

ESL LEARNERS' PERCEPTION ON THE USE OF THE GRAPHIC ORGANIZERS (GOs) AS CLASS PRESENTATION STRATEGIES

Dedi Aprianto¹, Wahyu Kamil Syarifaturrahman²

^{1,2}Universitas Bumigora

Dediaprianto44@gmail.com

Received: February 16, 2020

Revised: April 28, 2020

Accepted: May 12, 2020

ABSTRACT

The study scientifically, empirically, and objectively conducted aims at knowing the ESL learners' perceptions towards the practices of graphic organizers conveniently used as presentation media or strategies in high class activities (a class-presentation task). In order to achieve the aim of the study, the researcher used a quantitative research technique along with its instrument, a questionnaire. The data was collected through applying a questionnaire, and then analyzed in a descriptive statistic method. The results suggest that the perceptions of low English speakers in using graphic organizers as presentation strategies was moderate (M=3.7). Meanwhile, ESL learners owning a good English proficiency perceived the use of graphic organizers as presentation strategies positively (M=4.5). All in all, the use of Graphic Organizers (GOs) as ESL learners' presentation media or strategies was perceived favorably.

Keywords: ESL Learners' Perceptions, Graphic Organizers (GOs), Presentation Strategies.

INTRODUCTION

Graphic organizers which are specifically designed in purpose of making language learning and teaching effective and significantly motivating. Those must have been presented in form of visual and spatial symbols delineating contexts, structures of the text, and the conceptual relationships of the text. Therefore, Kansizoglu (2017) mentions that these media show the relationship between linguistic representation (word, phrase & sentence) with non-linguistic symbols (graph, flowchart & arrow). Moreover, graphic organizers, used as an effective technique, are properly considered as the strategic skills which ESL learners undertake to represent their own understanding of what is learnt from multimodal of reading texts. According to Alvermann (1981) graphic organizers are regarded as advanced information organizers which can activate ESL learners' prior knowledge and depict the structurally-organizational patterns of reading. Additionally, Chang et al., (2002) reveals that graphic organizer is a reading approach might have been much more different than the traditional linear text presentation. In addition, Manoli & Papadopoulou (2012) add that graphic organizers are designed to make the ESL learners activate their prior knowledge

and delineate the organized pattern of the concept they achieved in a given reading text.

These are also stuttered as impactful strategies English teachers utilize as teaching strategies to increase reading comprehension which can be referred to advanced organizers (AOs). They can encourage ESL learners to illustrate concept, by using both GOs' structures; concept maps, Venn diagram, mind maps, semantic maps, charts, etc. and GOs' functions; to make relationship, to sequence the series of the facts, etc., which are represented through the visual presentations (Fatimayin, 2017). GOs provide teachers with tools to sharpen learners' reading comprehension skills in favor of honing their critical and creative thinking and developing their ability to comprehend the meaning of a given text (Praveen and Premalatha, 2013).

Fortunately, the function of using GOs is to concretise meaning of the text's information, in which Lawal and Adebileje (2005) suggest the primary function of GO is to serve as a concrete referent to meaning much more than through the spoken or written words which could contribute to meaning due to the linguistic and the cultural differences that may exist between the learners and the author. GOs which are employed in purpose of enhancing ESL learners' speaking are regarded effectively to promote English performance as the GOs as reading strategies to promote reading comprehension do. Great deal of empirical studies on graphic organizers conducted by aiming at attaining the effective learning achievement suggests that with the increasing use of graphic organizer, it is thought information organizer has efficacy for permitting ESL learners to acquire better understanding towards language learning.

The practice of graphic organizers are prominently recommended in a reading comprehension learning hence this can encourage ESL learners think critically and even productively. In addition, GOs suggest the significant teaching movement or the instructional paradigm from teacher-centered to student' centeredness. Graphic organizer's usage along with active class engagement can provoke learners' participative address. According to Rahim et al., (2017), graphic organizers along with active participation can facilitate a reading skill teaching, stimulate learners' motivation, and enable to break down the traditional routine of teaching reading by only questioning-answering on the reading text.

Reading-speaking were concisely regarded as the interrelated skills, in which a reading is a receptive skill, a speaking is productive one. Thereby, they could have shared their importance which can be traced through several studies, and can be resulted in classroom participation. So, the current study aimed to investigate the ESL learners' perception on the use of GOs as reading strategies towards communications skills in a class presentation task. The aim of the research is closely-related to what Mart (2012) reveals on the power of reading comprehension contribute to continuous improvement in vocabulary knowledge building providing to increase communication. Additionally, she suggests the development of words-knowledge should be integrated into the use of GOs to acquire the vocabulary items, in purpose of increasing communication skills.

