found that using pre-writing strategies such as graphic organizers can effectively help the students to frame their writing.

The first section is a review of graphic organizer as a pre-writing technique. It begins by focusing on the definition and the stages of writing as process, and then moves the pre-writing stage and its different techniques. After that, it demonstrates the importance of graphic organizer and its uses within the learning process. Yet, the attention is given to the use of this technique for writing essay, also the different types of graphic organizer for essay writing is discussed in this section. Finally, the benefits of using graphic organizer in EFL classroom are illustrated.

1.1.1. The Writing Process

The writing process was first introduced by Murray Donald in his book titled “Teach Writing as a Process, Not a Product”. It is a series of steps that writers follow to guide them through their writing. Furthermore, the writing process is a road that students go through in order to monitor their ideas, and thought from the beginning to the production of work (Tompkins, 2004). This approach to writing is also known as “the recursive process“, that allow students to return back to any stage to make any changes they desire.
According to Tompkins (2004), the writing process mainly consists of five stages: pre-writing, drafting, editing, revising, and publishing.

- **Pre-writing:** Pre-writing is a planning stage, where students start generating ideas or mains ideas on a specific topic, and then begins collecting information in relation to those ideas. Planning is the important stage in writing.

- **Drafting:** In this stage students are going to write down their ideas from the planning stages on a paper in a form of paragraph. In here students focus more on the content rather than the spelling rules.

- **Revising:** Students in this stage are expected to revise their written draft. That is to say, they might expand the text with new ideas or remove the parts that they think are unnecessary.

- **Editing:** Up till now the focus is on content. Before students share their writing, they review the draft for the last time. In this stage the mechanical elements of writing such as grammar, spelling mistakes, and punctuation are checked.

- **Publishing:** In the final stage, students share their work with the audience they are writing for, and the reader could be a teacher, friend, or he/she could upload the work on any website/social media. It is found that sharing what has been written is a good way for students both to recognize writing as an effective communication tool and motivate them to write (Lehr, 1995).

The writing process is an effective way for students to produce a good writing. One of the most important stages that help students overcome the fear of writing is “pre-writing”. For the reason that, it acts as a base of any writing the students engage in. Besides, pre-writing
allows them to organize their ideas and thought before they even start. In addition, many studies have shown that students who spent much time on pre-writing and planning did deliver a good writing, unlike the others who neglected this stage (Hillocks, 1986). Therefore, pre-writing is an essential step of the writing process and should account for 70 percent of the writing time (Murray, 1992).

1.1.2. Pre-writing Techniques: The First Step in the Writing Process

In Roberts’ words (2004): “the prewriting stage of the writing process (which also includes drafting, revising, editing, and publishing) is the place to build students’ confidence and enthusiasm. Prewriting is like a rehearsal, a sketch, a conversation, a fleeting notion, or an earnest endeavor to produce a written outline” (p.5). Moreover, pre-writing techniques can take many forms that can help the students form ideas, define their voice, develop higher level word choice, and organize their writing easily; they can choose the appropriate technique that suits him/her according to the purpose, the level, and the nature of the writing task.

- **Free-writing:** Free-writing is the most famous technique proposed by Peter Elbow. It is a technique in which students write down anything comes in mind without stopping. Free-writing is a non-editing process, which means that students are not obliged to give attention to spelling mistakes or grammar. Elbow (1973) stated that the aim of free-writing is to give the students the freedom to express their thoughts and emotions, regardless of mistakes or errors that they may commit.

- **Brainstorming:** Brainstorming is an idea that originally developed by Madison square advertising agency, and attributed to Alex Osborn. It is an effective means for generating ideas related to a particular subject, and these ideas could be in a form of sentences or a
single word. This technique allows students to come up with as many ideas as possible in a short period of time.

- **Listing:** According to Nazario, Borchers, and Lewis (2012) listing is the simplest technique of pre-writing, and probably the most used one by writers. Making a list is recording ideas that relate directly to a certain topic, and it is similar to brainstorming and free-writing in generating ideas, but in listing the ideas are classified and organized.

- **Outlines and Graphic Organizers:** Outlines and graphic organizers are best for hierarchal information, especially writing essays. These techniques help students to structure and organize their ideas in a logical order, and it is usually comes after brainstorming. Both outlines and graphic organizers are almost the same when it comes to organization. However, outlines are less effective than graphic organizers in showing the relationship between concepts (McPherson, 2015).

- **Mind-mapping/Clustering:** Mind-mapping or clustering is technique for making notes on a topic where students draw a circle in the middle of the paper and write down the topic, then draw line out from the circle and write the general idea, then draw another line and write the sub-idea and so on. This technique helps the students to see the major categories and the sub-categories before making decision about the organization of the paper.

  Brandon (2014) said that: “using prewriting techniques, you explore, experiment, gather information, formulate your thesis, and develop and organize your support” (p. 21). There still other pre-writing techniques that facilitate the writing process for students such as questioning, looping, journal writing, etc. which are used for specific type of writing. However, the aforementioned techniques are the frequent ones that are proved to be effective
for essay writing. Sometimes students give much attention to content and less to organization which can affect their writing and as result this could lead to poor writing. Thus, graphic organizer is a technique that aid students to organizer and sort their thought and ideas; also it lets them narrow down the ideas and focus on the important, relevant ones (Brandon, 2014).

1.1.3. Definition of Graphic Organizer

Graphic Organizer (henceforth GO), originally called advance organizer and structured overview (Barron, 1969). Hall and Strangman (2002) defined graphic organizer as a visual representation that illustrates the relationship between facts, terms, and ideas within the learning task. Simply, GO is a graphical display that can help students to organize and structure the information and concepts to relate to the other concepts. The idea of GO was originated from the work of Ausebel’s assimilation theory of cognitive learning (Ausebel, 1978). He stated in his theory that the information is organized by mind in hierarchical way. Thus, learning is best achieved when the information is presented systematically and stored in an organized, meaningful manner (McElroy & Coughlin, 2009).

According to this theory, GOs are useful teaching and learning tools that facilitate the learning process for students. In addition, they can be used for different aspects of leaning depending on the learning objective they serve. For example, in reading comprehension students especially beginners usually try to understand every single word of a text rather then the general idea. In here students can adopt GO designed for reading, which allow them to understand the different component of a passage they are reading. By doing so, they can divide the passage into categories such as main ideas, sub-ideas, topic sentences, facts, opinions, and much more. Furthermore, GO is an essential technique that has been shown to be effective for structuring written discourse (Ellis & Howard, 2005). In other words, the
utility of GO in writing is to organize students’ thought, and ideas in a logical order from the most important to the less important.

1.1.4. Types of Graphic Organizer for Essay Writing

One way that GO can be used is for essay writing. Writing an essay could be difficult for some students just because they lack some writing’s basic elements such as organization. For that reason, GO can assist students’ essay writing that give their paper a format on which each element goes in the right place.

GO goes in many forms and formats and that depend basically on the type of essay the students are writing.

