

Effects of Genre-Based Approach with Graphic Organizers on  
Argumentative Writing Ability of EFL Secondary School  
Students

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A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in Teaching English as a Foreign  
Language

Department of Curriculum and Instruction

FACULTY OF EDUCATION

Chulalongkorn University

Academic Year 2021

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต  
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2564

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	Effects of Genre-Based Approach with Graphic Organizers on Argumentative Writing Ability of EFL Secondary School Students
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Field of Study	Teaching English as a Foreign Language
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รัชนีกร อ่วมศิริ : ผลของการสอนแบบอรรถฐานและแผนผังกราฟิกต่อความสามารถในการเขียนโต้แย้ง  
ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษา. ( Effects of Genre-Based Approach with  
Graphic Organizers on Argumentative Writing Ability of EFL Secondary  
School Students) อ.ที่ปรึกษาหลัก : ผศ. ดร.พรพิมล สุขะวาที

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาทักษะการเขียนโต้แย้งภาษาอังกฤษของผู้เรียนหลังจากได้รับการสอนแบบ  
อรรถฐานและแผนผังกราฟิก และ 2) ศึกษาความคิดเห็นของนักเรียนที่มีต่อวิธีการสอนเขียนโต้แย้งภาษาอังกฤษ กลุ่มตัวอย่าง  
ของงานวิจัย คือ นักเรียนชั้นมัธยมศึกษาปีที่ 5 ที่ลงทะเบียนเรียนวิชาภาษาอังกฤษรอบรู้ ในภาคเรียนที่ 1 ปีการศึกษา 2564  
จากโรงเรียนมัธยมแห่งหนึ่งในจังหวัดนครนายก จำนวน 30 คน ใช้เวลาในการทดลองทั้งสิ้น 12 สัปดาห์ การเก็บรวบรวม  
ข้อมูลใช้การรวบรวมเชิงปริมาณและคุณภาพ จากเครื่องมือในการทดลองคือ แบบทดสอบก่อนเรียน-หลังเรียน แบบสอบถาม  
ความคิดเห็น และการสัมภาษณ์กึ่งโครงสร้าง ซึ่งวิเคราะห์ข้อมูลโดยใช้การวิเคราะห์ค่าที (paired sample t-test),  
ค่าเฉลี่ย , ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา (content analysis )

ผลการศึกษา พบว่าความสามารถในการเขียนโต้แย้งภาษาอังกฤษของนักเรียนหลังจากการสอนแบบอรรถฐานและ  
แผนผังกราฟิกเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และนักเรียนส่วนใหญ่มีความคิดเห็นเชิงบวกต่อวิธีการสอนแบบ  
อรรถฐานและแผนผังกราฟิก โดยนักเรียนส่วนใหญ่มีความคิดเห็นว่า การสอนแบบอรรถฐานและแผนผังกราฟิกนั้นช่วยให้เห็น  
โครงสร้างรูปแบบการเขียนโต้แย้ง และมีส่วนช่วยในการวางแผนความคิดสำหรับการเขียนโต้แย้งมากขึ้น การได้ร่วมกิจกรรม  
กับเพื่อนและครูผู้สอน ช่วยให้นักเรียนได้แลกเปลี่ยนความคิดเห็นต่อหัวข้อต่าง ๆ การเขียน รวมทั้งข้อเสนอแนะที่ได้รับจาก  
เพื่อนและครูผู้สอนในขั้นตอนของการฝึกเขียนร่วมกันนั้น ช่วยให้นักเรียนสามารถปรับปรุงและพัฒนารูปแบบการเขียนของ  
ตนเองให้ดีขึ้น ปัญหาที่พบในการเรียนนั้น เนื่องจากนักเรียน มีความสามารถทางภาษาและความรู้คำศัพท์ต่างกัน จึงทำให้ไม่  
สามารถเขียนโต้แย้งออกมาได้อย่างที่คาดหวังไว้ และเนื่องจากสถานการณ์โรคระบาด ทำให้การเรียนการสอนต้องทำในรูปแบบ  
ออนไลน์ ซึ่งทำให้เกิดข้อจำกัดทางเทคโนโลยี

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ลายมือชื่อนิสิต .....

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KEYWORD: genre-based approach, graphic organizers, argumentative writing

Ratchaneekorn Uamsiri : Effects of Genre-Based Approach with Graphic Organizers on Argumentative Writing Ability of EFL Secondary School Students.

Advisor: Asst. Prof. PORNPIMOL SUKAVATEE, Ph.D.

The objectives of this study were 1) to investigate the EFL students' writing ability after implementing genre-based approach with graphic organizers on argumentative writing, and 2) to explore the EFL students' perceptions toward genre-based approach with graphic organizers on argumentative writing. The sample were 30 eleventh grade students from a public school in Nakhon Nayok who enrolled in English Mastery course. The study employed a one-group pretest-posttest quasi-experimental design to measure the effects of the instruction. The data were collected quantitatively and qualitatively by using writing pretest and posttest, questionnaire, and semi-structured interview. A paired-sample t-test to compare students' ability before and after the treatment. The data from questionnaire and interview were analyzed by using means, standard deviations, and content analysis.

The findings revealed that students' argumentative writing ability significantly improved after the implementation of the writing instruction at the significant level of .05 and students had positive perception towards the writing instruction. Students expressed that genre-based approach with graphic organizers could help them in characterizing the structure of argumentative writing and formulating their ideas. Participating the activities in GBA cycle with friends and teacher encouraged them to share their perspectives about the topics. The feedback students received could help to better their outlining. Nevertheless, some students were different in English proficiency and vocabulary knowledge so that could lead to the limitation in producing the arguments. Additionally, there was a difficulty in learning due to technology problems that the instruction was conducted online.



Field of Study: Teaching English as a Foreign Language

Academic Year: 2021

Student's Signature .....

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## ACKNOWLEDGEMENTS

I would like to express my gratitude to many people who have always provided me with guidance, also encouraged and supported me in completing the thesis. Most importantly, I devote a gratefulness to Assistant Professor Dr. Pornpimol Sukavatee, my thesis advisor.

I am deeply thankful to my thesis committees, Associate Professor Dr. Sumalee Chinokul and Associate Professor Dr. Supong Tangkiengsirisin, for dedicating their time to evaluate my research and providing useful recommendations.

I would like to thank Assistant Professor Rinda Warawudhi, Dr. Todsaporn Itngam, Dr. Denchai Prabjandee, and Assistant Professor Dr. Punwalai Kewara for their assistance in validating my research instruments and providing valuable advice.

Furthermore, I would like to express my respect to Mr. Pongmit Sitthinok, the director of Nakhonnayok Witthayakhom School for the permission in collecting the data and all of my students for their willingness to be the participants in this study.

Special thanks to all of my TEFL classmates and friends who supported and helped me in overcoming the challenges. Most importantly, I want to express my appreciation to my supportive family for their love, encouragement, and support during my study. This thesis would not have been accomplished without the help, advice, and recommendations from these people.

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# CHAPTER I

## INTRODUCTION

This chapter begins with the background of the study and the statement of problems of why genre-based approach, with the framework, is an alternative that can be used in teaching argumentative writing to secondary level students, and how it can affect students' writing ability. Moreover, research questions, research objectives, scope of study, and definition of terms are presented as well.

### 1.1 Background of the study

According to the Thai basic core curriculum (2008), it is necessary to learn English as a foreign language as an important tool for communication, education, seeking knowledge. There are four learning strands which aimed at enabling learners to have ability to use the language: language for communication, language and culture, language and relationship with other learning areas and language and relationship with community and the world. Writing skills are one of the desirable quality of learners to have before they graduate. Especially, the focus for eleventh graders are on 1) speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read and 2) Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasoning.

Writing is an important skill for students as it enhances critical and creative writing which act as a tool for communication purposefully to readers, for instance,

informing, persuading, responding, and reflecting to knowledge (Bakry & Alsamadani, 2015). However, many of foreign language students do not perform well to meet the standard of the Ministry

of Education. At the end of twelfth grade, students are required to have an examination called Ordinary National Education Test (O-NET) which is based on Thai basic core curriculum, in standard F1.2 which is ability to describe their own feelings and opinions about various matters, activities, experiences and news or incidents with proper reasoning through speaking and writing. present data, information, concepts, and views about various matters through speaking and writing. Therefore, high school students should master in these communication skills.

Difficulty of learning writing occurs when students have to write in foreign language. They need a stage of drafting in their first language since they have problems in vocabulary or linguistic usage and engaging audiences to comprehend the messages (Kitvilairat, 2016). According to Boonyarattanasoontorn (2017), the study of writing difficulties on Thai university students found that students did not feel the pressure in writing tasks because the given time was too long, and the organization of writing was already prepared by teachers. However, secondary level students may have anxiety in generating and ordering ideas from the difficulties mentioned earlier and duration of task they are given is short to compose a piece of writing which provides 30 minutes in general classes.

Argumentative writing is the process of conveying messages through thinking and making good judgement based on ideas and supporting reasons. Hasani (2016) have mentioned that argumentative writing is important to students in school and

university level when it comes to working life, they need to have skills of convincing and making strong argument related to field of professions to many people in their workplace. In addition, younger students are supported with opportunities in discussion and responding to their classmates through writing argument on various topics (O'Hallaron, 2014).

However, argumentative writing is not an easy skill to reach. Language researchers have found that second language learners have experienced difficulties in argumentative which is the most difficult of all types. From three possible reasons which are 1) it requires background knowledge on what is being judged 2) students are struggle with grammatical and vocabulary usage for making argument 3) students have less experiences in argumentative writing structure (Lam et al., 2017).

Genre is one of the important concepts in language learning which is concerned with things students do and think when they write. A genre-based approach provides benefits for students as it consists of language, content, and context and also for teachers to present the ways of writing work explicitly (Hyland, 2007). This approach is systematic and supportive with the process following the teaching-cycle stage to help students complete the writing (Martin & Rose, 2005). It is also important for teacher to concern about topic chosen and teaching students what to write and how to organize the text properly (Visser, 2017).

To give students support in organizing texts, graphic organizer is one of the effective learning strategies for language learners as it helps students to generate their concept and more ideas for making good argument (Regan et al, 2018). Many studies showed that graphic organizers can help students in prewriting activity on planning

and organizing the writing. Nonetheless, using a paper-based graphic organizer is universally used in many classrooms, students at the present are more familiar with technology. It is more beneficial to integrate technology into writing tools for students as a writing prompt (Hughes et al, 2019).