Surprisingly, the relationship of the two-mentioned skills has been in conflicting results, in which there are two distinct views on that of the two skills. One view reveals that a speaking proficiency can simultaneously be developed with a reading comprehension skill. On the other hand plays important role in the reading acquisition process, in which it is properly developed before learner can read with comprehension (Varghese, 2015). Eventually, graphic organizer is genuinely operationalized to effectively do reading comprehension enhancement, but this current study would have been carried out investigating the effects of information organizers as advanced reading comprehension strategies to promote speaking performance through presentation alongside the patterned information of the text presented in form of multimodal graphic organizers.

MATERIALS AND METHOD

The current study was conducted under a quantitative method which enables the researcher to discover what ESL learners' perception of using Graphic Organizers (GOs) in class-presentation task is. To this end, the research data was obtained at the second semester of computer science undergraduate's fresh students of Bumigora University in Academic Year 2018-2019. The sample consisted of 35 whom were statistically-random determined through stratified random sampling with margin of errors 10%. The 8 questionnaire items were developed to obtain the data and constructed to describe the ESL learners' perception on the use of graphic organizers as class presentation strategies.

DISCUSSION

Graphic organizers are properly regarded as English language learning strategies contributing to improve language proficiency. So, most of the empirical studies suggest the importance of graphic organizers practiced as English language learning strategies. As Kansizoglu (2017) conducted his research towards 70 previous experimental studies (library researches), in which he found 69 have positive effect sizes on the graphic organizers having high level effect size on the academic achievement which is contrasted to the traditional teaching / learning strategies. It is conveniently supported by Davoudi and Yousefi (2016), graphic organizers are more effective than the traditional teaching technique for reading comprehension. In accordance with reading and speaking, Akbar (2014) in his paper-based, stated that reading activity can effectively contributed to speaking enhancement sufficiently and maximally. Reading's GOs could positively be performed to increase speaking proficiency. In words, as Mart (2012) notes that an extensive reading activity is so crucial in a speaking development process as reading introduces learners to a wider body of language and contexts.

The main limitation of the current study was to discover what the ESL learners' perception to the use of graphic organizers as class-presentation strategies is. The use of GOs can contribute to the development of speaking proficiency. The main findings of the study revealed that the tabulated data suggested the number of scores interval 1.145 which is categorized good perception (81%). Then, the tabulated data was statistically-descriptive analyzed, in which it suggests good perception of the use of graphic organizers as presentation strategies by measuring minimum score, maximum score, mean, and standard deviation.

In relation with the students' perception of using GOs as presentation strategies, the data of perception was analyzed as well as interpreted statistically, in which there 8 questionnaire items are developed to acquire the ESL learners' perception. In words, there are two categories of learners whom were administered to participate in the study, namely low English speakers and good English speakers who perceived differently to the practices of the graphic organizers. And also, to show the main results of the study is by measuring the mean scores of each questionnaire items for both English speaker categories (henceforth: LES & GES) which comprise (1-6: positive statements), and (7-8: negative statements). Thereby,

the findings of the use of GOs performed by ESL learners having low English proficiency that the questionnaire item 1 by acquiring the learners' perception on the effectiveness of GOs indicated good (M=5). The questionnaire item 2 for the perception of significant impact of GOs was described moderate / neutral (M=3.38). The questionnaire item 3 inquiring the presence of GOs' effects towards speaking performance suggested poor (M=2.63). The questionnaire item 4 on GOs' stimuli towards learning environment reported good (M=4.1). The questionnaire number 5 comprising GOs are more effective than the other language learning strategies indicated nearly good (M=3.7). Whereas, the questionnaire item 6 on GOs that can support reading comprehension learning showed nearly good (M=3.9). The next questionnaire item on ESL learners' problems of using GOs in communicative presentation is moderate (M=3.44). The last questionnaire item on ESL learners' problems of reading text comprehension indicated that the students had nearly very positive attitude towards the use of GOs (M= 3.9).

Whereas, ESL learners having good language performance were obtained their mean scores averagely good. Thereby, the 8 questionnaire items' mean scores are shown that the questionnaire item 1 on the effectiveness of using GOs as presentation strategies indicated very good (M=5). The questionnaire item number 2 acquiring the presence of significant impact of GOs revealed good (M=4.4). the next questionnaire item on the impact of GOs to oral performance was indicated good (M=4.47). The questionnaire item number 4 on the use of GOs which can stimulate learning environment shown good (M=4.42). The questionnaire item 5 in the use of GOs which are more effective than the other learning strategies reported nearly very good (M=3.7). The questionnaire item 6 on GOs are in support of comprehending reading task suggested good (M=4.47). The item number 7 as the negative statement of the questionnaire on ESL learners' problems of using GOs in communicative presentation indicated nearly very good, too (M=3.9). The last questionnaire item of the negative statement on ESL learners' problems of reading text comprehension revealed good (M=4.31).