- **Compare and Contrast Graphic Organizer**

  In this type of essay students are supposed to compare and contrast two different aspects. And this graphic organizer serves the purpose of organizing the similarities in one box, and then the differences can be classified according to different points or categories.
Figure 01. Compare and Contrast GO chart (Graphic Organizers Library, Copyright © by the McGraw-Hill Companies, Inc. All rights reserved)

- **Descriptive Graphic Organizer**

  Students can follow this kind of GO when describing something, and that could be a person or object. It allows them to be more creative in an organized way. In order not to mix thing, in each box of this GO chart students can put the right description in the right place.
• Narrative Graphic Organizer

In narrative essay the students are telling a story about a personal experience and this could be difficult for some because they do not know from where to start and how to finish. Thus, this chart can help them do so.
Figure03. Narrative GO Chart (Graphic Organizers Library, Copyright © by the McGraw-Hill Companies, Inc. All rights reserved)

- Expository Graphic Organizer

The purpose of expository essay is to explain a topic in a logical and straightforward manner. Students may have the ideas but they fail to structure those ideas. By using such kind of GO they can achieve their goal.
Figure 04. Expository GO Chart (Graphic Organizers Library, Copyright © by the McGraw-Hill Companies, Inc. All rights reserved)

- Persuasive Graphic Organizer

According to Newsweek Education Program (2003) students must give strong arguments and try to persuade them to adopt a certain viewpoint in order to convince the reader. However, sometimes students do have strong arguments but they don not know to organize them in a logical order. Persuasive GO chart is obviously can aid them to structure their arguments. What they have to do is only write the reasons for their opinion and support it with evidence as it is shown in the chart.
1.1.5. The Benefits of Using Graphic Organizer in EFL Classroom

Graphic organizer is a beneficial instructional tool that is used for both teaching and learning. This technique can meet the students’ needs and objectives in learning any subject, also the teacher can save time by implementing it in the EFL classroom. Swoosh (2013) stated that GO is an enjoyable technique that give the students the opportunity to break down a broad topic into specific one. She has listed five reasons that prove that using GO in EFL classroom is beneficial.

- **Engaging for learners:** students learn better when the stimulus is visual, GO offers the chance for them to break down the learning task into simpler, manageable concepts.
Additionally, because of the fact that GO goes in many forms, the students will not get tired of learning.

- **Aid the thinking process:** using: GO for organizing information, students develop skills for establishing the relationship between concepts; also they train their brains to be more flexible in processing the new information presented.

- **Improves comprehension:** GO provide students with a general overview of the topic they study, their patterns, and the facts related to the concept being discussed in classroom. This can enhance understanding and memorizing.

- **Foster retention:** when the information is stored in an organized way, it is easily retained in the mind, making it reachable when necessary. GO can facilitate this task for students as it acts as a visual representation of an organized information which make it easy to remember.

- Improves the overall achievement.

**Conclusion**

As a conclusion, it is important to acknowledge the fact becoming a skilled writer is even quite challenging and difficult for native speaker; let alone FL students who are affected by many factors. Yet, writing could be less difficult if it is taught in the right way and treated as a process. By doing so, teachers should give much attention to the pre-writing stage in order to train their students to be more skilled, because skilled students often devote their time for planning and pre-writing. Therefore, graphic organizer can do the job for aiding students to organize, structure their writing to deliver a successful piece of writing.
SECTION TWO

Argumentative Essay Patterns of Organization
Introduction

Writing is not only used in education, it is used in all the domains. Writing can take various forms depending on what the students want to create such as reports, journals, letters, diaries, poems, stories, etc. Yet, in the field of education the most used form of writing is “essay”. Essay is a piece of writing that has numerous types like: descriptive, narrative, expository, and persuasive. Each type has a format that goes with its purpose. One of the very difficult patterns of development for EFL students is the argumentative essay. This could be attributed to their lack of awareness about patterns of organization in addition to the pre-writing stage. Eventually, graphic organizer is suggested as a helping factor to guide students writes more effective essays.

This section includes a brief definition of essay writing and its four types. Then, it focuses on the argumentative essay as a type of writing and its three patterns of organization. In addition, the section two indicates the difference between this type of essay and persuasive essay. Lastly and importantly is the use of graphic organizer as a technique to organize the argumentative essay.

1.2.1. Essay Writing

The word essay is derived from French “essayer”, and that means to try, to attempt, or to examine. In the sixteenth century, Michel De Montaigne (1580) has published a book entitled “Essais”, and it was the first book that introduced the essay as a literary form. Later, Francis Bacon (1597) adopted the work of Montaigne and published his own collection of essays, and then became the first English essayist beside Thomas Brown, Joseph Addison and Richard Steel (Peters, 2009). The term essay is defined as a piece of writing that the students use to express their thoughts, ideas, opinions and emotions on a particular subject.
Additionally, there are two classifications of the essay, formal and informal. The formal essay is characterized by the use of academic language, the students are more objective, and it is logically structured. In contrast, the informal essay is known as a personal essay, in which the students are more subjective by conveying self opinion and feeling (Turner, 1998).

This literary form is used for education as a mean of evaluating students’ level of comprehension and writing, where they are asked to write an essay on what they have learned or express their ideas on a specific topic. The majority of students think that writing essay is an obligatory task and they do it only for the sake of grades. On the contrary, according to Greethan (2001) writing essays is more than an assignment; it has many advantages to provide for students as such as:

- Writing essay involves students to think critically and analytically in order to understand and analyze the situation. Hence, this task allows them to develop the critical thinking which is a crucial skill that students need to be more successful in education and business.

- Students increase their knowledge through essay writing. They do some research on what they writing and go in deep to have a clear vision, thus, they learn about new things which can be used in other subjects.

- Essay writing gives the students the chance to improve their writing skill and performance in general in the sense that the more they write essay the more they would be aware about the different mechanics of writing.

No one can deny the effectiveness of writing essays, and that does not mean focusing only on the grades and neglecting the other positive side of writing essays. In this regard,
Greethan (2001) explains “writing an essay, then, is a valuable opportunity for learning, which ought to be approached positively.”

1.2.2. Types of Essay

As writing goes in many forms, essay writing has several types and that depend basically on the nature of writing it self. There are four major types of essay that are used frequently in education: the descriptive, the narrative, the expository, and the persuasive essay.

1.2.2.1. The Descriptive Essay

This type of essay describes the ideas and expressions toward a particular subject. Also, students portray details that evoke one of the five senses (Newsweek Education Program, 2003). In addition, the language used in this type of essay is vivid and expressive which means, the students is trying to make the readers visualize what they are reading.

According to Newsweek Education Program (2003), the descriptive essay has two categories: the objective and the subjective. The objective essay describes the topic in a literal and impartial way; in other words, the students’ feelings are hidden. This kind includes words that do not have high degree of emotion. On the other hand, the subjective essay includes the students’ opinion; the aim is to attract the readers to respond emotionally. Unlike the objective essay, the subjective essay is characterized by the use of emotional words.

In the descriptive essay, students use similes and metaphors in order to enhance the readers’ understanding of the subject being described. They create visual images so that the readers can imagine what the students are describing. Similes are comparisons using “like” or “as”, whereas metaphors are direct comparison usually start with “is”. The main goal of the descriptive essay is to “show don’t tell” (Newsweek Education Program, 2003). That is to say,
students should be specific to the point by creating a picture in the readers’ mind; in that case they are able to experience the situation.

1.2.2.2. The Narrative Essay

In narration the students are telling a story which could personal experience, real life story or fiction. The narrative essay does not require the students to be standard unlike the other types of essay; it usually contains action, dialogue, details, humor, and often autobiographical (Newsweek Education Program, 2003). Also the first person “I” is more dominated in this type of essay because it provides the readers with the feeling of involvement in the story.

The narrative essay typically does not require for the students to state the thesis statement, or has to follow the usual steps of other essay like, introduction, body, and conclusion. Though, these elements can be included in the narrative essay if the students want so. Nevertheless, what matters in this type is time or the chronological order of events, as Newsweek Education Program (2003) has explains:

Time (chronological order) is often the organizing principle in a narrative essay. Stories and events happen in a certain order, and this order must be communicated to the reader. Events or experiences are listed in sequence of how they happened. Specific scenes are set—in time and in place—and recreated for the reader. (p. 143)

Another factor which is important in writing narrative essay is expressing emotions and feeling like anger, joy, sadness, or pain. For that reason, students are creating curiosity in the readers’ mind which makes them interested in keeping reading.
1.2.2.3. The Expository Essay

The expository essay is also known as the informative essay or the illustration essay. In the expository essay, the writer is trying to inform the readers about facts and details concerning a specific topic. Furthermore, those facts should be logical and unmistakable and it could be basically related to science, chemistry, history, or any other subject.