## 1.2 Statement of problem

According to Thai national curriculum (2008), regarding the key indicators which require students to be skilled with communication for exchange information and express their feelings or opinions. Most of high school students usually struggle with the last part of writing part because the focus for tenth to twelfth graders is describing their opinions based on various topics, experiences or news with proper supporting details (Baghbadorani & Roohani, 2014). However, students' achievement in English was unsatisfactory in twelfth graders. According to the Ordinary National Education Test (O-NET) from the academic year 2019, that required students' performance to meet the key indicators of their level in writing of standard FL1.2 and FL1.3. The average scores of the country showed that students got 29.20 out of 100 which was lower than the academic year 2018 that they got 31.41 out of a hundred (The National Institute of Educational Testing Service, 2019). Surintham & Adipattaranan (2020) mentioned that most of the difficulties in students' writing are word selection, structure, punctuation, and preposition. Those factors are influenced from students' native language which is Thai. In addition, students got less experiences in practicing writing since writing skill require enough amount of time to be skillful. So, ability in writing is needed to be developed in order to practice the use of it both in the text and real-life contexts. Moreover, in many studies found the

advantages of implementing genre-based approach in teaching particular types of writing such as narrative and it was implemented mostly on students in upper level, for instance, undergraduate. According to Kaewnuch (2013), Thai EFL students struggle in writing as they cannot express how they think and convey messages into the writing. There are several writing genres, however, most of Thai EFL students find difficulties in writing argumentative essay more than other genres (Tongjean et al., 2019) because students have to clarify their opinion with appropriate reasons as well as provide evidence or fact to support their claims in order to convince readers. Moreover, the most difficult part for students when it comes to the writing argumentation, they feel anxious about gathering their ideas and the way their writing is going to be like (McGraw Hill Higher Education, 2008). Previous studies showed that genre-based approach is an effective process instruction in teaching writing, but it still needs process of systematic thinking in the pre-writing stage. Formulating thoughts and claims regarding the stage mentioned previously of argumentative writing has to be prepared because it is a time-consuming process. In order to help students to think systematically, graphic organizers are used in several studies of writing instruction due to the advantages of arrangement of concise data from various sources to present in chart or diagram (Srijan, 2020). Graphic organizers also support students' vocabulary knowledge and ability to write, this study employs genre-based approach with graphic organizers to help students with constructing the texts and elaborate ideas through charts. The researcher aims to explore the achievement of EFL students whether they perform better on their ability in argumentative writing with genre-based approach with graphic organizers and their perceptions toward the instruction.



### 1.3 Research questions

The study aims to answer the two following questions:

1. To what extent does genre-based approach with graphic organizers enhance EFL secondary school students' argumentative writing ability?
2. What are the EFL students' perceptions toward argumentative writing instruction using genre-based approach with graphic organizers?

### 1.4 Research Objectives

The purposes of this study are:

1. To investigate the EFL students' writing ability after implementing genre-based approach with graphic organizers on argumentative writing.
2. To explore the EFL students' perceptions toward genre-based approach with graphic organizers on argumentative writing.

### 1.5 Scope of the study

1. The population for this study were the eleventh-grade students from Nakhonnayok Witthayakhom School.
2. The participant of this study were 30 eleventh-grade students from Nakhonnayok Witthayakhom School who enroll in Mastery English course in the first semester of academic year 2021
3. The variables of this study are as follow:

- 1) Independent variable: genre-based approach with graphic organizers

2) Dependent variables: EFL students' argumentative writing ability, perceptions toward genre-based approach with graphic organizers

## 1.6 Definitions of terms

1. **genre-based approach** is an approach to teaching and learning writing refers to process of writing that follows steps and it shows the features of organization, layout and communicative purpose used in the writing. The instruction is based on the teaching-learning cycle Martin, J & Rose, David. (2005) showing opportunities for students to engage in writing are defined in this study from three main stages of activities as follows.

1) deconstruction: modelling a text in target genre to guide students through discussion in order to reveal purposes, structures, language features of the text and build knowledge of the information.

2) joint construction: students and the teacher work together constructing texts that are similar to the text shown in previous stage using structures and language features they have studied.

3) independent construction: students work on writing texts in target genre individually while the teacher gradually withdraw support and give more time for them to write.

In this study, the approach was employed to teach argumentative writing by designing 2 cycles of activities based on three main stages in the writing practice.

2. **graphic organizers** refers to a conceptual tool for organizing the text shows the relationships ideas within the writing. It can be divided into various type, for instance, a descriptive map, a network tree, a spider map, a problem and solution map. The main-idea-and-detail chart proposed by Ellis & Howard (2005) was used in this study to support students define their argument and reasons to support their positions.

In the study, students were assigned to use graphic organizers which was the main-idea-and-detail chart in formulating arguments when they practiced writing in class and also in the argumentative writing posttest.

3. **Genre-based approach with graphic organizers** refers to a method of applying graphic organizers as tool in teaching-learning cycle for engaging students with organizing ideas and details. In order to assist students in the writing the main-idea-and-detail chart proposed by Ellis & Howard (2005) was given in the joint construction phase of the three main stages based on Martin & Rose (2005).

In this study, the 2-cycles of three main stages of genre-based approach, which are deconstruction, joint construction and independent construction, were provided to students in order to assist students to practice writing effective argumentation as well as providing students the graphic organizers as a tool to arrange their propositions.

4. **Argumentative writing ability** refers to the informal reasoning ability that goes into making and defending the statements (Toulmin, 2006). Students were required to achieve the skill of making a claim justified by proper reasons or evidence from various of sources.

In this study, students were asked to write a three to five-paragraph essay of 150-200 words with supporting reasons for your opinion. Their writing was assessed by using T-test to compare pretest and posttest scores after the course.

**5. Students' perceptions toward genre-based approach with graphic organizers** refers to students' opinions and feelings toward the provided writing instruction by having a semi-structured interview to provide information concerning the advantages and disadvantages of the instruction with graphic organizers, and students' comments on difficulty that they had from the instruction.

In this study, the students were asked to complete a questionnaire and some of the participants from different levels of ability were interviewed to gather more information about the advantages, disadvantages and further comments. The students' perception was investigated in terms of the effectiveness of the instruction and the usefulness of the graphic organizers.

**6. EFL students** refers to the 30 eleventh-grade students from Nakhonnayok Witthayakhom School, Nakhon Nayok, Thailand who enroll in Mastery English course in the first semester of academic year 2021.

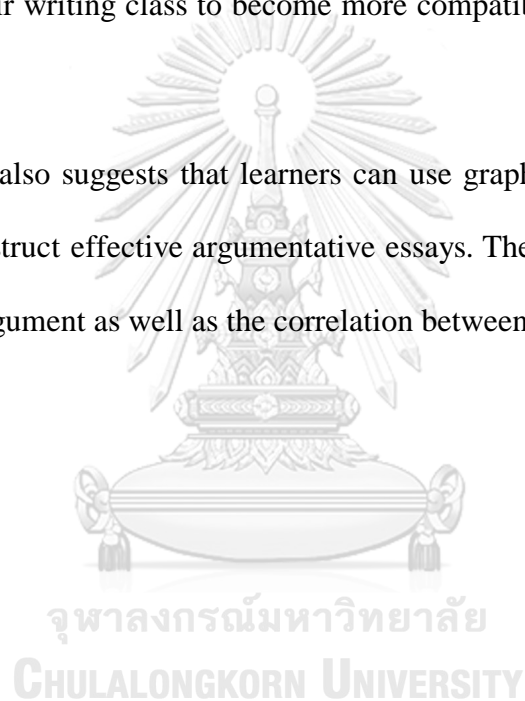
## **1.7 Significance of the study**

The result of this study is to prove that the genre-based approach with graphic organizers can improve secondary EFL students on argumentative writing ability. In addition, the results receiving from the study can assist secondary EFL teachers to develop their teaching instruction of argumentative writing by using the provided

instruments and lesson plans as a guideline to adapt into teaching other text types of writing.

The study offers teachers a practical approach to improve students' writing ability in the classroom by using a genre-based approach to writing argumentation. Furthermore, the study suggests that teachers could use graphic organizers as a tool to assist their students in creating effective arguments. Moreover, teachers can apply the study's data to their writing class to become more compatible with different levels of students' ability.

The study also suggests that learners can use graphic organizers as a way of helping them construct effective argumentative essays. They can outline the required elements in the argument as well as the correlation between each element.



## **CHAPTER II**

### **LITERATURE REVIEW**

In order to develop a genre-based instructional module in the writing classroom, a review of literature was conducted consisting of the four major areas of the study which are second language writing, argumentative writing skills, genre-based approach with graphic organizers in teaching writing. This paper presents the literature review on the mentioned topics.

#### **2.1 Genre-based approach**

##### **2.1.1 Definition of genre-based approach**

Genre-based approach (GBA) is an approach that is useful in listening, speaking, reading and writing instruction. Students produce the writing based on the analysis the context of target genre and also need to study through direct instruction of writing target genre through the approach (Martin, 2009). In addition, using genre-based approach in teaching writing can lead students to success the specific purposes of writing target genre (Kitvilairat, 2016). The proper entrance point of instruction in genre-based pedagogies is gaining an awareness of the social context within which texts are situated (Myskow & Gordon, 2009).

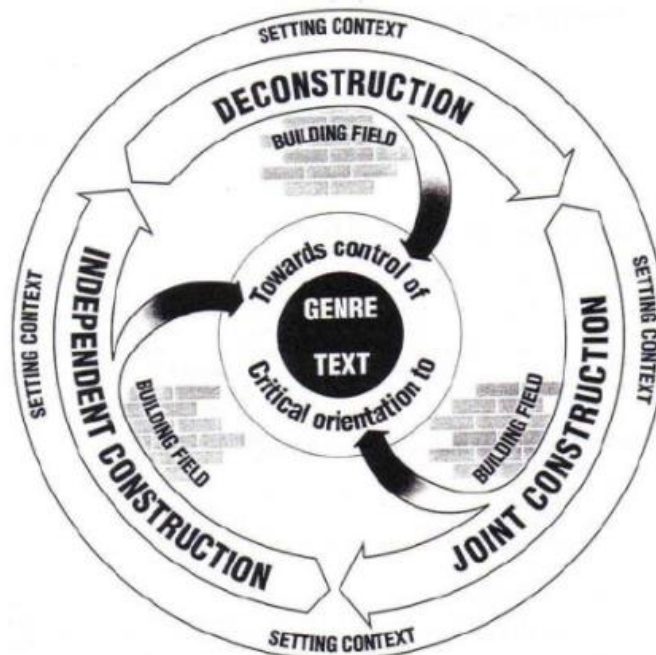
##### **2.1.2 Genre-based approach cycle**

The teaching-learning cycle based on Martin & Rose (2005) in de Oliveira & Lan (2014) showing opportunities for students to engage in three main stages of activities as follows.

1) deconstruction: modelling a text in target genre to guide students through discussion in order to reveal purposes, structures, language features of the text and build knowledge of the information. In this stage, the students' awareness is raised to recognize the purpose of the text, writers, target readers, features and vocabulary used in the writing. Teachers can provide pictures, materials and asks open-ended questions to students.

2) joint construction: students and the teacher work together constructing texts that are similar to the written genre shown in previous stage using structures and language features they have studied. Students contribute more on writing the texts whereas teachers will work as facilitators. Peer review with discussion on feedback from teacher can be used as activities in editing the writing with the whole class.

3) independent construction: students work on writing texts in target genre individually by applying key features they have studied to construct their own writings while the teacher gradually withdraw support and give more time for them to write. Therefore, teachers can assess students through their performances in writing first draft and the draft revision.



**Figure 1:** *Genre pedagogy cycle (Martin & Rose, 2005)*

According to Mauludin (2020), The genre-based instruction cycle, which incorporates collaborative work, allows teachers to repeat certain topics until students acquire the abilities, based on their present aptitude. As a result, students can customize their recursive exercise to meet their own needs. Myskow & Gordon also mentioned that if the purpose of a lesson is to introduce students with discourse patterns, activities related to product method, such as writing from an outline and subject and support identification, may be appropriate in a genre-based classroom. Therefore, the approach of this study will employ one of the writing tools, which is graphic organizer to assist students in composing the argumentative essay.