As a result, the mean scores obtained by the both categories by measuring the overall mean scores of each item of the questionnaire per-category indicated little different. Low English speakers got moderate perception (M=3.7). on the other

hands, good English speakers indicated their mean scores positive perception on the use of GOs (M=4.5).

RESULTS

This section shows and presents the results of data analysis obtained from the quantitative analysis. Data was gathered related to ESL learners' perception on the use of graphic organizers as class-presentation strategies was conducted through a questionnaire. The 8 questionnaire items were administered and developed to acquire the data by concentrating on the measurements and analyzing the relationship of the use of GOs with ESL learners' communication by analyzing their attitudes towards the use of GOs as class-presentation techniques. Thereby, the results can be the numerical description of trends, attitudes or opinions about the use of Graphic Organizers (GOs).

Of the 35 respondents consisted of males and females, but genders are not importantly discussed. They are categorized into both low English speakers (16 respondents), and good English speakers (19 respondents). Those were asked to fill in the questionnaire items by determining each item with statistically-numerical scores ranging 5-1. The questionnaire items' scores are under Likert Scale. However, 8 items were developed in form of statements, in which 6 items were formed in positive statements and the last 2 items were formed in reverse-coded statements. The positive items' scores range 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree). The negative items range 1 (Strongly Agree), 2 (Agree), 3 (Neutral), 4 (Disagree), and 5 (Strongly Disagree).

The eight questionnaires' data was analyzed in order to answer what the university students' perception on using GOs as class-presentation strategies is.

Table 1. Descriptive analysis of overall perceptions of the participants, as in:

	N	Minimum	Maximum	Mean	Std. D.
Overall	35	26	39	32.7	4.10
perceptions scores					
Valid N	35				

$$\sum_{i=1}^{35} (x_i - \bar{x})^2 = 572.35$$

As illustrated above, the minimum score of 35 respondents is 26, the maximum score is 39, mean score is 32.7, and variant score 16.83, and standard deviation was measured by $\sqrt{16.83}$ which was rooted-square; 4.10.

So, it can be shown as well as described on how the eight questionnaire's findings are descriptively analyzed.

1). GOs strategies are regarded as effective English learning strategies.

This statement inquired to know the effectiveness of using graphic organizers in class presentation task, as in:

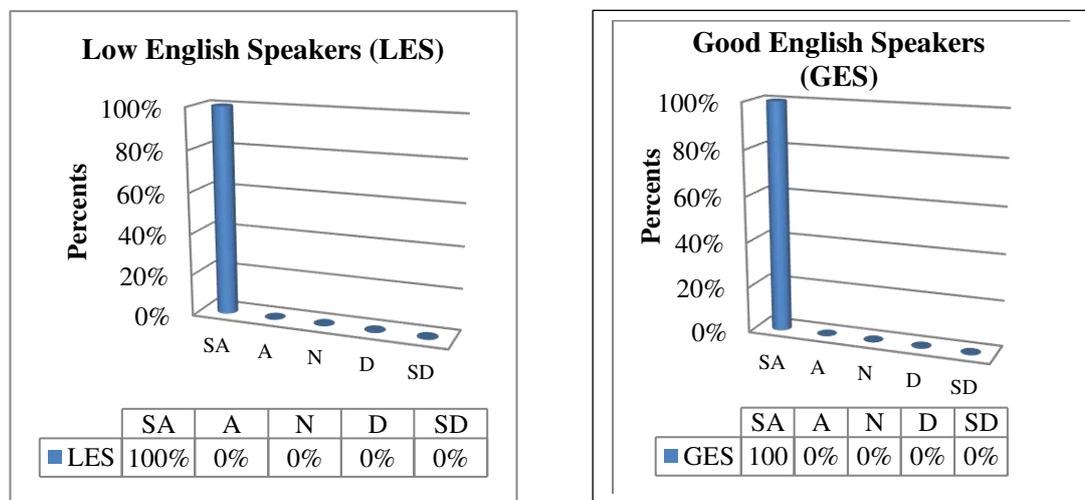


Figure 1 The tabulated scores

Figure 1 is based on the tabulated scores; there is difference of multimodal attitudes on perceiving the effectiveness of using graphic organizers, which were made use as language learning strategies / media, in purpose of supporting ESL learners' presentation task. However, this type of item would not intend to assess to what extent GOs practices can positively impact towards ESL learners, especially for lower English speakers. Thereby, the 16 respondents of low English proficiency perceived the effectiveness of GOs shown the preferably-favorable perception

(100%). Furthermore, the 19 ESL learners with good English proficiency also suggested very positive perception (100%).