When writing an expository essay, the students should bear in mind the purpose behind this kind of essay. Rollins (2009) has listed four main reasons for writing an informative essay:

- To explain the process step by step in a clear and correct manner, in order not to create ambiguity for readers.
- To analyze events, ideas, written work, or object.
- To demonstrate how to do something, for example: how to monitor a computer.
- To describe events related to history.

1.2.2.4. The Persuasive Essay

At an early stage, everyone has the ability to use the language to persuade and convince the other. Newsweek Education Program (2003) stated that: “Language is a tool that people and government use to attain their objectives. Effective persuasion literally shapes the world” (p. 149).

That is to say, the persuasive essay is designed to convince the readers about the students’ viewpoint on particular issue. This type follows a basic format: introduction, body, and conclusion. In the introduction, the students state clearly the thesis including the point of view and the main ideas, the body consists of details about the ideas indicated in the thesis with supporting evidence. Last, the conclusion is restating the students’ opinion along with a brief explanation of the main ideas that support the viewpoint.
1.2.3. The Argumentative Essay

Argumentative essay is a type of essay that uses reasoning, logic, and evidence to take a definitive stand on a controversial or debatable issue (Wiener & Eisenberg, 1987). The essay explores two sides (with and against) of a topic and proves why one side or position is the best. The argumentative essay consists mainly of three elements: the claim/argument, the counter claim, and refutation or rebuttal. The claim is the students’ side which makes them the proponents, and their claim should be supported by facts, examples, and evidence. The counter claim is the opposite side of the claim or the opponent’s arguments. Last, the refutation or rebuttal is simply the disapproving of the counter claim. Generally speaking, this type of essay requires students to:

- Think critically about a complex topic or issue
- Form a claim in relation to a debatable topic or issue
- Evaluate multiple perspectives
- Determine the strengths and weaknesses of different arguments
- Use logic and reason to support their claim
- Anticipate and address counterclaim
- Research effectively to collect strong data and evidence to support claim
- Construct a deep understanding of the topic via research

(Tucker, 2015)

1.2.4. The Difference between Argumentative Essay and Persuasive Essay

Most students think that the persuasive essay is the same as the argumentative essay because they have the same nature. Despite that, the two essays are totally different. Tucker (2015) maintained that students are used to aggressively convince the readers to take their side
in persuasive essay. In contrast, argumentative writing is much more balanced. It requires the development of both sides of an issue, offering several claims for one side while acknowledging that there are valid counterclaims from the opposition. The aim of the argumentative essay is to give the readers another perspective to consider on a debatable topic and proving why that position is the superior choice. On the other hand, the purpose of persuasive essay is to give an opinion and to influence the reader's way of thinking with supporting evidence. This is usually done through emotional appeals, logic with presentation of evidence, establishing credibility as an author, and using a strongly biased voice.

1.2.5. Patterns of Organization of the Argumentative Essay

The argumentative essay needs to be structured effectively in order to convince the readers. In fact, the most valuable factor in writing an argumentative essay is organization because it guides the readers through your reasoning process. Also, it offers a clear explanation of each argued point, and demonstrates the credibility of the students. Hence, students should follow a specific pattern of organization that meets their arguments. According to Wyrick (2013), students have the accessibility to different patterns, but what matters is how they want to develop their arguments. There are three common patterns of organization that students may use:

- **Pattern A**

  Introduction: Thesis statement
  
  Body paragraph 1:
  
  Proponent argument 1 with supporting evidence
  
  Proponent argument 2 with supporting evidence
  
  Body paragraph 2:
Counter claim(s) with supporting details

Refutation(s) of the opponent’s claim

Conclusion: Restatement of the thesis and the supporting arguments

The pattern A is the most used in EFL classroom and for different types of essay writing. Students can develop more than one argument in the first paragraph if they desire. In the second paragraph the students consider the other side claim, and then return back to their side and support it with strong evidence.

- **Pattern B**

  Introduction: Thesis statement
  
  Body paragraph 1
  
  Counter claim(s) with supporting details
  
  Refutation(s) of the opponent’s claim
  
  Body paragraph 2
  
  Proponent argument 1 with supporting evidence
  
  Proponent argument 2 with supporting evidence
  
  Conclusion: Restatement of the thesis and the supporting arguments

The pattern B is almost the same as pattern A but different in the order of paragraph.

- **Pattern C**

  Introduction: Thesis statement
  
  Body paragraph 1:
  
  Counter claim 1 and refutation with supporting evidence
  
  Counter claim 2 and refutation with supporting evidence
  
  Counter claim 3 and refutation with supporting evidence
Conclusion: Restatement of the thesis and the supporting arguments

In this pattern, students suppose to develop a single paragraph containing the counter claim and the refutation acts as their proponent argument. Yet, they can develop each counter claim along with the refutation in more than one paragraph.

Although, there is no set model of organization of the argumentative essay, students can benefit from using the three patterns of organization mentioned before that suits their aim in writing argumentative essay.

1.2.6. Graphic Organizer and Argumentative Essay

Usually when writing essays students go for outline to structure their writing. Still, outlining sometimes does not show the relation between ideas which make students confused. Consequently, graphic organizer is similar to outline but indeed show the relationship between students’ argument; they can use it for argumentation to help them save the time in organizing their thought.
Figure 06. Argumentative Essay Graphic Organizer Chart

This type of GO facilitate the process of writing argumentative essay. First, in the introduction section students write down their thesis statement that includes their side. Then in the body of the GO chart there are three sections where students are free to use them; whether to develop their arguments in one paragraph as in pattern A or each argument goes in one paragraph. In this case, they have to write each argument (which could be two or three) in the reasons/supporting details section by providing examples and evidence. The next section students are suppose to write about the other’s side which is the counter claim along with rebuttal or refutation as it is shown above in the GO chart. Finally, the last section is the
conclusion which is usually a brief restatement of the thesis statement and the main arguments.

All in all, this type of GO is an effective technique that help the students to organize their argumentative essay. For the reason that it provides the students with a clear picture because of its nature as graphs and what they have to do is only fill in the blank sections. Additionally, after students finish the prewriting stage by using the GO chart, they just need to connect their arguments with transitional words. As a result, they can save both energy and time by applying the GO in writing the argumentative essay (Ching & Chee, 2010).

**Conclusion**

In short, writing essays can offer students with many advantages in education and for their future. However, these advantages could not be achieved if the essay is not effective. Almost all types of essay including: descriptive, narrative, expository, persuasive, and argumentative have to be well organized in order for them to be really communicative. Most of all, students has different ways and patterns to organize their argumentative essay in a coherent, clear, and logical manner. So, they have the opportunity to implement the graphic organize chart to organize their claims and arguments which is appropriate, simple, and convenient.
SECTION THREE

Students’ Awareness
Introduction

Teaching a foreign language is a difficult task that requires efforts from the teacher. The most important part of this job is to make students aware about different aspects and elements of the language especially writing. Besides, raising the students’ awareness about how to write correctly and effectively is a vital factor so that they achieve their objective in learning, because awareness is the ability to be conscious and have knowledge.

This section is dedicated first to awareness and its definition in general. Then, it gives importance to language awareness along with its six different types. After that, it focuses on awareness in writing and how the teachers play the big role in raising it for students about the elements that compose writing in terms of product and process.