### 2.1.3 Advantages of genre-based approach

Genre is one of the important concepts in language learning which is concerned with things students do and think when they write. A genre-based approach



provides benefits for students as it consists of language, content, and context and also for teachers to present the ways of writing work explicitly (Hyland, 2007).

This approach has main characteristic features as follows.

- 1) It emphasizes an explicit understanding of how texts are structured and what to be learned in order to acquire writing skills.
- 2) This approach is systematic for writers to create a well-organized text with grammatical patterns that are used in the writing.
- 3) A genre-based approach is based on writer needs as it is necessary for students to face in real-life context and students will be more motivated if the task is relevant to their future use
- 4) It is supportive approach as knowledge is best constructed when students collaborate together, support one another to encourage new ways to construct new knowledge (Vygotsky, 1978) with teachers have a role to support students to move steps further.
- 5) This approach is empowering in providing students access to the patterns in the texts.
- 6) It provides resources for students to reflect and discuss on how knowledge and information are organized in order to understand and value the discourses.
- 7) It helps raising consciousness of teachers to be aware of a text chosen whether it can lead students to meet goals of writing in particular contexts and give students advice to understand and see how the texts are constructed.

Genre as an approach to teaching and learning writing refers to process of writing that follows steps and it shows the features of organization, layout and communicative purpose used in the writing. This approach is relevant to teach and learn writing skills, especially, for students with low ability and motivation (Dirgeyasa, 2016) as it guides students to easily follow the steps from simple to more challenging ones.

#### 2.1.4 Related research on genre-based approach

According to Sritrakarn (2019) that the study was on using the SFL genre-based approach to improve Thai learners' writing of an explanation. The result found that students thought the genre-based approach was helpful for improving their writing, and some said it helped them become more aware of language use and structure. This can be concluded that the findings contributed to the efficacy of the strategy, particularly in the teaching of an English explanation, and gave insight on the needs of Thai learner groups in terms of linguistic background and understanding.

Additionally, the genre-based approach is beneficial in teaching writing as stated in Elashri (2013) study. Students were encouraged to become active participants in their learning using a genre-based approach. They were expected to take charge of their writing by choosing their own topics, deciding how their topics would be developed, and deciding on the final product. It can be said that genre-based approach activities took place in a non-threatening environment where students were not afraid to take risks, it allowed the development of writing subskills. Students established their own personal style and preferences in this activity.

Mingsakoon and Srinon (2020) conducted a study about an analysis language meta-function from EFL Thai secondary school students' experience on recount writing product where the students were instructed through Systemic Functional Linguistics (SFL) genre-based approach at a public school in Chainat. The findings revealed that in students' recount written compositions, they demonstrated that they have improved linguistic expertise by being able to compose many complicated clauses. Additionally, the researchers suggested that the genre-based approach could be used to teach additional genres of writing to students in other settings, such as lower secondary students or students who are preparing language certifications to meet the needs of the requirement.

## **2.2 Writing skills**

Writing skills considered to be difficult for EFL students in the language learning (Richards, 1990). According to Richard and Renandya (2002), the difficulties include those in 1) generating and organizing ideas using an appropriate choice of vocabulary and 2) putting such ideas into an intelligible text. Besides these difficulties, EFL students also have to face many other obstacles when learning to write compositions in English. The first difficulty comes from the fact that studying English nowadays is a compulsory subject and for examination purposes rather than communication (Luu, 2011). Second, In the writing section of the test, students have always been asked to do error identification or putting sentences in correct order as their test and most of the tests are multiple choices. Students, therefore, have been taught such writing skills in order to pass the examination and they do not see the importance of learning how to write correctly.

According to Chen & Su (2011), genre of writing is a group of texts sharing similar features that can be easily identified. Genres of writing are categorized into recount, narrative, explanation, information report, procedure, discussion, and exposition.

Each genre is varied in different text forms, for instance, narrative is composing a story and express it with creative and imaginative details which is mostly found in tales, fictions, or historical documents. Information report describes detailed information about the way things are, so they usually give possible reasons for consequences of the problem (Flowerdew, 2013). It, therefore, helps readers to understand what is being described by organizing information. Recount is a sequential retelling of events or stories such as newspaper, books, story based on people or events. Explanation explains how or why something happens or works, for example, a written explanation of what causes the air pollution. Instructions and procedures guide the reader by stating how to do or make something, a set of instructions for playing games is one of the examples. Discussion presents a balanced argument, including different aspects such as wearing school uniform issues. Expository writing is mostly used to provide information about things, people, places, or an idea. An argumentative writing is one element of persuasive writing, in which writers state points of view and try to convince the reader to accept those points (Brown, Johnson, Smyth & Oram Cardy, 2014).

From Chen & Su, in stages of the writing process consist of 1) preparing which is needed in most of the pieces of writing depending on contents, purposes and target readers, 2) drafting stage is where writers start the writing with some changes

leaving to make until the end, 3) revising is the last stage where content is checked whether it is clear and appropriate. 4) editing stage where students check spelling or grammatical errors in the writing text and 5) publishing the completed piece of writing to readers.

### **2.3 Argumentative writing**

Argumentation can be defined as writing a text that aim at showing a good argument on various issues by providing opinions, reasons, supporting facts or evidence (Kitvilairat, 2016). According to Saito (2010), writers have to defend on certain issues that is being argue with their strong opinions as well as support them with logic or facts to make readers believe and accept the argument. It can be said that this genre is the most challenging writing genre for English language learners (Kakan-dee & Kaur, 2015) since it requires students to have linguistics as well as cognitive skills to persuade readers to agree with writers' argument.

There are four common argument genres in student academic writing that was presented by Coffin (2004) showing purposes and order of organizing the text as follows (Promwinai, 2010).

1) hortatory exposition: to express writers' viewpoint and recommendation which consist of staging on thesis, arguments evidence, counter arguments evidence (optional), reinforcement of thesis (optional) and recommendation.

2) analytical exposition: to express only writers' viewpoint staging by thesis, arguments evidence, counter arguments evidence (optional), and reinforcement of thesis.

3) hortatory discussion: to debate between two or more arguments on a controversial issue with recommendation provided. Starting from raising an issue, providing arguments evidence, and making judgement to the position (optional).

4) analytical discussion: to debate for two or more arguments on a controversial issue with strong declaration. It can be put in three stages which are raising an issue, providing arguments evidence, and making judgement to the position.

Argumentative writing, therefore, is placed in the analytical exposition genre as it is a writing text of convincing readers to believe the positions presented are true.

Kaewnuch (2013) stated that argumentative writing is a more advanced form of writing than the other types or genres taught in writing classes. Writing an argument is more about establishing reasons to move readers than trying to emotionally engage them. He also mentioned that when writing an argument paper, one crucial skill that EFL writers should master is the utilization of specific evidence. One of the most common problems for new writers is a lack of words or facts to back up their points. Therefore, it was important that teachers and students must understand the basics elements of argument before teaching and learning it.

Nakkaew and Adunyarittigun (2019) mentioned that students must consider propositions and concise claims, plan and seek information, carefully construct their advocacy, support claims with relevant and compelling evidence, organize arguments

logically, and use language to help readers make sense of the meaning conveyed in arguments in writing argumentative essay. They also mentioned about teaching argumentative writing that teachers can assign students to participate in group activities, for instance, group writing and peer discussion so that advance and less advance students can engage and learn from one another.

From the study of Kitjaroonchai and Duan (2019) investigated the use of Stance and Engagement in a Timed Argumentative Essay by Asian first-year university students. They mentioned that persuasive components were used in argumentative essays, and the writer was attempting to persuade readers to do certain actions or follow certain instructions. However, the argumentation papers written by students from different nationalities are various in persuasion depending on students' cultural background. This could refer to choosing topics for students to write an argument that students from the same background will interact to the topics given and persuade the reader in the similar way.

According to Coffin (2004), the table below represents how the genre framework explains the link between each separate aim or objective in argument and the phases or stages that a writer goes through to reach the goal in IELTS academic writing. To put it another way, each argument genre is made up of stages, each of which serves a specific purpose in reaching the text's overall goal.

**Table 1:** *Four common arguing genres in student academic writing (Coffin, 2004)*

<b>Genre</b>	<b>Hortatory Exposition</b>	<b>Analytical Exposition</b>	<b>Hortatory Discussion</b>	<b>Analytical Discussion</b>
<b>Purpose</b>	to put forward a point of view and recommend a course of action	to put forward a point of view or argument	to argue the case for two or more points of view about an issue and recommend a course of action	to argue the case for two or more points of view about an issue and state a position
<b>Staging</b>	Thesis (Recommendation) Arguments + Evidence (Counter-Arguments + Evidence) (Reinforcement of thesis) Recommendation	Thesis Arguments + Evidence (Counter-Arguments + Evidence) Reinforcement of thesis	Issue Arguments + Evidence (2 or more perspectives) (Judgement/ Position) Recommendation	Issue Arguments + Evidence (2 or more perspectives) Judgement/ Position

Hyland (1990) introduced elements of structures of argumentative writing in order to help students in organizing the text which composed of three main stages, and some moves in each stage as presented below. In addition, this study employs the structure of the argumentative essay from Hyland (1990) to use in students' writing regarding its components in each stage.



**Table 2:** *Elements of structure of the argumentative essay adapted from Hyland (1990)*

<b>Stages</b>	<b>Moves</b>
Thesis: to introduce the positions for making argument	Proposition: express writers' argument regarding the certain topic
Argument: to discuss upon the thesis	Marker: making claim related to the position the being argued  Claim: reasoning to support the positions either evidence of fact or opinion from experts  Support: to back up the claims based on assumptions of references
Conclusion: to validate the thesis and argument	Consolidation: to evaluate the arguments are related to the propositions

## 2.4 Assessing writing

In writing assessment, language knowledge and strategic competence are necessary which mean that students need to have pragmatic knowledge in creating and interpreting the texts as well as organizational knowledge in producing or understanding structures of the writing, such as grammar, vocabulary and sequence of the texts (Viriya, 2016).

To assess the good writing is difficult, it can be told easily from reading through it. It is important that teachers should use several methods for assessing writing (Hessler et al., 2009). determining students' writing can be done by some of the following ways.

- 1) measuring time that students spending on prewriting stage. The longer time they spent for planning, the more quality they will have in the writing.
- 2) numbers of ideas in the notes they have planned can help teachers to see how students come up with creative ideas and gather them to write their final essay.
- 3) numbers of words and punctuation marks that student used correctly including capitalization.
- 4) analytic scale scoring rubric for assessing elements such as spelling, punctuation, or handwriting. The more details teachers use as criteria, the longer time will take for grading
- 5) holistic scoring rubric for assessing important elements of the writing as a whole piece of writing. Classifying elements into 3-point scale which is mostly used

for grading and rating the essay based on what teachers expect to see in students' writing.

The evaluation should be clear to claim that the tests are measurable. Teachers need to explain objectives and criteria in assessing writing before having students to write the text. According to Brown (2004), analytic scale scoring is recommended to assess writing as it scores each component of writing separately. Furthermore, teachers could provide feedback on specific parts, for instance, grammar and vocabulary to students. However, the genre-based assessment is also suggested by Bhatia (1993) as it has specifically designed rating scales that could ensure effects on students' language ability of the features and organization of target genres.

Culham (2018) presented that reading and evaluating the paper takes time; however, the time spent by the teacher in learning the criteria and applying them to student writing benefits when the instructor learns what students are doing well and what needs to be done next in teaching and learning. There are recommended steps to follow when assessing the writing paper.