2). The availability of significant impact of graphic organizers usage

This tends to uncover that the presence of significant impact of performing graphic organizers media or strategies, as follows:

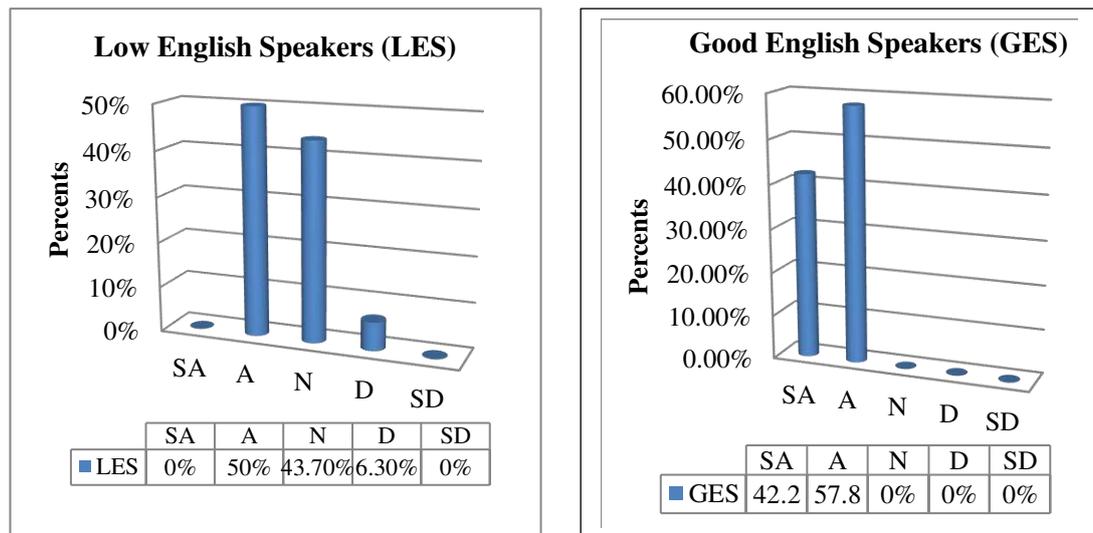


Figure 2 The graphic description of the results of data analysis

Figure 2 as the graphic description of the results of data analysis revealed that no one of the ESL learners with low English proficiency agreed strongly to perceive that there is the significant impact of graphic organizers. However, there are 50 % of the respondents answered the questionnaire with agree response to the item 2. Then, the other responses are categorized neutrally to consider on the availability of GOs' impact (43.7%). And, the ESL learners' responses included to be disagreeing (6.3%), and even no respondents answered to be strongly disagreeing (0%) to use GOs having significant impacts towards English language learning.

Whereas, the right graphic representation showed that most of the respondents of ESL learners including to good English speakers perceived positively towards the significant impact of GOs is available. 42, 2 % of the good English speakers strongly agreed with the presence of positive impact of GOs' usage. There are 57.8 % of them answered with agree responses so the use of GOs can properly considered as significant English language learning strategies.

Meanwhile, the no one of the proficient respondents answered to be neutral, disagree, as well as strongly disagree (0%).

3). The impact of GOs to speaking performance

This part of the questionnaire item was directed to catch the data on graphic organizers' positive impact towards ESL learners' spoken skills.