1.3.1. Definition of Awareness

Despite the fact that finding a clear definition of awareness is still vague, Dourish and Bly (1992) approach it as “knowing who is around, what activities are occurring, who is talking to whom” (cited in Sandor, 2010). In other words, awareness is the ability to perceive, to feel, and to be conscious about one’s surrounding. Occasionally, students might associate awareness with self-awareness; indeed they complete each other, but the two terms are far different. On the one hand, awareness as stated above is the ability to be aware about the surrounding environment. On the other hand, self-awareness is the ability to know oneself position and purpose within that environment (Hallowell, 1955 cited in Blaikie, 2004).

1.3.2. Language Awareness

In learning, language awareness is concerned with the students’ awareness about the different components of the language and its role in their life. James, Garrett, and Candlin (2014) found that:
Language awareness is particularly associated with an educational movement …this movement takes as its common theme the view that increasing students’ conscious reflection on the language(s) they use will enhance the development of their human potential…This view argues that increased conscious reflection on language by students and teachers leads to improved language use and better overall education. (p. 78)

To put it in another way, language awareness is an important factor in teaching and learning a foreign language, because being aware about the language and how to use the language effectively will help both the teachers and the students to achieve better results in education.

1.3.3. Types of Language Awareness

Garvie has divided language awareness into six interrelated types: linguistic awareness, psycho-linguistic awareness, discourse awareness, communication awareness, socio-linguistic awareness, and strategic awareness.

- **Linguistic awareness:** it refers to the knowledge of the basic components of the language like: letters, morphemes, and words which can be arranged in various ways to show meaning. Also, it includes the awareness of how each element functions and their purpose within written or spoken discourse.

- **Psycho-linguistic awareness:** students should be more aware about the psychological factors that could influence the use of language in order to control it (using the language appropriately).

- **Discourse awareness:** it aims at allowing the students’ to see the difference between sentence as unit and a discourse as a whole.
• **Communicative awareness:** is the ability to use the language as a mean of communication in different situations. This includes the students’ awareness of the communicative techniques and their role in specific context.

• **Socio-linguistic awareness:** it is the ability of students to be aware about the relationship between society and its affect on language use.

• **Strategic awareness:** the students’ ability to use and imply different strategies to solve problems related to language learning.

### 1.3.4. Awareness in Writing

Writing awareness means to have knowledge about the different elements of writing and that includes: content, organization (structure), style (expression), and writing mechanics (grammar and spelling). Ferreiro (2003) emphasizes that:

…when students write they must understand objectively speaking, that is, they must turn it into an object of reflection: to discover that it has parts that can be ordered, interchanged, classified; to discover that similarities and differences in signifiers are not parallel to similarities and differences in meaning; to discover that there are many ways of “saying the same thing” in speaking and writing; to construct a “metalanguage “ for speaking about language, now converted into an object of thoughts.(as cited in Meier, 2015)

To explain more, writing is not just “putting down the pen and start writing whatever”, students should consider its constituent parts as it is mentioned above and understand how each part functions within the task of writing.
1.3.5. Awareness-Raising in Writing

Raising students’ writing awareness can offer them with the ability to write effectively no matter what the difficulties they may encounter, because when they know how to use the elements and the techniques of writing correctly the process of writing will be easier for them. Further, it is really important to acknowledge the fact that the role of the teacher is to make the students’ aware about writing as a process, not as a product is crucial. For the reason that, when students are aware about the different stages of the writing process and the purpose behind each step and go through them; they are likely to produce better writing (Robinson, 2008).

It is worth emphasizing that students should not only rely on the teacher to do everything; they need to be responsible about their learning. In this case, (Robinson, 2008) has argued:” with practice, explicitly learned knowledge becomes restructured, and access becomes less effortful and eventually authentic”. Therefore, in order for them to master the writing skill they need to practice what they have learned over and over. By doing so, they allow themselves to be more skilled writer and confident about their own writing and as a result they will produce well written texts.

Conclusion

In summary, awareness is seen as important as any other skill in education. Moreover, developing the students’ ability to be aware and conscious about the language can offer them with many possibilities in learning a foreign language and for their future career. Also, teaching the students to be aware about writing and how to use it in the correct manner can open the door for them to be more confident about their own writing, even though they commit mistakes they know how to react toward that mistake.
Chapter Two

Practical Framework
SECTION ONE

The Effect of Graphic Organizer on Students’ Awareness of the Patterns of Organization of the Argumentative Essay
Introduction

The positive effect of graphic organizer has been proven by many researchers. According to Bishop (2013) graphic organizer is a useful technique which mitigates the difficulties that less skilled writers face as this organizer can improve planning, organization, word choice, and composition choice. In addition, Ching and Chee (2012) have found that graphic organizer helps weak learners to make sense of the information and stay on the given topic as long as they are writing. Sharrock (2008) revealed that graphic organizers aid the writers keep to the topic by having their ideas in front of them, and they them to present those ideas in the correct sequential order. Therefore, the aim of the present research is to investigate the effectiveness of implementing graphic organizer to help third-year EFL students in the Department of English, University of Oum El Bouaghi to be aware of the organizational patterns of the argumentative essay. The present section entails the description, analysis, results of the quasi-experiment.

2.1.1. The Sample

This study is concerned with third-year students of English Department who start writing essays in this year. At this level, students already dealt with the different aspects of writing essay and how to structure their texts and proceed through the writing process in their second-year. Eventually, third-year students are expected to provide the research with reliable data more than the other levels.

Due to the time constraints, it is impossible to take the whole population as a sample; therefore, we have selected a representative sample that consists of 60 students out of the whole population. According to administrative purposes, the sample is already divided into two groups and each group consists of 30 students; so one group is an experimental group and
the other group is a control group. However, the number of the sample was decreased to 40 students because of the absences and some of them did not write a complete essay.

2.1.2. The Research Design

The method which has been selected for this study is a quasi-experimental design, which means that the two groups (experimental and control) are needed for our research to be valid. Further, the independent variable of the study is using argumentative graphic organizer in the pre-writing stage for writing argumentative essay by the experimental group. On the other side, the control group was already taught using the traditional method.

The quasi-experiment was carried out in three phases: pre-test, treatment, and pos-test as it is shown in the following table:

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Pre-test</th>
<th>Period of Treatment: Using Graphic Organizer</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>Pre-test</td>
<td>Usual Method</td>
<td>Post-test</td>
</tr>
</tbody>
</table>

Table 01: Quasi-Experimental Research Design

2.1.3. Procedures

- **The Pre-test:** The pre-test was administered to both groups (the experimental and the control groups). Students were asked to write an argumentative essay about the following
topic “money can’t buy happiness” (Appendix A) and they have given one hour. In addition, they were informed that this is done for evaluating their written production and to recapitulate what they have learned about the argumentative essay in the first-semester with their teacher. In order to avoid any factors that may influence our research and assure no cheating, students were prevented from using their mobile phone; also they did not receive any help from the teacher.