- 1) Teacher should read the paper thoroughly from the beginning to the end. Spending time on trying to understand what was written in students' writing.
- 2) Select the areas to focus and study the criteria for those aspects
- 3) Teachers decide whether the writing is strong or weak or set up the middle zone then grading on what is found in the writing based on the scoring criteria

4) Concentrate on what is expected to be in the students' writing, ensure that the statements are relevant to the topic given.

Apart from assessment by language teacher, Tsai and Chuang (2013) presented in their study of assessing argumentative writing through peer assessment. The study examined how structured peer assessment can help EFL university students improve their argumentative writing skills. The participants completed their initial drafts, practiced, and engaged in peer assessment using Calibrated Peer Review as an online platform. Given their commitment to systematic peer assessment, the training group differed from the control group in various ways, including the type and frequency of modifications they made, as well as the overall quality of their writing. Conclusively, structured peer review encouraged pupils to improve their writing work.

In the study also suggested that peer assessment, when carefully prepared, can be an effective way to draw students' attention to their writing issues and encourage frequent modifications at both the global and local levels, motivating students to generate higher-quality argumentative writing since structured peer evaluation allows students to benefit from peer support in a controlled environment.

From the study of Rapanta et al (2013) mentioned about the assessment on argumentative writing that the strategic formulation of counterarguments and rebuttals, the consideration of others, and the use of strong evidence to support one's standpoint are not spontaneous effects of age meaning that secondary and higher education appear to be the most appropriate settings for argument-oriented intervention and explicit scaffolding. They also pointed out that the skill of argumentative competence could be assessed in three dimensions. First, the

metacognitive assessment mode, to which the criteria of structure, conceptual quality, and implicit quality were assigned. Second, the meta strategic mode, which included the criteria of the presence or type of a specific argument element, as well as the preference or avoidance of specific discourse strategies-genres. Finally, the conceptual mode, which included two types of criteria: those related to the nature of the argument and related to the realism of the argument.

In addition, from Bërveniku (2017) study, the assessment of giving argumentation in the field of debate covered four criteria. The first was the focus and structure of the points where the main arguments and responses are presented in a logical and appropriate manner. Second, the presentation of the introduction and argument where the resolution is supported by reasons or evidence. Next, cross-examination and rebuttal should be presented by speakers, therefore identification of flaws in the negative arguments and ability to defend itself from attack were assessed. Finally, the style of the argument presented was assessed such as the way to hold the audience's attention and persuade them to believe in the position, the tone of voice, clarity of speech, and precision of arguments which were all important.

According to the previous studies, the argumentative writing was based on secondary students since they were at appropriate level in practicing writing argumentation following the key concepts that the students were at the proper age of giving reasons and support potentially. Furthermore, argumentative scoring rubric would adapt the criteria proposed in Bërveniku's study.

## **2.5 Writing instruction using genre-based approach in Thailand**

According to the Thai national curriculum (2008) teaching writing focuses on various text types as provided in Hyland (2014) with seven different types of genres, for instance, 1) recount is the providing information based on personal experience or given situation 2) description is classifying about the factual events 3) exposition is giving arguments for the opinion or ideas.

Many researchers conducted studies regarding writing instruction that affected students' ability in primary, secondary, and higher education levels. Kettrachon (2008) studied on the creative writing of eleventh graders found that students had difficulties in creative thinking according to less practices in daily life which led to having problems in expressing ideas in the writing. He implemented genre-based approach on students' essay writing ability and found out that the ability after giving has improved.

In Kongpetch (2006), the use of genre-based approach was carried out to teach exposition writing to Thai university students in Ubon Ratchathani whose writing ability was inefficient due to problems in organizing ideas and writing styles. The results showed that GBA has significant impacts on university students as it encouraged students to think, plan and elaborated ideas successfully.

Besides, there was also a study from Changpueng (2013) on Thai engineering students' writing ability in writing requests, enquiries and reports using genre-based approach revealing that GBA was effective in enhancing writing ability as it helped students to understand how the texts are constructed and they were able to identify rhetorical moves in target genres.

Another study from Bunyong, et.al (2016) recommended that when it comes to teaching English writing, the genre-based approach worked effectively. Additionally, students gained benefits from the genre-based approach since it certainly enabled students to learn how to write more effortlessly, and it can support students in their understanding of writing in many contexts. They also concluded that students who were taught writing with a genre-based approach learned how to begin writing on a variety of topics and appreciated the lessons, activities, and exercises. Furthermore, the genre-based approach allowed students to feel confident and motivated in their writing, as well as improve their writing skills.

From the findings above showing the positive effects of writing instruction through genre-based approach, it can be concluded that GBA is one of the most effective approach in improving students' writing ability in various text types. In many studies, graphic organizers were used as a tool in writing instruction of several genres as it helps to break students' ideas into simple steps to arrange, and likewise the argumentative writing which requires students to group their thoughts and put them into proper sequences.

From studying the argumentative writing and how it is taught in Thailand, it can be said that the pre-writing stage is important for writers to begin to propose their arguments. The more time writers spend on preparing ideas, the easier they will find in organizing the texts, they need to wisely take their time at this stage. According to McGraw Hill Higher Education (2008), writers have to be prepared and precisely present their points in order to make a good argumentative essay. In addition, gathering ideas is one necessary step in pre-writing stage. it helps writers to formulate

any thoughts they have in their mind and freely list them on the paper. The mapping tools are also often used in order to connect ideas and supporting details in the pre-writing; therefore, this allows the arguments that writers are presenting to flow smoothly. Graphic organizers, then, are employed in this study to examine its effect that it is applicable in argumentative writing (Bassham et al., 2016).

## 2.6 Graphic organizers

One of the effective tools which have been using to support language learning, particularly in writing, is a graphic organizer or GO (Ellis & Howard, 2005). According to Hall & Strangman (2008) it is a conceptual graphic that describes relationships of facts or ideas within the writing task. It can be referred as diagrams of knowledge, story, or concept. Graphic organizers can be divided into various types as follows.

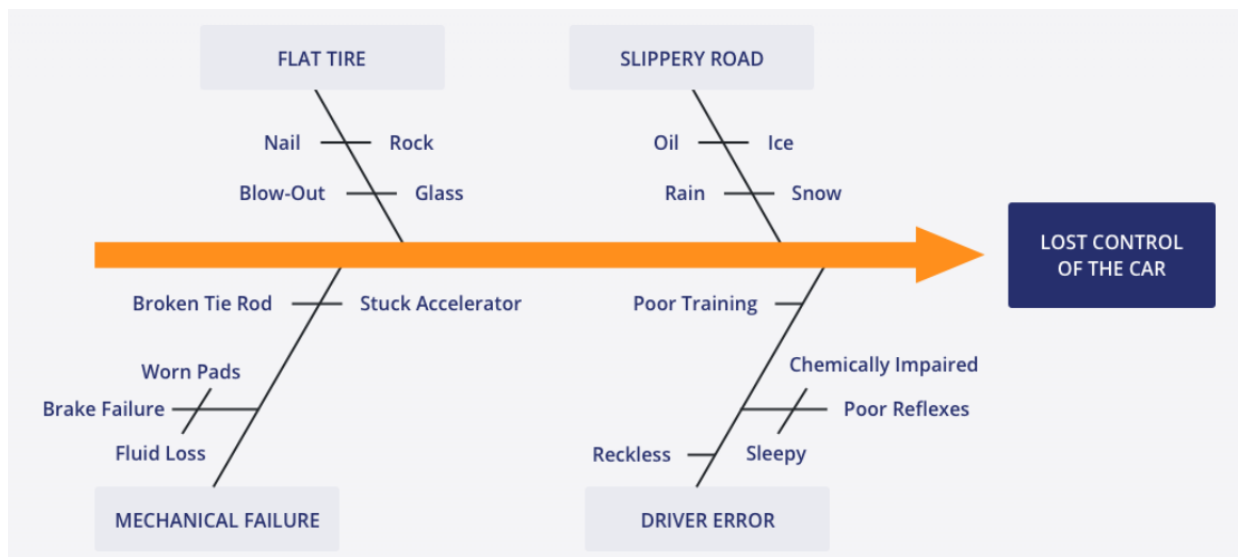
- 1) A descriptive map which works for drawing typical or well-organized information.
- 2) A network tree which usually help with constructing elements from bigger concepts to smaller ones.
- 3) A spider map is used to organize the ideas that does not need to concern about the sequence.
- 4) A problem and solution map is used when cause and effect are needed to construct the information

According to Eltahi (2019), The following figures represent the examples of graphic organizers used in teaching reading and writing



**Figure 2:** Cause-and-effect diagram about lost control of the car. The diagram showed the possible factors that could contribute to the lost control.

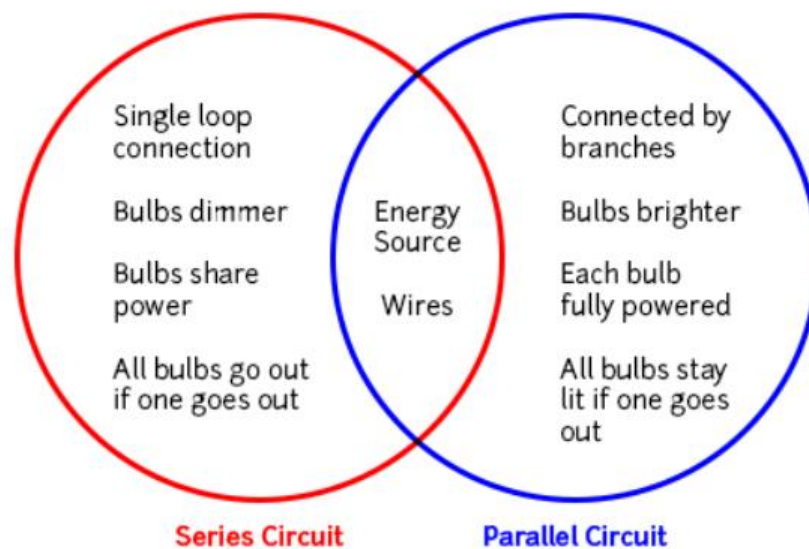
The cause-and-effect diagram shows how different events or concepts are linked. Because of many implications in all subject areas, this tool is one of the most beneficial organizers.



taken from [www.juran.com](http://www.juran.com)

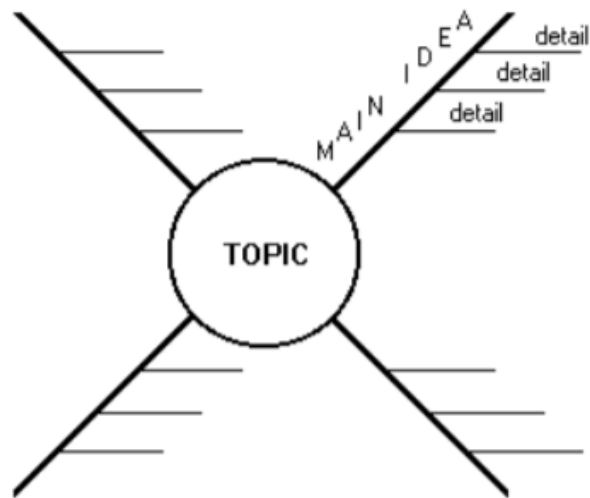
**Figure 3:** Concept map showing the similarities and contrasts between two concepts, such as Series and Parallel Circuits

A concept map is a visual organizer that highlights a key concept and its associated qualities. Concept maps come in a variety of shapes and can be used to illustrate any type of labeled relationship.