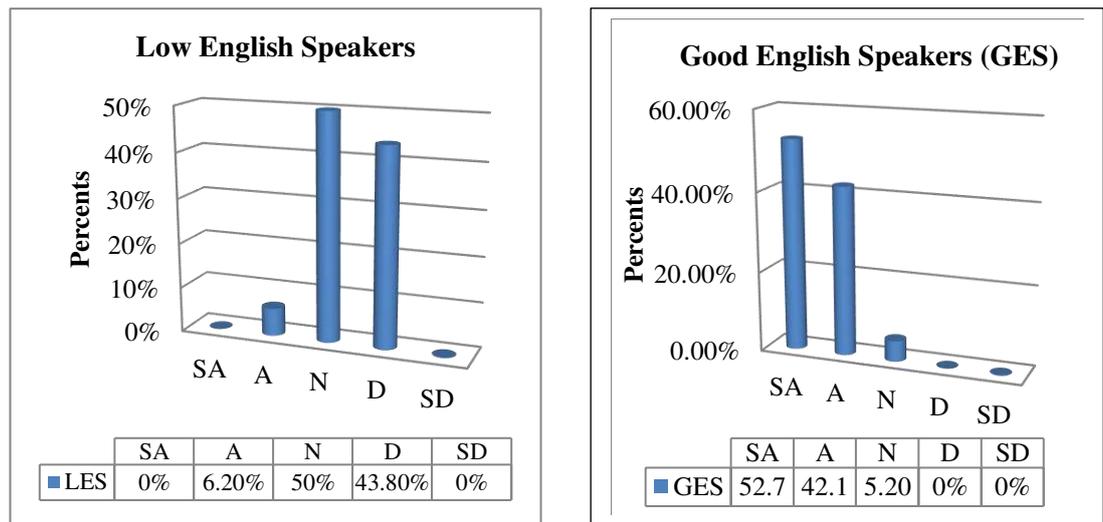


Figure 3 Lower English speakers' perceptions speaking performance

Figure 3 on lower English speakers' perceptions towards the impact of the use of graphic organizers to speaking performance could be shown as in, 6.2 % of the respondents perceived to agree that GOs can impact ESL learners' speaking proficiency, while one of them strongly agreed to consider on the presence of GOs' effect to speaking (0%). Next is 50% being neutral on perceiving the impact of GOs towards speaking skills. 43.8 % of the respondents of overall 16 respondents of low English speaker category answered to disagreed. The last is 0% of them responded to strongly disagree. The right figure suggested the percentages ESL learners having good English responded to the 8 questionnaire items that 52.7 % of the respondents responded *strongly-agree* and 42.1% responded *agree*.

Whereas, there are 5.2 % of the respondents perceived neutrally. And also, no one of the respondents answered to disagree as well as strongly disagree.

4). The use of GOs stimulates learning interest

This is oriented to know that GOs can stimulate ESL learners' interest / motivation in ELL. Thereby, the data gathered through questionnaire which was given to the two categories of English as a Second Language learners, as in both

low English speakers (LES) and good English Speakers (GES) can be described in in form of diagrams, as follows:

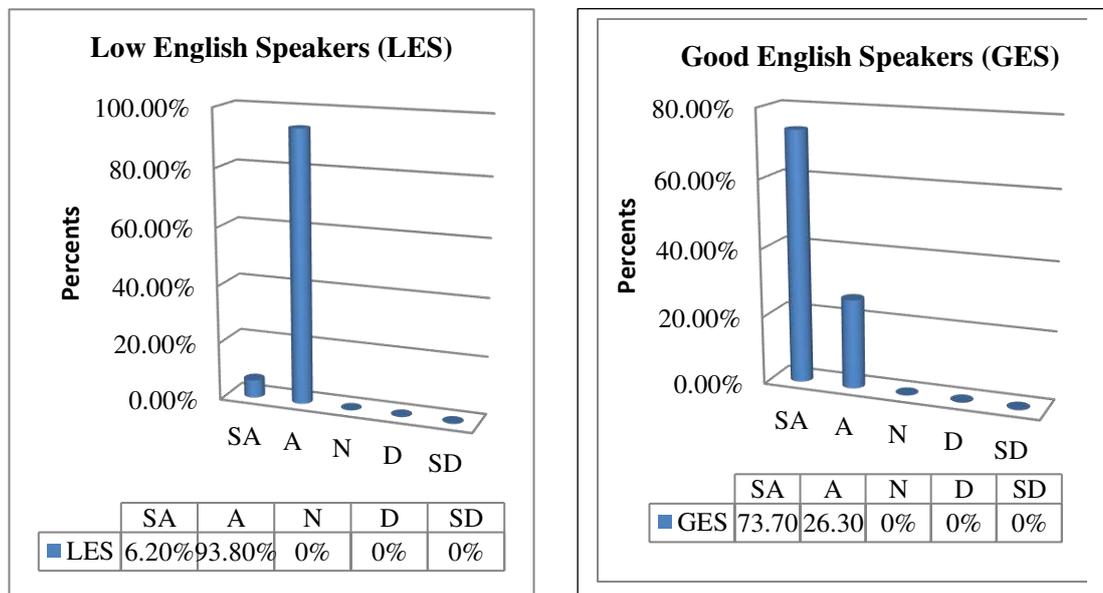


Figure 4 ESL learners’ motivation positively

Of the diagram above, low English speakers perceived that the use of graphic organizers can stimulate ESL learners’ motivation positively. Those can be seen that 93.8% stated *agree* to GOs have contributed to increase learning interest. 6.2% of the respondents answered to strongly agree. Then, no one of them stated to disagree, strongly disagree, and neutrally. On the other hands, ESL learners who have good English can be described that the proficient respondents answering *strongly-agree* (73.7%) and 26.3 % of the others stated to agree that GOs has stimuli to ESL learners’ interest. Then, no one of the respondents stated their perception to be neutral, to disagree and even to strongly disagree.

5). The use of GOs are more effective than the other English language learning strategies.

The two figures below describe about ESL learners’ attitudes on the use of graphic organizers which are considered as being more effective than the other language learning strategies. The category of low English speakers can be shown that 68% of them responded *agree*. While, 31.3 % of the low English respondents answered the questionnaire item 5 neutrally. Eventually, no respondents stated *strongly-agree*, *disagree*, and *strongly-disagree*. On the contrary, ESL learners with good English (47.4%) of them stated *strongly agree* and *agree*. 5.2% of them

answered neutrally. Then, 0% of them were disagreeing and even strongly-disagreeing.