- **The Treatment Period:** After the pre-test, the experimental group received the treatment in 4 sessions and each session lasts 45 minutes because they already have knowledge about the argumentative essay; they only were taught how to implement the graphic organizer for organizing their argumentative essay. The first session was about a recapitulation of the argumentative essay writing and a general overview of graphic organizer. The second session focused on the argumentative graphic organizer and how to use it to write a well structured essay with more detailed explanation. After that, students were given a sample argumentative essay and were asked to highlight its elements such as thesis statement, proponent’s claim and arguments, counter claim, and the rebuttal; then they write those elements on the graphic organizer chart (Appendix B) in order to understand more its use within the argumentative essay. In the third session, students were asked to apply the argumentative graphic organizer to plan for an essay topic titled “the influence of social media on children” by following the instructions provided on the chart with the assistance of the teacher. During the fourth session students are asked to write a complete argumentative essay relying on the previous ideas that they have mentioned on the graphic organizer chart. The following table summarizes the schedule of the treatment:
<table>
<thead>
<tr>
<th>Sessions</th>
<th>The Assignments</th>
</tr>
</thead>
</table>
| 1        | - Recapitulation of the argumentative writing  
|          | - General overview of the GO          |
| 2        | - Detailed explanation about GO        
|          | - Practice1: How to use GO            |
| 3        | - Practice2: Applying the GO           |
| 4        | - Practice3: writing argumentative essay relying on GO |

**Table 02: The Schedule of the Treatment**

The control group, on the other hand, was not exposed to the independent variable (GO); instead they were taught the argumentative essay type in the first semester by following the teacher’s usual method. Yet, in order to make sure they did not forget, the teacher reminded them about the different aspect of writing argumentative essay.

- **The Pos-test:** After the treatment is done, both groups were post-tested through the same instructions of the pre-test but the topic was different (Appendix C). The test took one hour as the pre-test and the students did not receive any guidance from the teacher.
2.1.4. Instruments

The experimental and the control groups were tested by the same instructions in both pre-test and post-test but the topic was different. Both tests were written on a printed sheet of paper and each student was given a white blank paper to write on his/her essay.

2.1.5. Scoring

The main aim of this study is to enhance students’ awareness of the argumentative essay patterns of organization; so the students’ writings were evaluated only in terms of organization because the type of the GO used in our research is concerned with organizing the argumentative essay in the pre-writing stage, also due to the short time that made us focus only on one aspect of writing. Thus, the same scoring was used in the pre-test as well as the post-test; the maximum score was 7 for the whole organization (see Appendix D). The order of the body paragraphs of the essay was not taken into consideration in the scoring because students are free to use any pattern of organization they prefer.

2.1.6. Results of the Data Analysis

The data collected was analyzed by the Statistical Package for Social Sciences SPSS, which is a computer software that can perform complex data manipulation and analysis with simple instructions. Two tests were used in order to compare the results of the experimental and the control groups in the pre-test and the post-test. The first test is called the paired t-test which is used to compare the results of both pre-test and post-test of each group. The second test is the independent-samples T test that is used to find out the significance difference between the experimental and the control groups before and after the treatment (Phakiti, 2014).
2.1.6.1. The Control Group versus the Experimental Group Scores on the Pre-test

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>5,0</td>
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<tr>
<td>3.00</td>
<td>1</td>
<td>5,0</td>
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<tr>
<td>3.25</td>
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</tr>
<tr>
<td>3.50</td>
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<td>5,0</td>
</tr>
<tr>
<td>3.75</td>
<td>1</td>
<td>5,0</td>
</tr>
<tr>
<td>4.00</td>
<td>1</td>
<td>5,0</td>
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<td>4.25</td>
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<tr>
<td>4.50</td>
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<td>5,0</td>
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<tr>
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<td>15,0</td>
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<td>2</td>
<td>10,0</td>
</tr>
<tr>
<td>5.50</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>6.00</td>
<td>2</td>
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<tr>
<td>6.25</td>
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<tr>
<td>6.50</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.75</td>
<td>1</td>
<td>5,0</td>
</tr>
<tr>
<td>3.00</td>
<td>1</td>
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<tr>
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<td>3</td>
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<tr>
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<td>5,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The two tables above represented the scores of both experimental and control group on the pre-test in order to see the level of students before treatment, also to make sure the two groups are balanced.
### Table 05

**Experimental and Control’s Groups Mean**

<table>
<thead>
<tr>
<th></th>
<th>Experimental N=20</th>
<th>Control Group N=20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Mean</td>
<td>4.7875</td>
<td>4.625</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Figure 07.
The Control Group versus the Experimental Group Scores on the Pre-test
From the tables (3, 4, and 5) and figure 8, it could be noted that the frequency starts at 2.50 which is the lowest mark for the control group with one peak at 3.50; for the experimental group the lowest score is 2.75 and its most frequent score is 5.50. On the other hand, the highest score for both groups is 6.50 out of 7.

- **Independent-Samples T test**

As it is shown in the previous tables, we can conclude that both groups (experimental and control) are almost the same because they have relatively the same mean ($\bar{X}_{\text{cont}} = 4.6250$, $\bar{X} = 4.7875$). However, we cannot depend only on the mean; an independent-sample T test was conducted to prove that they indeed have the same level. That is to say, the role of this test is to compare the means of the two groups in order to determine whether there is statistical evidence that the associated sample means are significantly different.

**Table 06**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental Group</strong></td>
<td>20</td>
<td>4.7875</td>
<td>1.20382</td>
<td>.26918</td>
</tr>
<tr>
<td><strong>Control Group</strong></td>
<td>20</td>
<td>4.6375</td>
<td>1.08663</td>
<td>.24298</td>
</tr>
</tbody>
</table>
Table 07

Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>T-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pretest</td>
<td>.115</td>
<td>.736</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.414</td>
<td>37.608</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the independent-sample T test table, sig. (2tailed) is the value which determines whether the mean of both groups are different or the same. Phakiti (2014) stated that if the sig. (2tailed) value is greater than $\alpha=0.05$; then the two groups share the same level. In contrast, if sig. (2tailed) is less than 0.05 the two groups are not the same in terms of level. In our case, the calculated value provided by the sig. (2tailed) is called the $P$-value or the calculated probability.

$P=0.681 \rightarrow 0.681>0.05$

This result indicates that the experimental and the control groups do have the same level.
2.1.6.2. The Control Group Pre-test versus Post-test

Table 08  
*Control Group Scores in the Pre-test*

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.75</td>
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<tr>
<td>4.25</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>4.50</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>4.75</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>5.00</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>5.25</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>5.50</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>6.00</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>6.50</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 09  
*Control Group Scores in the Post-test*

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>3.50</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>3.75</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>4.00</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>4.50</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>4.75</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>5.25</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>5.50</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>5.75</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>6.25</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>6.50</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>6.75</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>50.0</strong></td>
</tr>
</tbody>
</table>

Valid
Figure 08. The Control Group Pre-test versus Post-test

Table 10

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Control Group Scores in the Pre-test</th>
<th>Control Group Scores in the Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>4.6375</td>
<td>4.8750</td>
</tr>
</tbody>
</table>

Based on the tables (8,9) and the figure 9, we can say that the control group scores of both pre-test and post-test are almost the same. Moreover, the most frequent of this group in the pre-test is 3.50, while in the post-test the frequent scores are limited between 4.50 and
5.25. From this data, we can conclude that there is a no improvement of students’ organization of the control group.

- **Paired-Samples T test**

  Unlike the independent test that compares the means of one set (pre-test or post-test) of two different groups (experimental and control groups) together; the paired test on the other hand compares the means of two sets of the same group. The purpose of this test is to identify whether there is a statistical difference between the pre-test and the post-test of each group after the treatment (Phakiti, 2014).

**Table 11**

*Paired Samples Statistics*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group Scores in the Pre-test</td>
<td>4.6375</td>
<td>20</td>
<td>1.0863</td>
<td>.2429</td>
</tr>
<tr>
<td>Control Group Scores in the Post-test</td>
<td>4.8750</td>
<td>20</td>
<td>1.0211</td>
<td>.2284</td>
</tr>
</tbody>
</table>
What is important in table 12 is the P value which implies that 5% of the null hypothesis (H0) is correct and we are 95% confident of the alternative hypothesis (H1). As mentioned before in the independent test, if the sig. (2 tailed) value is greater than 0.05 we can say that there is no difference between the two tests (pre-test and post-test) and vice versa.