**Figure 4:** A spider map with three components; the major topic, main ideas, and supporting details

It is a form of visual organizer that helps students organize their thoughts by investigating and outlining many factors of a particular theme or issue. The process of making a spider diagram helps students focus on the issue, encourages them to evaluate what they already know in order to arrange it, and allows them to track their progress in understanding the material. It also assists in identifying areas where the student needs to explore more (Col, 2019).



taken from [www.muskingum.edu](http://www.muskingum.edu)

Another type of graphic organizer chart proposed by Ellis & Howard (2005) is the main-idea-and-detail chart which would help students to determine their main point of view and reason to support the opinion. As mentioned in Eltahi (2019) that it depicts the link between major concepts and their minor elements in a hierarchical order. This organizer is highly helpful in assisting students in distinguishing between core ideas and the details that go with them and less important material. Students, therefore, can use this type of chart to compose paragraphs that highlight on the main idea and supporting details (see Appendix F).

A graphic organizer needs to have consistency, coherence, and creativity as elements in order to become an effective graphic organizer (Delrose, 2011). Consistency brings students to experience the full-equipped format of the organizer. Coherence graphic organizer charts play important part in the writing since writer should present clear and comprehensible information based on the concepts and

priority of each component. Creativity from applying the graphic organizer charts by teachers also gain students' engagement in productively creating the charts to expand their ideas and details (Ellis, Farmer, & Newman, 2005).

### 2.6.1 Related research on graphic organizers

According to the study of Aunthonsiri, et.al (2021), they investigated the effectiveness of using graphic organizers to enhance students' ability on Geometric proof. The results revealed that after implementing this technique, geometric proof abilities of the students passed the criteria over 60 percent because students were able to freely express concept, background knowledge or other details. Graphic organizers allowed them to see the relationship between the information and it also simplified the disorderliness of the issues. The researchers also concluded that using graphic organizer was the process that helped students in planning and arranging the outline before starting to write so that would encourage students to think critically.

Another study of Sathongey and Prasansaph (2019) on students' English critical reading skills by using graphic organizers technique. The study objectives were to compare students' reading skills before and after implementing graphic organizers and investigate students' satisfaction toward the tool. The participants were 36 undergraduate students in Thai public university who were assigned to use graphic organizers in pre-reading, while-reading and post-reading activities. The results showed that students' English critical reading skills was higher after the use of graphic organizers and the students satisfied with the tool. The results confirmed that graphic organizer was an effective tool for improving critical thinking and creativity.

It also emphasized substantial concrete ideas, including vocabulary and the relationship between each information.

In this study, students' argumentative writing can be compatible with the main-idea-and-detail chart by Ellis & Howard (2005) since it provides simple and comprehensible pattern to follow, and students can use this chart to show their opinion with good reasons easily. This type of graphic organizer will be adapted into the study as it helps student to narrow down plenty of ideas to be more specific and concise.

## **2.7 Graphic organizers in teaching writing**

In numerous studies have examined how graphic organizers impact students' writing ability. Kansızoğlu (2017) found that graphic organizers are effective in enhancing students' writing ability as it provided opportunities to build concept and knowledge. In addition, it is appropriate to use in learning for all students' levels.

From Maharani (2018) study showed that applying graphic organizers in learning process allowed students to perform better in writing proper topic sentences, supporting details, and conclusion.

Odewumi & Gambari (2019) also investigated the effectiveness of graphic organizers on students' performance in writing skills. The results revealed that students who were taught with graphic organizers are better in writing than the group that graphic organizers were not implemented.

Graphic organizer strategy helped students to originate their new ideas and concepts (Reshifa, 2020) which keep students going through the draft over again before they begin to write their argumentation. Besides, graphic organizers can be a

vital step that allow students to write more manageable texts (Boon et al., 2020). Due to the fact that thinking is an abstract idea that need to be transmitted into concrete pattern, graphic organizers will be the effective instrument to prepare for writing arguments (Paensuk, 2019).

### 2.7.1 Related research on teaching writing through graphic organizers

A study from Srijan (2020) on the use of graphic organizer to develop eighth grade students' writing skill. The objectives of this study were to compare the results of students' English writing skill before and after receiving the instruction with graphic organizer. The participants were 25 students from a Thai public school in Narathiwat. The result was found that after implementing graphic organizer in the writing lesson, students' English writing ability was higher than the pretest scores. This was because graphic organizer was one of the effective tools that could use to concisely present the collected data by using the skills of critical thinking, comparison, data identification, and rearranging the information.

According to Paensuk and Lanchwathanakorn (2020), they studied on the development of students' creative writing by using a graphic organizer in order to compare fourth grade students' writing skills before receiving the writing instruction using graphic organizer. The participants were 93 fourth grade students from a Thai public school in Bangkok who were assigned different complexity of the graphic organizer depending on students' language proficiency. The result showed that students' creative writing ability was higher when students received the instruction with graphic organizer. The study supported that graphic organizer was a tool to

develop creative writing skill since it allowed students to generate more ideas and compile them orderly. Moreover, students could notice the relationship between each conception, wording, and important details.

Saikritsana and Makjui (2021) also studied on the development of summary writing ability of eighth grade students by using graphic organizer. The study aimed at comparing the ability of summary writing before and after the implementation of REAP strategy with graphic organizer. The participants were 33 secondary students from a public school in Nakhon Pathom. The result revealed that after the implementation of REAP strategy with graphic organizer which was conceptual organizer), the students' summary writing ability was greater than before the implementation. They also discussed that graphic organizer technique helped students in summarizing concept on their own and presenting the connection of each idea in the writing.

As Baojai and Thipatdee (2020) mentioned in their study of the development of English writing skills by using graphic organizer for the third graders about the effectiveness of graphic organizer in which it was appropriate to utilize in teaching writing. Graphic organizer contributed to the more understandable of students' content knowledge. The students could express their creativity in formulating statement through the employment of this technique.

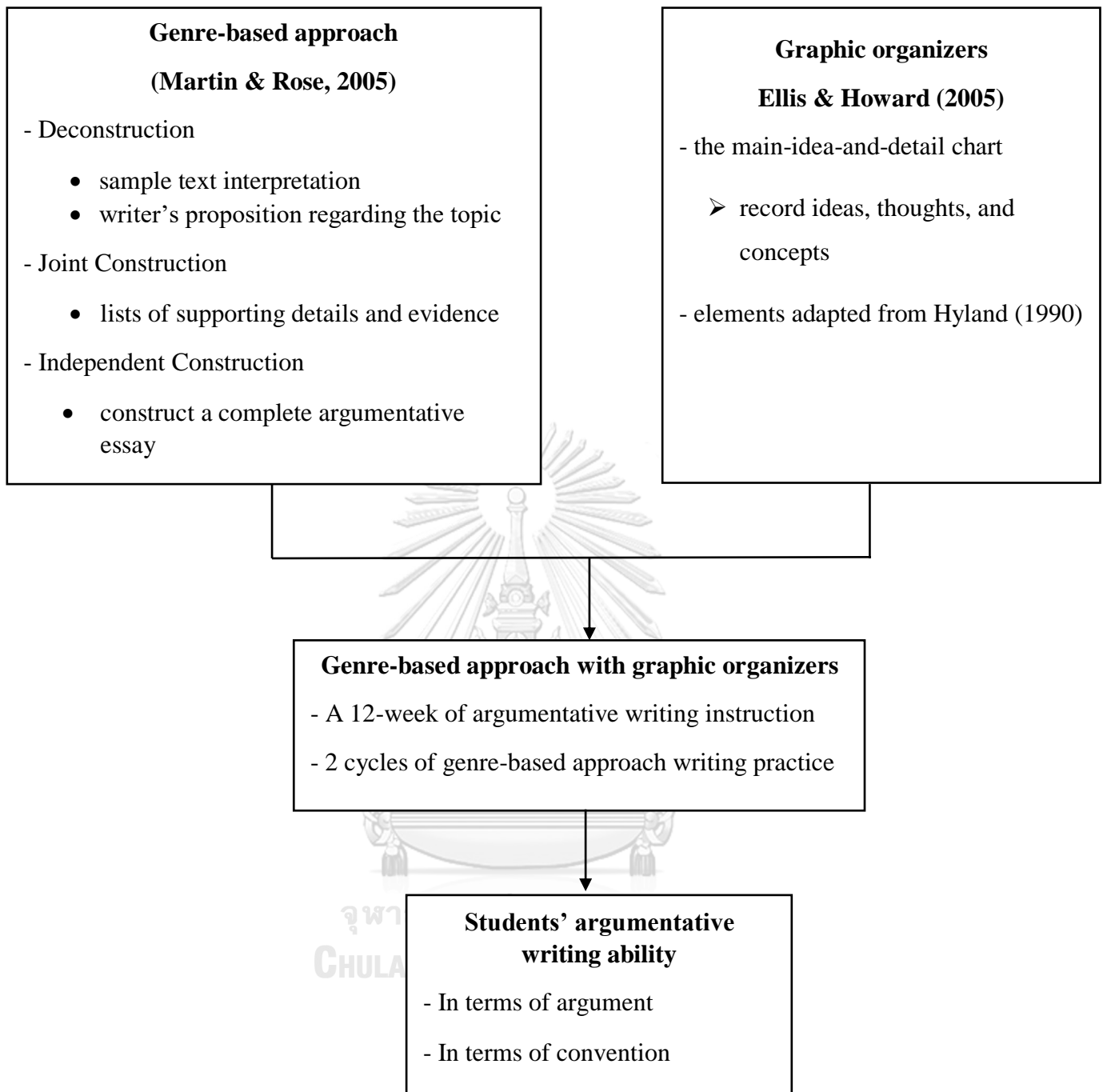
Pairing genre-based approach and the use of graphic organizers in pre-writing stage may be useful and beneficial for students as it will assist students to outline and see the whole structure of the propositions that they are going to convince audiences.

As writing argumentation requires students to think critically and they should spend more time to plan in the prewriting activity in order to create a good final product.

## **2.8 Conceptual framework of implementing genre-based approach on eleventh grade EFL students' argumentative writing ability**

The instruction was done in classroom session where students learn through the stages of exploring the text, constructing texts following structures and language features they have studied, individually writing their own texts, then revise the draft from the given feedback. The genre-based approach teaching and learning cycle taken from Martin & Rose (2005) together with the use of graphic organizer based on aspect proposed by Elli & Howard (2005) are employed in the study regarding the components of argumentative writing structure from Hyland (1990)





**Figure 5:** A conceptual framework of genre-based approach with graphic organizers on secondary EFL students' argumentative writing ability

## 2.9 Summary

Based on the previous studies demonstrating the positive influences of genre-based writing instruction, it can be stated that the approach is one of the most successful approaches for developing students' writing abilities in diverse text kinds. Furthermore, graphic organizers have been used in a variety of studies to help students break down their ideas into basic steps to arrange, as well as in argumentative writing, which needs students to collect their concepts and place them into proper sequences. However, most of the studies were conducted in the context of university level and some studies on secondary students with different genres. The combination of genre-based approach with graphic organizer had to be considered to enhance secondary school students' argumentative writing ability.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discussed the research design and methodology used in the study including research design, population and participants of the study, research instruments, research procedures, data collection, a long-term plan, and data analysis

#### 3.1 Research design

The study was a one group design to explore and compare students' argumentative writing ability before and after using the genre-based approach with graphic organizers. The argumentative writing tests, pretest and posttest, were used to measure students' argumentative writing ability. The purposive sampling design was used to select participants in this study. The instruction was estimated to be done in 12 weeks during the first semester of the academic year 2021.