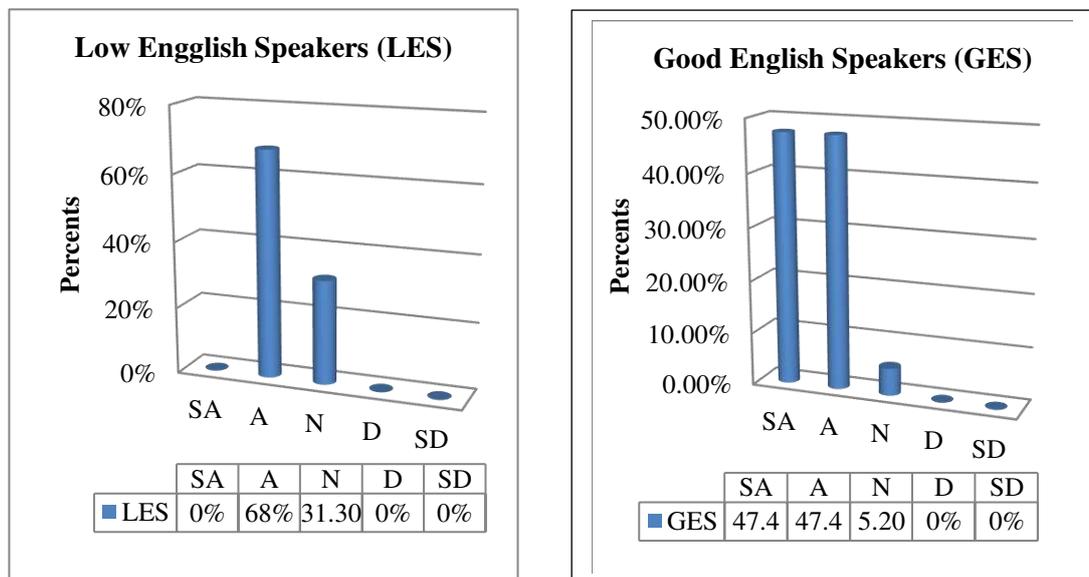


Figure 5 ESL learners' attitudes

6). GOs support reading comprehension learning.

The sixth item of the questionnaire is oriented to acquire the ESL learners' perception on the use of graphic organizer, in support of reading comprehension.

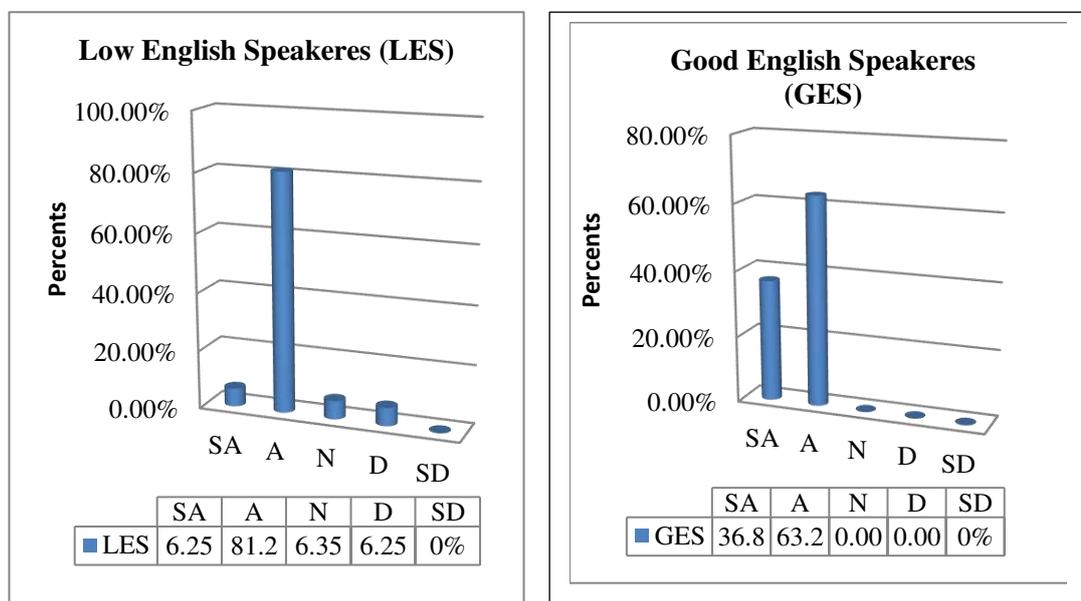


Figure 6 GOs support reading comprehension learning.

Item 6 showed that low English speakers responded that GOs can support reading comprehension by strongly agreeing (6.2%). The respondents answering agree (81.2). The rest stated neutrally (6.2%). On the other hands, learners with

good English perceived that GOs is proper to scaffold reading learning; 36.8 % of the respondents strongly agreed and 63.2% stated to agree.