P = 0.526 > 0.05

This result leads us to conclude that there is no improvement in the students’ argumentative essay writing in relation to organization.
2.1.6.3. The Experimental Group Pre-test versus Post-test

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.50</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>3.00</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>3.25</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>3.50</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>3.75</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>4.00</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>4.25</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>4.50</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>4.75</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>5.00</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>5.75</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>6.00</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>6.25</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>6.50</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Table 14**

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>5.50</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>5.75</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>6.00</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>6.25</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>6.50</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>6.75</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>7.00</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Valid</strong></td>
<td><strong>Total</strong></td>
<td><strong>50.0</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>50.0</strong></td>
</tr>
</tbody>
</table>
Tables (13,14,15) and figure 10 illustrate that there is a remarkable change and improvement between the scores of both the pre-test and the post-test of the experimental group. In the pr-test the scores start from 2.50 as the lowest mark and end at 6.50 as the
highest mark. On the opposite, the lowest in the post-test is marked at 5 and the highest at 7 with two frequent scores 6.25 and 7.

- **Paired-Samples T test**

Paired test is used to confirm that the improvement of the scores in the post-test is due to the manipulation of the independent variable (graphic organizer).

**Table 16**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pair 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>4.7875</td>
<td>20</td>
<td>1.20382</td>
<td>.26918</td>
</tr>
<tr>
<td>Group Scores in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the Pre-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>6.1750</td>
<td>20</td>
<td>.59105</td>
<td>.13216</td>
</tr>
<tr>
<td>Group Scores in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the Post-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to reject or to accept the alternative hypothesis (H1), we have to compare the P value provided by the paired test.

P = 0.027 < 0.05

It is clear from the results that p is less than 0.05 which means that graphic organizer was effective in enhancing students’ argumentative writing in terms of organization.

### 2.1.6.4. The Experimental Group Post-test versus the Control Group Post-test

Table 18

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Experimental Group Scores in the Post-test</th>
<th>Control Group Scores in the Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>6.1750</td>
<td>4.8750</td>
</tr>
</tbody>
</table>
Figure 10. The Experimental Group versus the Control Group Scores on the Post-test

As it is presented in table 18 and figure 11, the control group scores on the post-test start at 3 as the lowest mark, and end at 5.25 as the highest mark. Whereas, the post-test scores of the experimental group start at 5 as the lowest and end at 7 as the highest with two peaks at 6.25 and 7.
- Independent-Sample T test

**Table 19**

*Posttest Group Statistics*

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>20</td>
<td>6.1750</td>
<td>.59105</td>
<td>.13216</td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>4.8750</td>
<td>1.02116</td>
<td>.22834</td>
</tr>
</tbody>
</table>

**Table 20**

*Independent Samples Test*

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>T-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>4.817</td>
</tr>
<tr>
<td>Posttest</td>
<td>4.927</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>4.927</td>
</tr>
</tbody>
</table>

The table 20 indicates the following:

P=0.012

These results show that there is a significant difference between the pos-test of both groups; this leads us to prove and confirm the alternative hypothesis (H1) of this study that
students’ awareness of the argumentative essay patterns of organization improved as a result of using graphic organizer to organize their arguments.

In order to give our research more evidence that graphic organizer had a positive effect; Cohen (1988) claims that determining the effect size “d” of the independent variable on the dependent will give more reliability to the research. Therefore, calculating Cohen’s d is important to see if graphic organizer did had effect or not on students’ improvement.

\[ d = \frac{\bar{x}_{\text{exp}} - \bar{x}_{\text{con}}}{s_{\text{average}}} \]

\[ d = \frac{6.1750 - 4.8750}{1.02116 + 0.59105} \]

\[ d = 0.80 \]

Cohen (1988) suggests that effect size of 0.80 is large, 0.50 is medium, and 0.20 is small. In our case d= 0.80 which indicates that the effect is large.

All in all, both independent test and Cohen’s d effect size gave us a clear idea that there is a statistical difference between the two groups. That is to say, this difference is mainly because of the implementation of the graphic organizer during the treatment of the experimental group.

2.1.7. Discussion of the Finding

The aim of this study is to investigate the effectiveness of graphic organizer on students’ awareness of the argumentative essay patterns of organization. In order to fulfill the stated aim, a quasi-experimental design was carried out; where the results confirms that participants of the experimental group show more improvement in their argumentative essay in relation to organization more than the control group.

The results were analyzed through SPSS by conducting two steps of data analysis: the descriptive (frequency table) and inferential statistics (independent and paired samples T test).
Both steps showed that the experimental and the control groups did have the same level before the treatment. However, it has been proved that the scores of the experimental group were higher than the scores of the control group ($\bar{X}_{exp}=6.1750$, $\bar{X}_{cont}=4.7875$); also the $p=0.012<0.05$ which confirms that the graphic organizer made the students more aware about the organizational patterns of the argumentative essay. As a result, the $H_1$ was accepted and $H_0$ was rejected.

**Conclusion**

After the analysis of the data gathered from the quasi-experiment conducted using SPSS, it was found that the independent variable had a positive effect on the dependent variable. In other words, using graphic organizer as a pre-writing technique showed positive results; and this technique is beneficial for students to organize their thoughts and ideas easily. Therefore, the alternative hypothesis is proved and the null hypothesis is rejected.
SECTION TWO

Students’ Questionnaire
Introduction

The present section aims to identify the students’ point of view toward the use of graphic organizer as a prewriting technique in helping them to be more aware of the patterns of organization of the argumentative essay. Therefore, in order to achieve the stated objective the questionnaire is adopted. The main aim of this questionnaire is to give more credibility to the present study and to find out whether graphic organizer is an effective technique or not for them.

2.2.1. Administration of the Questionnaire

The questionnaire was given to the same 20 students from the experimental group who were taught during the treatment period; that is because they have been introduced to the argumentative essay graphic organizer and how to use it to organize their arguments.

2.2.2. Description of the Questionnaire

The students’ questionnaire consists mainly of twelve questions: multiple choices questions and yes/ no questions. The questionnaire contains two sections, organization in argumentative writing, and graphic organizer as a prewriting technique.

- **Section One:** Organization in Argumentative Writing (Q1-Q6): It tends to identify the students’ perspective about the essay writing and what elements they focus on while writing argumentative essay. Besides, it seeks to know whether students consider planning before writing or start directly. Importantly, it attempts to find out if students see organization as an important aspect in argumentative writing or not.

- **Section Two:** Graphic Organizer as a Prewriting Technique (Q7-Q12): it is concerned with students’ attitude toward the use and effectiveness of graphic organizer in making
them more aware of the organizational patterns of argumentative essay which they have used during the treatment period to organize their argumentative essay.

2.2.3. Analysis of the Questionnaire

The analysis of the data gathered of the questionnaire was done by using the same software used for the experiment which is SPSS.

Section One: Organization in Argumentative Writing

Q1: How do you find essay writing?

a- Very difficult  b- difficult  c- do not know  d- easy  e- very easy

<table>
<thead>
<tr>
<th>Q1</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very difficult</td>
<td>2</td>
<td>10,0</td>
</tr>
<tr>
<td>difficult</td>
<td>9</td>
<td>45,0</td>
</tr>
<tr>
<td>Valid easy</td>
<td>6</td>
<td>30,0</td>
</tr>
<tr>
<td>very easy</td>
<td>3</td>
<td>15,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 21; Figure 11: The Difficulty of Essay Writing

From the table above we can see that the majority of students (55%) find essay writing a difficult task to finish. This percentage is divided into 10% of students who chose very difficult and 45% who chose difficult. On the other hand, 15% of students consider it very easy and 30% of them find it easy. We can deduce that this easiness could be due to the fact that students are aware of the different aspects of writing.
Q2: If it is very difficult or difficult, please say why?