**Table 3:** *Pretest-Posttest Quasi-experimental Design*

Pre-test	Treatment	Posttest
O <sub>1</sub>	X	O <sub>2</sub>
Argumentative writing ability	Genre-based approach with graphic organizers	Argumentative writing ability

### **3.2 Context of the study**

The study was conducted at Nakhonnayok Witthayakhom School, located at 1-330 Suwannasorn Road, Nakhon Nayok. The school is a public school with the number of 2,700 students in total that offers lower and upper secondary education. In upper secondary level offers 5 different programs, namely, Sciences-Mathematics, Intensive-English, Mathematics-English, English - Chinese, English-Social studies, and Intensive Sciences.

In this study, it was conducted in Mastery English course for eleventh grade students in Mathematics-English program. The course offered for this program was an additional course which was designed for students to reach this following outcome; to be able to discuss, compare and express opinions on various topic through writing. The genre-based approach with graphic organizers were used to teach by the researcher. The instruction lasted 12 weeks, with pretest and posttest in the first and last week respectively with questionnaire and semi-structured interview. The students attended the class twice a week and spent 50 minutes for each period.

### **3.3 Population and participants**

The population in this study was secondary EFL students who were male and female eleventh grades of Mathematics-English program, Nakhonnayok Witthayakhom school. They were all native Thai students. Their English background was moderate because most of them had decent basic English proficiency and their abilities in using English were differed.

The participants in this study were 30 secondary school students, eleventh grade, with mixed gender and medium to high level of English ability from Nakhonnayok Witthayakhom School. The sampling method of this study was purposive sampling. Then, six students from low to high performance in the writing test were chosen for the semi-structured interview at the end of the course. The students were selected from the enrollment of Mastery English course in the first semester of academic year 2021.

The school was willing to cooperate for allowing the researcher to conduct the argumentative writing instruction with the students. In addition, the students were arranged to enroll in this additional writing course by the school. The course was offered to enhance the students' skill as they have difficulty in constructing the writing. Due to the pandemic situation, the school board proposed that all students had to study from home. Therefore, this study was conducted through online platform instead of teaching in regular classroom.



### **3.4 Research Procedure**

This study was divided into six stages as follows

- 1) the development of the genre-based approach with graphic organizers, study the basic concepts and review of literature related to the current study in terms of writing skills, assessing writing, genre-based approach, argumentative writing, writing instruction using genre-based approach in Thailand, graphic organizers, graphic organizers in teaching writing.

2) construct the argumentative writing lesson plans, argumentative writing tests (pretest and posttest), questionnaire and semi-structured interview questions, Then, present the instruments to experts to validate and give feedback. Finally, revise the instruments upon the experts' suggestions.

3) the implementation of argumentative writing instruction by conducting the argumentative writing pretest to the experimental group and collect their pretest scores through online platform where teacher monitored and provided writing materials.

4) instruct argumentative writing instruction using genre-based approach with graphic organizers in 12 weeks including pretest and posttest. conduct the argumentative writing posttest through online platform and students were allowed to use dictionary or other resources to fulfil in planning the statements in the organizer chart.

5) investigate students' perceptions toward the writing instruction through questionnaire and semi-structured interview.

6) the analysis and evaluation of the argumentative writing instruction, compare mean scores of argumentative writing pretest and posttest by using Paired-sample t-test

### **3.5 Instructional plans**

The treatment in this study was conducted in Mastery English course in the first semester of academic year 2021. The course lasted 12 weeks with 50 minutes for each period. Pretest was taken in the first week with the introduction of the course and

posttest in the last week as well as having semi-structured interview and giving questionnaire. The long-range plan of 12-week instruction is attached in Appendix C.

The themes of argumentation were based on learners' quality in Thai national curriculum (2008) that students should be able to write to express opinions about activities, experiences, and incidents in the local area, society and the world. The themes used in the lesson plan are related to global concerns lately.

There were two-unit plans for 10 weeks of instruction based on the themes which going to cover 2 cycles of genre-based approach with graphic organizers. The students were required to write argumentative essay upon the theme in each unit. The sample unit plan was attached in Appendix D.

### **3.6 Data collection**

The data collection took 12 weeks, 24 periods starting from the pretest, the genre-based approach with graphic organizers, posttest, questionnaire, and semi-structured interview.

The pretest was conducted during the first two periods of the Mastery English course. The writing rubric was used to assess students argumentative writing ability. During the third period to the twenty-second period, the argumentative writing instruction were conducted. Students practiced argumentative writing activities based on the cycle of the approach. Finally, the posttest was done during the last two periods which were the twenty-third and twenty-fourth period. The students were asked to

complete the questionnaire about their perception towards the lesson and six students were chosen to have interview about their learning.

The process was completed in 12 weeks by collecting quantitative data obtained from writing test scores and questionnaire and also gathering the qualitative data received from semi-structured interview.

**Table 4:** *Data collection process*

<b>Week</b>	<b>Process</b>
Week 1	Argumentative writing pretest
Week 2 – Week 11	Genre-based approach with graphic organizers
Week 12	Argumentative writing posttest Semi-structured interview Questionnaire distribution

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### **3.7 Research instruments**

#### **3.7.1 English argumentative writing test (pretest and posttest) and rubric**

Different writing prompts related to the argumentative writing were provided to students (see Appendix A, B). The writing prompt should not be too easy and too hard for the students to express their thoughts. The English argumentative writing tests, including the pretest and posttest, were used to measure and compare the students' argumentative writing ability before and after receiving the treatment.



To verify that the two tests are appropriate for the study, four experts in the field of English language instruction were asked to validate the tests. The topics of the pretest and posttest were paralleled. The selection of the topic was based on the learners' quality stated in Thai basic core curriculum 2008 that require students to express opinion about activities, experiences and incidents in the local area, society and the world. In this study, the three topics are now following the trend of the society both in local and international context, namely, the replacement of electronic files, the change in buying products at the shop, and the campaign of saving environment by using cloth bag.

The students' argumentative writing ability was evaluated by using the writing text scoring rubric which was adapted from argumentative writing rubric of Bërveniku (2017) based on elements of structure of the argumentative essay from Hyland (1990) and divided onto two aspects, namely, argument (organization, introduction, evidence, counterargument, conclusion) and convention (language features)

3.7.2 A main-idea-and-detail chart was used to help students generate the arguments and prioritize those arguments into the organizer provided (see Appendix E). This type of chart was provided in the prewriting part of the second stage of genre-based approach which is joint construction and in the last stage of independent construction. The theme of topic in the study based on school surroundings concerning teenager issues.

3.7.3 Semi-structured interview questions about students' attitude towards argumentative writing instruction with a graphic organizer (see Appendix H). Six

students were selected randomly based on their writing performance to have the online interview in the last week after the instruction. There were three questions asking about advantages and disadvantages of using genre-based approach, graphic organizer, and students' difficulty in learning through the writing instruction. Students were able to freely express their opinions in Thai in order to reduce students' anxiety and get deep details about their perception.

3.7.4 Questionnaire was the instrument to explore students' perceptions, the 20-statement questionnaire was a four-point Likert Scale in order to avoid participants' neutral answer from choosing the middle scale which was designed and divided into two parts: general information about students' background information, and students' perceptions toward the instruction (see Appendix G). The scales were strongly disagree, disagree, agree, strongly agree. The questionnaire provided Thai statements and distributed to students at the end of the course and translated back to English. The way to categorize mean scores is to use the descriptor for the number on the rating scale that is closest to that value (Todd, 2018). To measure students' perceptions in this study, the mean values were interpreted as 1.00 to 1.50 was categorized as strongly disagree, 1.51 to 2.50 as disagree, 2.51 to 3.50 as agree, and 3.51 to 4.00 as strongly agree.

### 3.8 The validation of research instruments

To measure the content validity, the instruments were validated for appropriateness and effectiveness using the item-objective congruence (IOC) by four experts in the field of English language and teaching from faculty of Education, Humanities and social sciences, and language institute from one public university.

There were three evaluation forms which include English argumentative writing test, sample of unit plan, questionnaire, and semi-structured interview questions. The experts were asked to evaluate the instruments by marking (+1) if the item is appropriate, (0) if they are not sure about the item and (-1) when the item is not appropriate. The space for leaving comments and suggestions were also provided in the last part of each form.

If the IOC value is higher than 0.50 in each instrument which means that the instruments are acceptable to be used in the research. Meanwhile, if the value is lower than 0.50, the instruments should be revised.

#### 3.8.1 Validating the English argumentative writing test

According to the IOC result, it revealed that the English argumentative writing test and evaluation rubric had overall score of 0.85 meaning that the test was appropriate to use in the research. (see Appendix I)

In addition, the experts suggested revising the writing test as follows:

- Expert C and D suggested that the statement in writing topic 1 should be written in interrogative form to become which was used in topic 2 and 3.

- Expert C recommended that the picture used in topic 2 could be more relatable to the topic.

After the validation, the test was adjusted as follows:

***Before :*** *topic 1 Textbooks should be replaced by electronic files?*

*What is best for students*

***After :*** *topic 1 Should textbooks be replaced by electronic files?*

*What is best for students?*

### 3.8.2 Validating the unit plan with graphic organizer chart

According to the IOC result, it was found that the index of the unit plan and a main-idea-and-detail chart was 0.95 which means it is valid and acceptable as showed in the Appendix J

In addition, the experts suggested revising the writing test as follows:

- Expert D suggested to give some examples of discussion questions in the learning process to make it more detailed.
- Expert B recommended to practice students more on writing task to have them familiar with the approach in order to make improvements.

After the validation, the test was adjusted as follows: adding the leading questions in discussion session, adjusting materials used in the handouts.

### 3.8.3 Validating questionnaire

The results from the questionnaire evaluation showed that the questionnaire asking about students' perception toward the genre-based approach with graphic organizer chart had the average score of 0.80 which means the questionnaire was appropriate to gather students' opinions. However, some statements in the questionnaire had been revised. (see Appendix K)

According to the experts' recommendation, Thai terminology used in the questions should be simplified in order to assist students to easily express their opinions. In addition, the question asking about their study program and school should be removed since the students were from the same school and program. Expert A and D recommended to adjust questions about students' writing ability. Expert B and C suggested to rearrange the order of each question into different areas, namely, they were divided into questions about the instruction, the instrument and further application.

After the validation, the test was adjusted as follows:

- ***Before:*** *When do you write in English?*  
***After :*** *How often do you write in English?*
- ***Before:*** *What is your ability in writing skills currently?*  
***After :*** *What is your current writing skill?*

### 3.8.4 Validation interview questions

The IOC index obtained from the semi-structured interview question was 0.75 which means it is appropriate and acceptable. (see Appendix L) However, the experts recommended adding the recommendation part to have to students specify more on what problems they have from the instruction. Therefore, the additional comment part was added into the interview question.

### 3.8.5 Reliability of Two Inter-Raters

Apart from validating the argumentative writing pretest, posttest, and scoring rubric using Item-Objective Congruence (IOC), two inter-raters determined the reliability of the writing test results using the calculation of the Cohen's kappa in order to evaluate the degree of agreement between the choices made by two independent teachers. One of the raters was an English teacher who had experiences in teaching English program and English language proficiency courses for non-native English speakers. The other rater was the researcher. The raters.