7). ESL learners’ problem of using GOs in communicative presentation

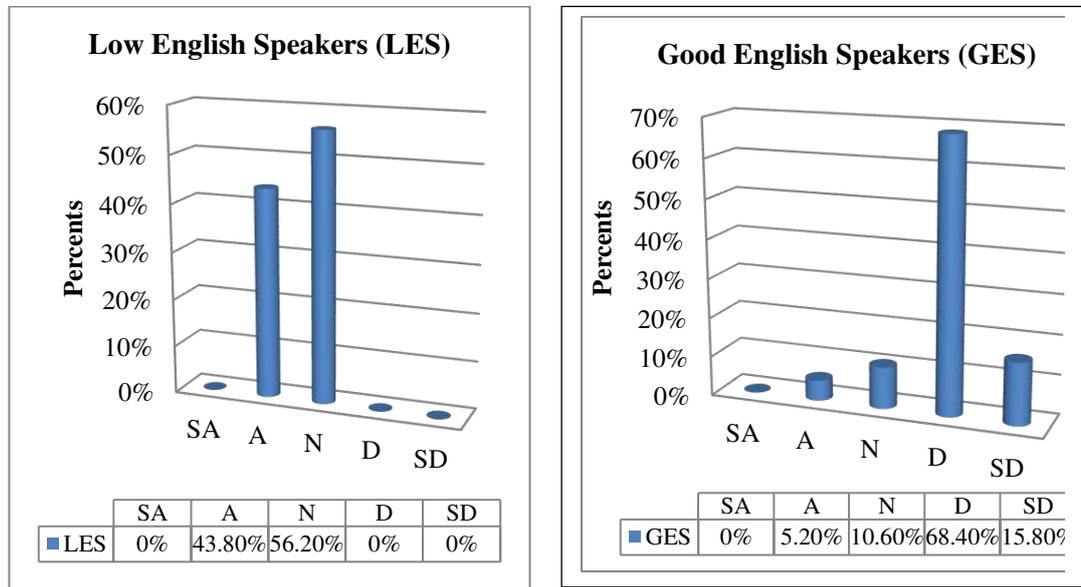


Figure 7 GOs in communicative presentation

ESL learners with low English stated to agree (23.8%) on facing problems in communication to do presentation and the rest claimed neutrally (56.2%). Thus, problems of speaking perceived to be fair or moderate for ESL learners having low English proficiency. It is much more different with good English speaker that dominant learners perceived did not agree, in which they did not find specific difficulties in communicative presentation (68.4%). Furthermore, 15.8% strongly disagreed. 10.6% were neutral, and 5.2% of the respondents agreed.

8). ESL learners’ problems of reading text comprehension

This inquires the ESL learners to know about the problems faced in reading comprehension. The last of item on the problems of reading text comprehension had been faced by ESL learners, especially low English learners. They agreed on the problems of reading text understanding faced in reading process (6.2%). The other way, most of them disagreed to find out problems in reading activities (75%). Moreover, there are 12.5% of the lower English learners strongly disagreed, and 6.2% were neutral. Whereas, ESL learners having good English (31.6%) strongly disagreed that the presence of reading text comprehension were for them. Surprisingly, most of them stated to disagree that they had found problems in reading comprehension (68.4%). These can be describe, as follows:

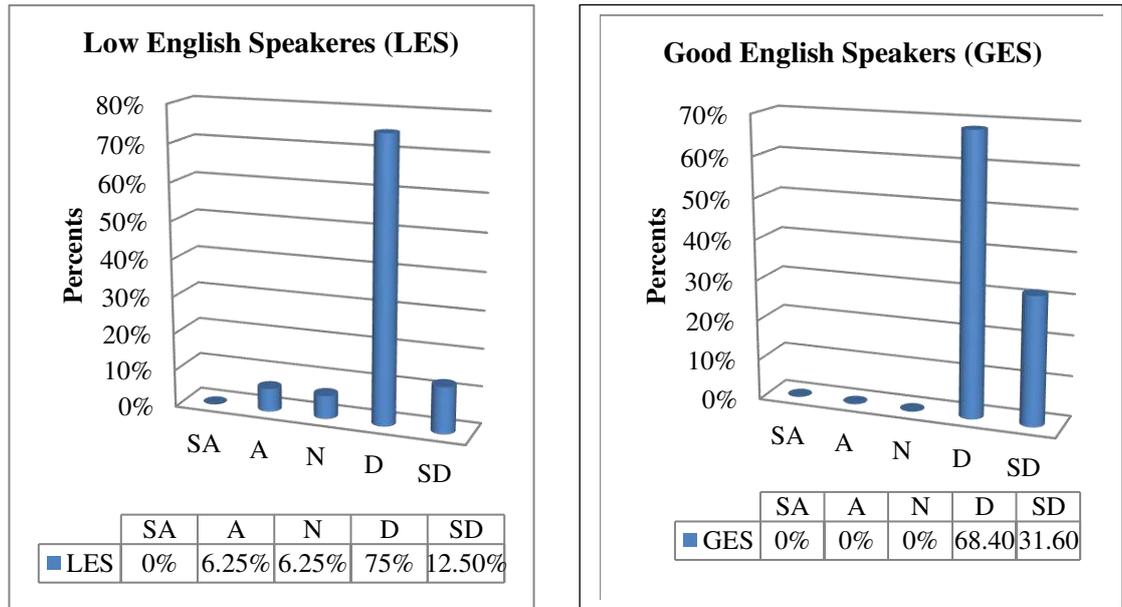


Figure 8 ESL learners' problems of reading text comprehension

The mean scores of ESL learners' questionnaire answers for items number 1-8 are presented in purpose of giving better picture of the highest positive perceptions as well as negatively-lowest perception towards using GOs as English learning strategies or media.

Table 2. The Statements

Number of Items	Statements *(translated from Bahasa to English)*	Means	
		LES	GES
1.	The use of GOs is effective in English Language Learning (ELL) as the presentation strategies/media.	5	5
2.	Having used GOs, there was significant impact to my learning process result.	3.38	4.4
3.	GOs have significant impact to communicative skills in presentation.	2.63	4.47
4.	The use of GOs can motivate ESL learners to study more.	4.1	4.42
5.	GOs have been more effective than the other ELL strategies.	3.7	4.7
6.	GOs can support learning to especially comprehend reading text.	3.9	3.47
7.	I feel that I have difficulty to use GOs communicatively as a presentation strategy.	3.44	3.9
8.	I feel that I have difficulty in understanding reading text.	3.9	4.31

CONCLUSION

This mainly aims at discovering the perception of ESL learners using GOs conveniently designed as the strategic technique for class presentation task. Accordingly, the findings of the current study revealed that both ESL learners with low English proficiency held moderate views to utilize the graphic organizers as presentation strategies. And the ESL learners with good English proficiency held good perception towards the use of GOs (Graphic Organizers).

REFERENCES

- Alvermann, D.E. (1981). *The Compensatory Effect of Graphic Organizers on Text Structure*. ERIC Document Reproduction Service. ED. 208019.
- Akbar, F. (2014). *The Role of Reading in Improving Speaking Skills in the Context of Teaching English as a Foreign Language*. International Journal of English Language and Translation Studies. 2 (4), 92-98.
- Cheng, K.E., Sung, Y.T., & Chen, I.D. (2002). *The Effect of Concept Mapping to Enhance Text Comprehension and Summarization*. Journal of Experimental Education. 71, 5-23.
- Davoudi, M. & Yousefi, D. (2016). *The Effect of Graphic Organizer Instruction on Reading Comprehension Improvement of EFL Learners in Iran*. International Conference on Literature and Linguistics (irLIT). 1-14.
- Fatimayin, F. (2017). *Teacher's Perception of Graphic Organizers as Effective Strategy for Teaching Reading Comprehension Skills*. Faculty of Education, National Open University of Nigeria.
- Kansizoglu, H.B. (2017). *The Effect of Graphic Organizers on Language Teaching and Learning Areas: Meta-Analysis Study Education and Science*. 42 (191), 139-164.
- Lawal, A. & Adebileje, A.O. (2005). *Visual Literacy and the Use of Advanced Organizer in Reading Comprehension Lessons*. In A. Dadu, A. Abimbade and O.O. Kolawole (eds). Issues in Language, Communication and Education. A Book of Reading in honor of Carline A. Okedara. Ibadan: Counstellations Books.
- Manoli, P. & Papadoulou, M. (2012). *Graphic Organizer as a Reading Strategy: Research Findings and Issues*. Creative Education. 3 (3), 348-356.
- Mart, C.T. (2012). *Developing Speaking Skills Through Reading*. International Journal of English Linguistics. 2 (6), 91-96.
- Praveen, S.D. & Premalatha, R. (2013). *Using Graphic Organizers to Improve Reading Comprehension Skills for Middle School ESL Students*. English Language Teaching. 6 (2), 155-170.
- Rahim, P.R.M.A., Yusuf, F. & Dzulkafli, Z. (2017). *Facilitating Reading Comprehension among ESL Learners Using Graphic Organizers*. Malaysian Journal of ESL Research. 13 (1), 30-42.

Varghese, J.L. (2015). *Relationship between Oral Language and Reading Comprehension for English Learners: A Systematic Review*. School of Education Student Capstone Thesis and Dissertations. 132. https://digitalcommons.hamline.edu/hse_all/132. 1-91.

How to Cite (APA style):

Aprianto, Dedi. (2020, May). ESL Learners' Perception on The use of The Graphic Organizer (GOs) as Class Presentation Strategies . *Exposure: Jurnal Pendidikan Bahasa Inggris*, 9 (1), 143-157. Retrieved from <https://journal.unismuh.ac.id/index.php/exposure/article/view/3494>