Most students who find essay writing difficult have given their reason, and it can be summarized as following:

- Essay is long and needs much time to think about different things and for me one hour and a half is not enough.
- We do not practice in class we only learn about the essay types with little feedback from the teacher.
- I think in Arabic and then try to translate it into English, after that I feel that my ideas are meaningless.

Q3: When your teacher asks you to write an argumentative essay, do you:

a- Start directly writing  b- Gather ideas and organize them before writing

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start directly</td>
<td>7</td>
<td>35,0</td>
</tr>
<tr>
<td>Gather ideas and organize them before writing</td>
<td>13</td>
<td>65,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 22; Figure 12: What Students do when Argumentative Essay is assigned?

As it is shown in the table 22 65% of students like to gather ideas and organize them before writing. Other students (35%) prefer to start directly and it could be because they do not have enough time.
Q4: While writing an argumentative essay, do you focus on:

a - Contents/ ideas   b - Structure/ organization of arguments   c - Grammar and spelling   
d - Word choice   d - Coherence

**Q4**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>4</td>
</tr>
<tr>
<td>a.b</td>
<td>4</td>
</tr>
<tr>
<td>a.b.c</td>
<td>1</td>
</tr>
<tr>
<td>a.b.c.e</td>
<td>1</td>
</tr>
<tr>
<td>a.b.d.e</td>
<td>1</td>
</tr>
<tr>
<td>Valid</td>
<td>a.b.e</td>
</tr>
<tr>
<td></td>
<td>a.d.e</td>
</tr>
<tr>
<td></td>
<td>b</td>
</tr>
<tr>
<td></td>
<td>b.c</td>
</tr>
<tr>
<td></td>
<td>d.e</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 23; Figure 13: Students’ Focus while Writing Argumentative Essay

Table 23 shows that each student focuses on different elements of writing. However, 60% of students give much attention to content and organization more than grammar, word choice, and coherence when they write argumentative essay. This may be because of the lack of information where the majority of students ask themselves “what to write” and this makes them care about the content and ideas, also the way to organize those ideas.

Q5: Do you think that organization is an important element in writing argumentative essay?

- Yes   - No
Table 24; Figure 14: The Importance of Organization in Argumentative Essay

The table above demonstrates that all students (100%) consider organization as an important element in the argumentative essay.

Q6: Justify your answer

According to most of the students organization is important because of the following reasons:

- For an effective essay, we must organize our ideas in order to reach coherence.
- When we organize our ideas, we will be sure of what we are writing and go directly to the point.
- Organization makes the argumentative essay clear and understandable for the readers.
- Argumentative essay is a complex type which needs to be organized well in order to convince the others.

Section Two: Graphic Organizer as a Prewriting Technique

Q7: One of the most crucial stages of the writing process is prewriting.

a- Strongly agree  b- agree  c- not sure  d- disagree  e- strongly disagree
Table 25; Figure 15: Students’ Perception about the Prewriting as the Most Crucial Stage of the Writing Process

Table 25 shows that most students (90%) think that prewriting is the most crucial stage of the writing process. On the other side only 10% of students who state the opposite.

Q8: Have you ever been introduced to the prewriting techniques beside graphic organizer?

- Yes
- No

Table 26; Figure 16: Students’ knowledge about the Prewriting Techniques
As it is noted in table 26 that great majority of students (65%) have not been introduced to prewriting technique beside graphic organizer. However, the rest 35% of students have been introduced to some of them.

Q9: If yes, please name them.

Students who have been introduced to the prewriting techniques name the following: brainstorming, outlining, and listing.

Q10: While using graphic organizer to organize your arguments, do you find it:

a- Very effective  b- effective  c- not effective

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very effective</td>
<td>5</td>
<td>25,0</td>
</tr>
<tr>
<td>Effective</td>
<td>14</td>
<td>70,0</td>
</tr>
<tr>
<td>Not effective</td>
<td>1</td>
<td>5,0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 27; Figure 17: Students’ Perspective about the Effectiveness of Using Graphic Organizer

It is very clear from the table above that most students find graphic organizer very effective (25%) and effective (70%). We can deduce that this technique helped them in organizing their argumentative essay.

Q11: Does graphic organizer help you in becoming more aware of the organizational pattern of the argumentative essay?

- Yes  - No
Table 28; Figure 18: Students’ Opinion about the Effectiveness of Graphic Organizer in helping them to be Aware of the Organizational Patterns of the Argumentative Essay

It is appears from the table 28 that almost all students (95%) have a positive attitude toward using graphic organizer and only one student who has negative attitude toward that technique.

Q12: Please give reason(s),

Students who feel that graphic organizer is an effective technique in making them more aware of the patterns of the organization of the argumentative essay gave the following reasons:

- Graphic organizer helped me in making the essay clearer and organized in the correct way.
- Being aware of the patterns of organization of the argumentative essay is very important and graphic organizer is a helpful tool which made it easy for me to organize such essay.
- When I used the graphic organizer in the previous sessions I became more aware on how to organize the argumentative essay, also it gave me the opportunity to think about new information.
- Before I used to write about only about my own arguments but in a good argumentative essay we should consider the opponent’s side. Graphic organizer helped me to use the right structure.

For the student who found graphic organizer not an effective technique stated the following reason:

- I used to unit argumentative essay without graphic organizer, so I find it a bit boring and time taking.

2.2.4. Discussion of the Results of the Questionnaire

The analysis of the questionnaire has revealed different views on how students think about essay writing in general, the prewriting stage of the writing process, and the effectiveness of using argumentative essay graphic organizer. First of all, the analysis of the first section proves that 55% of students find essay writing “very difficult/difficult”. This could be related to the nature of the essay, the lack of new ideas, and not having enough practice inside the classroom. This section demonstrates that most of students (60%) when they write an argumentative essay, they give priority to content and organization. Besides, they consider organization an important element of writing a good argumentative essay because according to them it is the core of the essay.

The analysis of the second section confirms that the majority of students (90%) agree with the fact that prewriting is an essential stage of the writing process. Yet, only (35%) of them have knowledge about some of the prewriting techniques such as brainstorming, outlining, and listing. What does really matter in this questionnaire is to see whether students find graphic organizer effective or not. Indeed, the results shows that all students except one
student found this technique useful in organizing their arguments, also it made them more aware of the organizational patterns of such type of essay.

**Conclusion**

This section presents the analysis of the students’ reactions toward the effectiveness of using graphic organizer for argumentative writing. The data gathered made it clear that some students face difficulties when writing essay. However, they stated that using graphic organizer during the treatment raised their awareness of the organizational patterns of the argumentative essay. As a result, students now are more aware of the importance of the patterns of organization and that is basically because of the positive effect of graphic organizer that had on them.
GENERAL CONCLUSION
General Conclusion

This dissertation is undertaken to explore whether argumentative graphic organizer (GO chart) is effective as a pre-writing technique to increase EFL students’ awareness of the argumentative essay patterns of organization. The GO chart was used during the treatment period with the experimental group enabling them to organize their essay in the correct way and to keep track of their writing through the writing process.

This study comprises two chapters: the theoretical chapter includes three sections and the practical one consists of two sections. The first chapter was devoted to the discussion of the pre-writing technique which is GO as the target variable of this study. Then, the focus was on the argumentative essay and its patterns of organizations as well as the use of GO chart for organizing that type of essay. Finally in this chapter, it was a review of awareness in general by including language awareness and awareness raising in writing. The second chapter is mainly concerned with the analysis and discussion of the data collected from the quasi-experiment conducted, and the questionnaire which was administered to the experimental group to see their reactions and attitudes toward the GO chart used.