**Table 5:** *The Cohen's kappa of Inter-Rater Reliability from argumentative writing test*

<b>Raters</b>	<b>k</b>
<b>R1+R2</b>	0.79

To interpret the Cohen's kappa results, the k value between 0.01 – 0.20 is considered as a slight agreement, 0.21 – 0.40 is a fair agreement, 0.41 – 0.60 is moderate agreement, 0.61 – 0.80 is a substantial agreement, and 0.81 – 1.00 is an

almost perfect or perfect agreement. The Cohen's kappa value from table 5 was 0.79, which was indicated that the study had a substantial agreement of the two raters.

### 3.9 Pilot Study

After the revision of the research instruments, the first unit of the lesson plan, argumentative writing test, questionnaire and semi-structured interview questions were used to do the pilot study with a group of students who had the same level of English writing ability with the participants. The pilot study was conducted to examine the possibility of the instruments and activities.

The results pointed out that the research instruments were possible to use in the study. The students could follow the writing instructions and activities introduced in class and time allotment was enough for the writing tasks. However, the explanation of each element in the organizer chart and writing planner were edited in order to keep students to focus on particular part they were expressing.

#### 3.9.1 A revision of the pilot study

After a trial with the non-participant group, the explanation in each element of the instrument is needed. At first, some elements were written in the wrong place as the students confused on the characteristics of each element. Students misunderstood in writing reasons and supporting details. Therefore, the organizer chart and writing planner were edited by adding small notes in parenthesis for students as well as explain to the students before started to write to make a clearer understanding and to make progress as the students planned. Additionally, more sample texts were added into student handout to ensure that students differentiated the dissimilarity between

the elements and noticed the structure of what they were expected to write in the graphic organizers.

The sample lesson plans should be clear and concise enough that the activities could be carried out in one classroom period. Another possibility was that the topics of the discussion in the sample texts should attract students according to the existing global issues so that students could be able to share their experience and opinion toward the topics. In addition, the modelling texts selection should be suitable with students' level because in the pilot study group found that the sample text used to discuss in deconstruction stage was slightly difficult to comprehend.

### **3.10 Data analysis**

#### **3.9.1 Quantitative data analysis**

- Research question 1: To what extent does argumentative writing achievement of secondary students improve after receiving genre-based approach with graphic organizers? The research instrument using to answer research question 1 was the argumentative writing test which was provided before and after receiving treatment. The scores were analyzed by using T-test (paired sample test) to compare students' argumentative writing ability. Also, the questionnaire which adopted a four-point Likert Scale was distributed at the end of the course, then, analyzed the data using mean score and standard deviation (S.D.).

#### **3.9.2 Qualitative data analysis**

- Research question 2: What are the EFL students' perceptions toward argumentative writing instruction using genre-based approach with graphic



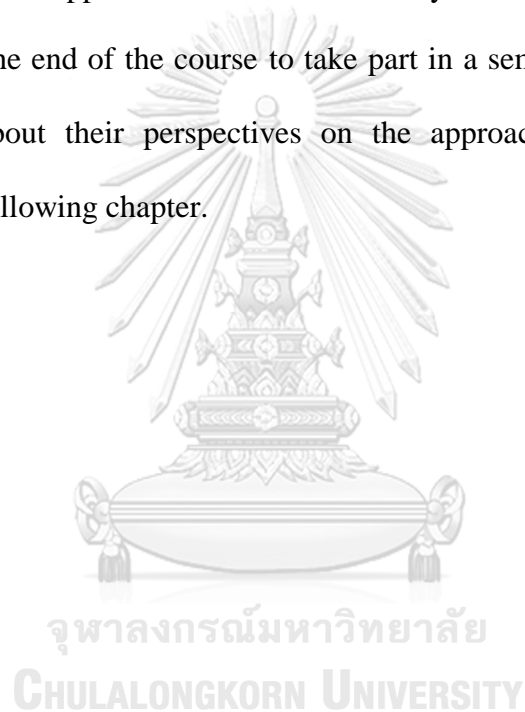
organizers? The research instrument using to answer research question 2 was semi-structured interview questions which were analyzed by using content analysis. Having interview with students based on four questions on how the writing instruction effect their writing ability, then transcribing students' responses into written texts.

**Table 6:** *Data analysis*

<b>Research questions</b>	<b>Research instruments</b>	<b>Analysis methods</b>
1. To what extent does genre-based approach with graphic organizers enhance EFL secondary school students' argumentative writing ability?	Argumentative writing test (pretest and posttest)	T-test (paired sample test)
2. What are the EFL students' perceptions toward argumentative writing instruction using genre-based approach with graphic organizers?	1) Questionnaire 2) Interview questions	1) mean scores and standard deviation (S.D.) 2) Content analysis by transcribing students' responses into written texts

### 3.11 Summary

To sum, this study was one group pretest-posttest quasi-experimental design. It was aimed to investigate the effects of genre-based approach with graphic organizers on EFL secondary school students. The research involved among 30 eleventh-grade students who enrolled in Mastery English course at Nakhonnayok Witthayakhom School. Students were given writing tests before and after the implementation of the approach to assess their ability to write effectively. Six students were selected at the end of the course to take part in a semi-structured interview to discover more about their perspectives on the approach. The findings will be presented in the following chapter.



## CHAPTER IV

### FINDINGS

This chapter reports of the study concerning the effects of genre-based approach with graphic organizers on EFL students' argumentative writing ability. The study was conducted with eleventh grade students from Nakhonnayok Witthayakhom School based on two research questions. The first question was to investigate the EFL students' writing ability after implementing genre-based approach with graphic organizers on argumentative writing. this question reported quantitative results from mean scores of the pretest and posttest. The second question was to explore the EFL students' perceptions toward genre-based approach with graphic organizers on argumentative writing. The results showed qualitative data from questionnaire which was presented in descriptive form and semi-structured interview which was analyzed by using content analysis as reported below.

**4.1 Research Question 1:** To what extent does argumentative writing achievement of secondary students improve after receiving genre-based approach with graphic organizers?

To investigate the difference of students' writing ability before and after the implementation of the argumentative writing instruction. The research instrument used in the answer the question was writing test (see Appendix A). The total score was 18 including argument and convention which were assessed by using argumentative scoring rubric adapted from Bërveniku (2017). Paired sample t-test was used to analyze the mean scores from the pretest and posttest whether the scores differed at the significant level of 0.05.

To confirm the reliability of the scoring, the students' pretest and posttest were graded by two raters. The results presented the correlation between the two raters was 0.94 for the pretest and 0.96 for the posttest which implied that the scores from both raters were consistent.

The mean scores from pretest and, standard deviations, t-values, and statistical significance are presented in the table below.

**Table 7:** Comparison of students' argumentative writing pretest and posttest scores

Writing test (total score = 18)	Min	Max	Mean scores	S.D.	t	Sig.
Pretest	1	10	8.77	3.549	-11.832	.000*
Posttest	14	17	14.17	2.135		

\* $p < .05$ ,  $n = 30$

From the table 7, it was found that there was an improvement on students' writing ability after receiving the argumentative writing instruction. The table shows that there was a significant difference of the pretest and posttest mean scores ( $t = -11.832$ ,  $p = .000$ ). According to the result, the mean score from the pretest was 8.77 and posttest was 14.17 with the difference of -5.40. In the pretest, the lowest score was 1 and the highest was 10. Whereas the lowest score in the posttest was 14 and the highest was 17. Conclusively, the results pointed out that the students had an outstanding improvement on argumentative writing ability after the implementation of genre-based approach with graphic organizers from the significant difference at the level of .05 ( $p < .05$ ) between the pretest and posttest mean scores.

To assess students' argumentative writing, the evaluation rubric adapted from Berveniku (2017) was used for grading in two aspects which are arguments and convention. In terms of argument, the students' writing was assessed on organization, introduction, evidence, counterargument, and conclusion. In terms of convention, the use of vocabulary and phrases was assessed in language features. The two following tables present the minimum and maximum scores, mean scores, standard deviations, t value of each aspect.

**Table 8:** *Students' argumentative writing ability in terms of arguments (organization, introduction, evidence, counterargument, conclusion)*

Writing	Min	Max	Mean	S.D.	t	Sig.
test (total score = 15)			scores ( $\bar{x}$ )			
Pretest	1	12	7.40	2.811	-11.005	.000*
Posttest	8	14	11.77	1.633		

\* $p < .05$ ,  $n = 30$

According to the table 8, there was a statistically significant difference of the mean scores between argumentative writing pretest and posttest. In argument part, the mean score of pretest was 7.40 (S.D. = 2.811) and the mean score of posttest was 11.77 (S.D. = 1.633). The difference between the pretest and posttest mean scores was -4.37 and it was significantly higher than the level of 0.05 ( $p < .05$ ). It can be said that students' writing ability in terms of proposing arguments was improved after receiving the genre-based approach with graphic organizer.

**Table 9:** *Students' argumentative writing ability in terms of convention (language features)*

Writing test (total score = 3)	Min	Max	Mean (x̄)	S.D.	t	Sig.
Pretest	0	3	1.37	0.999	-7.399	.000*
Posttest	1	3	2.40	0.675		

\* $p < .05$ ,  $n = 30$

According to the table 9, there was a statistically significant difference of the mean scores between argumentative writing pretest and posttest. In convention part, the mean score of pretest was 1.37 (S.D. = 0.999) and the mean score of posttest was 2.40 (S.D. = 0.675). The difference between the pretest and posttest mean scores was -1.03 and it was significantly higher than the level of 0.05 ( $p < .05$ ). It revealed that students' writing ability in terms of using language was stronger after receiving the genre-based approach with graphic organizers.

In terms of effect size, the value was generated to determine the magnitude of the effects of genre-based approach with graphic organizers on Argumentative Writing Ability of EFL Secondary Students. Cohen's  $d$  was used to calculate the effect size in this study. The outcome was shown in the table.

**Table 10:** *The effects size of using genre-based approach with graphic organizers*

Cohen's $d$	Effect size
1.84	Large

According to Cohen (1988),  $d = 0.2$  is considered as a small impact size, 0.5 is a medium effect size, and 0.8 is a large effect size. The Cohen's  $d$  value from table 9 was 1.84, which was indicated that the study had a large effect size on students' argumentative writing ability.

In conclusion, the students had higher achievement on their argumentative writing ability from the results in the tables presented. The mean scores from arguments showed that the writing instruction of genre-based approach with graphic organizers could strengthen students' ability in writing argumentation at the significant level of 0.05.

**4.2 Research Question 2:** What are the EFL students' perceptions toward argumentative writing instruction using genre-based approach with graphic organizers?

To explore the EFL students' positive and negative perceptions toward the instruction on argumentative writing, The questionnaire and semi-structured interview questions were used to answer research question 2. The descriptive statistics which are mean and standard deviations were used to analyze the data and content analysis was used to analyze the data from semi-structured interview. The data of perceptions obtained from 30 eleventh grade students who were enrolled in English mastery course at Nakhonnayok Witthayakhom School. The questionnaire consisted of general information part and 20 statements of perception part. Besides the opinions from the questionnaire, six students from different levels of ability were chosen to have the

interview. The results obtained from the questionnaire and semi-structured interview presented below.