To answer the research questions and to approve the hypothesis of the present study, two means of research (a quasi-experiment and a questionnaire) were carried out. The findings provided this study with different insights. First of all, the experiment at the beginning showed that the control and the experimental groups have approximately similar levels; but at the end of the experiment the scores were different and the experimental group did show some progress as a result of using argumentative essay graphic organizer. After that, the analysis of the questionnaire revealed that students from the experimental group have positive attitudes
toward the use of GO and they found it very effective in raising their awareness in relation to the argumentative essay patterns of organization. Hence, the alternative hypothesis is confirmed to be valid and the null hypothesis is rejected.

As any research, the study encountered two obstacles. First is related to time constraints during the treatment period which was insufficient for some students to write a complete essay in one hour. The second limitation is the decrease number of population because we were supposed to conduct the experiment with 60 students but we end up with 40 students; this is mainly due to time.

In the light of the obtained results, we would recommend the following:

- The writing process should be taught explicitly and the teacher should focus on each stage but most importantly on the pre-writing stage.
- Teachers should encourage students to use different pre-writing techniques to plan their writing in order to facilitate the writing process and save time.
- Teachers should devote much time for practice because writing for EFL learners is very difficult and should be practiced as much as possible to master its aspects.
- Students should not rely only on the teacher; they should take their own responsibility of their writing and consider it an important skill not only a mean of evaluating their level.
References


Donovan and B.W. McClelland (eds), *Eight Approaches to Teaching Composition*. National Council of Teachers of English.


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APPENDICES
APPENDIX A

Test used in the Pre-test

“You aren’t wealthy until you have something that money can’t buy”

-Garth Brooks-

Money is one of the essential things in life, but money can’t buy happiness. Are with or against? Discuss your opinion by writing an argumentative essay.

Thank You
APPENDIX B

Argumentative Writing: Graphic Organizer

1. As in any essay, the first paragraph of your argumentative essay should contain a brief explanation of your topic, some background information, and a thesis statement. In this case, your thesis will be a statement of your position on a particular controversial topic. You are making a claim!

2. Support your claim with more than one supporting reason - in logical order. Next, give evidence to support your reasons.

3. Make at least one (1) counter-claim (the other side of the argument).
4. Next, provide facts or examples to refute it (make a rebuttal).

5. Provide a concluding statement that calls the audience to take action.
APPENDIX C

Test used in the Post-test

Education is something that everyone considers a priority. Choosing the right and the best school for children is a hard decision for parents to make. Therefore, some people prefer to send their children to a public school, others on the other hand, think that private school is much better than public school.

Discuss your opinion in a form of argumentative essay

Thank You
## APPENDIX D

### Scoring Procedures

<table>
<thead>
<tr>
<th>Writing Element: Organization</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory paragraph</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clear thesis statement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Body paragraph with topic sentence and clear organization</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>- Paragraph 1 for the proponent side with evidence</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>- Paragraph 2 for the counter claim and rebuttal</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Coherence and cohesion</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Students’ Questionnaire

Dear student,

I will be very grateful if you sincerely answer this questionnaire about the effectiveness of using graphic organizer as a pre-writing technique in enhancing your awareness of the organization of the argumentative essay.

Please, mark (√) the right answer for each question and / or give full answers in the broken lines whenever necessary.

Miss. Hamiche Sara Imane

Department of English

Faculty of Letters and Languages

University of Oum EL Bouaghi
Section One: Organization in Argumentative writing

2. How do you find essay writing?
   a- Very difficult □ b- difficult □ c- do not know □ d- easy □ e- very easy □

3. If it is difficult or very difficult, please say why?
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   ............................................................................................................................................................
   ............................................................................................................................................................
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4. While writing an argumentative essay do you focus on:
   a- Contents/ ideas □
   b- Structure/ organization of arguments □
   c- Grammar and spelling □
   d- Word choice □
   e- Coherence □

5. When your teacher asks you to write an argumentative essay, do you:
   a- Start directly writing □
   b- Gather ideas and organize them before writing □

6. Do you think that organization is an important element in writing argumentative essay?
   - Yes □ - No □

7. Justify your answer
Section Two: Graphic Organizer as a Pre-writing Technique

8. One of the most crucial stages of the writing process is pre-writing.

b- Strongly agree □  b- agree □  c- not sure □  d- disagree □  e- strongly disagree □

9. Have you ever been introduced to the pre-writing techniques beside graphic organizer?

   - Yes □  - No □

10. If yes, please name them.

11. While using graphic organizer to organize your arguments, do you find it:

b- Very effective □  b- effective □  c- not effective □

12. Does graphic organizer help you in becoming more aware about the organizational pattern of the argumentative essay?

   - Yes □  - No □

13. Please give reason(s),

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Résumé

Le but de cette recherche est d'étudier l'effet d’organisateur graphique comme une technique de pré-écrit pour améliorer la conscience des étudiants a propos de l’organisation de l’essai argumentative aussi bien que leurs attitudes vers cette technique. Pour réalisez le but de cette étude, quasi-expérimente a été adopter et un questionnaire administré aux étudiants. Donc, la population visée a été 40 troisièmes années étudiantes hors de 155 étudiants aux Département d’Anglais, Université d’Oum El Bouaghi depuis l’année académique 2016/2017. Les participants a étaient déjà divisé aux deux groups : un group a été choisi comme un group expérimental et un autre témoin. Les deux groupes ont été invités à écrire un essai argumentatif comme un pré-test pour testez leur niveau. Après le pré-test, le groupe expérimental a été exposé au traitement en mettant en œuvre l’organisateur graphique, tendis que le groupe témoin a reçu la méthode habituelle. Puis, un post-test a été administre aux deux groupes pour comparer leurs résultats. À la fin de l’expérimente, un questionnaire a été donné au group expérimental pour améliorer leur attitudes vers l’utilisation d’organisateur graphique. Les résultats trouver indique que l’organisateur graphique est une technique effective qui aide les étudiants pour se rendre plus compte des modèles d’organisations de l’essai argumentative.
الملخص

يهدف البحث الحالي إلى دراسة تأثير المخططات الرسومية لتحسين وعي الطلاب حول تنظيم مقالة جدلية، وكذلك موقفهم من هذه التقنية. لتحقيق الهدف من هذه الدراسة اعتمدت تجربة و كذلك سير اراء الطلاب؛ تم تحديد طالب 40 سنة ثالثة من اصل 155 تخصص لغة إنجليزية بجامعة العربي بن مهيدي ام البواقي لعام 2016-2017. تم تقسيم المشاركين إلى مجموعتين، مجموعة تجريبية وأخرى ضابطة بحيث كلتا المجموعتين خضعت إلى امتحان قبل التجربة كان غرضه كتابة مقالة جدلية لتحديد قدراتهم. بعد الامتحان المجموعة التجريبية تلقفت تعليمات حول استعمال المخططات الرسومية، في حين المجموعة الضابطة تلقت الطريقة المعتادة. بعد ذلك خضعت كلتا المجموعتين إلى امتحان ثاني لمقارنة النتائج. بعد انتهاء التجربة تم إعطاء سير اراء إلى المجموعة التجريبية للاطلاع على آرائهم حول المخططات الرسومية. بناء علي ذلك، فقد أثبتت نتائج هذه الدراسة أن المخططات الرسومية تعتبر تقنية فعالة في جعل الطلاب أكثر وعيا لأنماط التنظيم الخاصة بالمقالة الجدلية.