1) The result from questionnaire

The questionnaire consisted of two parts: general information and students' perception. There were 20 statements in the second part presented in mean scores and standard deviation.

**Table 11:** *Students' perceptions toward argumentative writing instruction using genre-based approach with graphic organizers*

<b>Questionnaire Items</b>	<b>(<math>\bar{x}</math>)</b>	<b>S.D.</b>
<b>1. I like to discuss more on the topics in class when learning through this activity.</b>	3.67	0.479
<b>2. The instruction cycle helps me to participate more with friends when learning through this activity.</b>	3.43	0.504
<b>3. I engage more with the teacher when learning through this activity.</b>	3.53	0.507
<b>4. I get more feedback from classmates and the teacher than in a traditional classroom.</b>	3.50	0.509
<b>5. The approach is more engaging than traditional instruction.</b>	3.57	0.504
<b>6. The instruction cycle helps me to write systematically.</b>	3.87	0.346
<b>7. The instruction cycle helps me to write more.</b>	3.60	0.498
<b>8. I am motivated to learn more through the instruction.</b>	3.57	0.504
<b>9. It is easy to follow steps of writing in this approach.</b>	3.63	0.490
<b>10. Graphic organizer helps me to break the ideas into smaller steps.</b>	3.60	0.498
<b>11. Graphic organizer is easy to use in writing argumentative essay.</b>	3.60	0.498
<b>12. Graphic organizer is easy to understand.</b>	3.67	0.479
<b>13. I write argumentative essay better when using graphic</b>	3.57	0.504



Questionnaire Items	( $\bar{x}$ )	S.D.
<b>organizer.</b>		
<b>14. graphic organizer helps me to write effective arguments.</b>	3.60	0.498
<b>15. I prefer using graphic organizer when I have to write argumentative essay.</b>	3.53	0.507
<b>16. I spend less time on the writing with this approach.</b>	3.53	0.507
<b>17. I would like to use graphic organizer in writing other text types.</b>	3.53	0.507
<b>18. This approach with graphic organizer helps me to improve my writing ability.</b>	3.63	0.490
<b>19. I would like to study this approach in other text types.</b>	3.57	0.504
<b>20. I would like to apply graphic organizer with other subjects.</b>	3.40	0.498
<b>Grand Mean Score</b>	<b>3.58</b>	<b>0.492</b>

According to the table 11, means of opinion scale  $\geq 2.5$  from the Likert 4-point scale on the questionnaire refers to the positive perception. According to the formula of Best and Kahn (1993), the mean scores of all questionnaire items were 3.58 which higher than 2.5 meaning that the students had positive opinion towards the argumentative writing instruction using genre-based approach with graphic organizers.

The highest to the lowest mean scores are present as follows: 6) The instruction cycle helps me to write systematically ( $\bar{x} = 3.87$ ); 1) I like to discuss more on the topics in class when learning through this activity ( $\bar{x} = 3.67$ ); 12) Graphic organizer is easy to understand ( $\bar{x} = 3.67$ ); 9) It is easy to follow steps of writing in this approach ( $\bar{x} = 3.63$ ); 18) This approach with graphic organizer helps me to improve my writing ability ( $\bar{x} = 3.63$ ); 7) The instruction cycle helps me to write more ( $\bar{x} = 3.60$ ); 10) Graphic organizer helps me to break the ideas into smaller steps ( $\bar{x} =$

3.60); 11) Graphic organizer is easy to use in writing argumentative essay ( $\bar{x} = 3.60$ ); 14) graphic organizer helps me to write effective arguments ( $\bar{x} = 3.60$ ); 5) The approach is more engaging than traditional instruction ( $\bar{x} = 3.57$ ); 8) I am motivated to learn more through the instruction ( $\bar{x} = 3.57$ ); 13) I write argumentative essay better when using graphic organizer ( $\bar{x} = 3.57$ ); 19) I would like to study this approach in other text types ( $\bar{x} = 3.57$ ); 3) I engage more with the teacher when learning through this activity ( $\bar{x} = 3.53$ ); 15) I prefer using graphic organizer when I have to write argumentative essay ( $\bar{x} = 3.53$ ); 16) I spend less time on the writing with this approach ( $\bar{x} = 3.53$ ); 17) I would like to use graphic organizer in writing other text types ( $\bar{x} = 3.53$ ); 4) I get more feedback from classmates and the teacher than in a traditional classroom ( $\bar{x} = 3.50$ ); 2) The instruction cycle helps me to participate more with friends when learning through this activity ( $\bar{x} = 3.43$ ); 20) I would like to apply graphic organizer with other subjects ( $\bar{x} = 3.40$ ).

The results from table 11 can be concluded that the students had perception towards the argumentative writing instruction in positive way, especially from the sixth statement table that the instruction cycle of genre-based approach played important role in assisting the writing. They thought that genre-based approach could help them in planning to write. They also enjoyed having discussion about the topics through the activity. In terms of graphic organizer, they felt that the chart helped them to understand each element of argumentative essay and easily made their proposition. Moreover, they all agreed that genre-based approach with graphic organizer could encourage them to write more and help improve their writing ability. They also preferred to use graphic organizer again when they have to write argumentative essay.

However, students still concerned about using the graphic organizers as a tool in other subjects.

## 2) The result from semi-structured interview

Besides distributing the questionnaire, the semi-structured interview was conducted to gather more information about the instruction from the interviewees to freely express their specific opinions toward the instruction. There were six students chosen for the interview by selecting from their writing ability. Three questions were translated into Thai and used to interview then transcribed back to English. Another question was provided for students' further details and suggestions.

The responses from the interview can be illustrated into three major parts: the effect on argumentative writing ability, the use of vocabulary and phrases, and argument construction with organization.

The result was found that students had positive perception towards the approach in terms of constructing well-organized texts, practicing vocabulary and phrases knowledge from the activity which can be represented the effectiveness of genre-based approach in two main aspects which are students' writing ability and vocabulary knowledge.

### 2.1) The students' perception of writing ability based on deconstruction stage

All interviewees agreed that deconstruction stage of genre-based approach could improve their understanding on how argumentative essay was constructed since they might not be familiar with this text type. This stage provided

students opportunities in accessing to the patterns of the texts. Students could learn some vocabulary and phares used in the sample texts by having the discussion with their friends. They found that the approach could enhance their understanding about the structure of the writing, the way of convincing readers and reduce their anxiety towards argumentative writing.

Student 6: “วิธีการเรียนนี้ช่วยให้การเขียนมีประสิทธิภาพมากขึ้น เพราะเข้าใจขั้นตอนการเขียนและจัดวางข้อความอย่างเป็นระบบ”

“The approach helps the writing be more efficient because I understand how the statements are constructed so that I can arrange my writing as well.”

Student 20: “ทำให้เขียนได้อย่างเป็นระบบ และรู้จักนำคำมาใช้ได้หลากหลายขึ้น รู้จักคำเชื่อมที่สามารถนำมาใช้มากขึ้นทำให้ประโยคมีความสละสลวย รู้จักคำศัพท์เพิ่มมากขึ้น”

“The approach helps me to write a well-organized argumentation and increase my vocabulary choices that could bring into my own writing and draw more attention from the readers.”

2.2) The students’ perception of writing ability based on joint construction stage.

Apart from experiencing the use of language features from the modelling text in in class, this stage provided students opportunities through discussion on constructing similar statement to the sample text. Students could practice outlining and planning the arguments together by using graphic organizer and sharing feedback with their friends and teacher for some revisions. Therefore, they

found that the approach with graphic organizer could better their writing in arranging order and reduce time when they are going to write.

Student 4: “ทำให้มีทักษะการเขียนเรียงความที่ดีขึ้น รู้ข้อผิดพลาด จุดที่ควรแก้ไข และมีเทคนิคและข้อแนะนำการเขียนต่างๆ ที่ได้จากเพื่อนและครู ทำให้ฝึกฝนทักษะได้มากขึ้น”

“The activity helps me to improve my argumentative writing skill. The feedback that I got from friends and teacher could show the mistakes or errors that I did not notice in my writing”

Student 12: “ทำให้ได้ฝึกวางแผนโยคให้เป็นหัวข้อไว้ ทำให้มองเห็นภาพโดยรวมของสิ่งที่ต้องการจะสื่อชัดเจนขึ้น ง่ายต่อการนำไปเขียน และประหยัดเวลาที่จะต้องเขียนไปได้ด้วย เพราะมีข้อมูลเรียบเรียงไว้แล้ว”

“The activity helps me in dividing each point of arguments so that it was easier for me to see the whole things of what I want to write. It also saves time in the writing because I have all elements in my graphic organizer to be written in my paper.”

The result was also found that students had positive perception towards the genre-based approach with graphic organizer in terms of formulating arguments from their knowledge and organizing pattern of the writing which can be represented the effectiveness of the treatment in the last stage.

2.3) The students' perception of writing ability based on independent construction

Based on the interview responses, all students agreed that graphic organizer could facilitate the difficulty students had in writing argumentative essay when they had to write on their own. They could see the pattern of the whole essay and follow each elements needed to be included in the essay by using graphic organizer. They could also arrange their points in proper order which help them to write more relevant reasons and evidence to their proposition.

Student 23: “กิจกรรมที่ได้ฝึกฝนทำให้การจัดความคิดเป็นขั้นตอนมากขึ้นและแผนผังกราฟิกทำให้การนำประเด็นต่าง ๆ ไปเขียนในงานเขียนง่ายขึ้น”

“The activity with graphic organizer helps me in systematic thinking, it is easier to write a well-ordered essay from the arguments listed in the organizer chart.”

Student 16: “แผนผังกราฟิกช่วยจัดระเบียบและวางแผนการเขียนได้ดีขึ้น ทำให้การเขียนข้อความมีความสัมพันธ์กัน ไม่เขียนข้อความวนไปมาซึ่งทำให้ผู้อ่านไม่เข้าใจ”

“Graphic organizer helps me in planning and organizing the effective essay. It makes my arguments more relevant and not confusing the readers”

Student 6: “แผนผังกราฟิกทำให้มองเห็นภาพโดยรวมได้ชัดเจน แบ่งความคิดออกเป็นส่วนๆเพื่อเขียนประโยคได้มากขึ้น สามารถสื่อสารข้อความในงานเขียนตัวเองได้ดีขึ้น”

“Graphic organizer shows the whole picture of the writing, helps in originating ideas and presenting better my own arguments to convince readers”

2.4) The students’ perception of writing ability based on the difficulty of the approach with graphic organizers

The responses obtained from the interviewees in the semi-structured interview section were consistent in terms of difficulty in using vocabulary. The students revealed that they could practice more in the writing as could not think of words to express their argument. when they were about to write. They had problems in choosing the proper word or phrases to present their arguments. However, after a few class activities, they could recognize how to use alternative words from the sample texts and be able to avoid repetition of a particular word that they often use in the writing and be able to elaborate more on each point.

Student 6: “คลังคำศัพท์น้อยทำให้คำศัพท์บางคำต้องไปหาความหมายเพิ่ม และบางครั้ง คำศัพท์ที่นำมาใช้ไม่สามารถใช้กับเรื่องที่จะสื่อได้ ต้องค้นคว้าเพิ่มเติม”

“My vocabulary list is limited. I have to look up for the meaning from other resources. Sometimes, the word I wanted to use is inappropriate for the context. I have to take my time finding another word.”

Student 12: “ต้องมีความรู้คำศัพท์เพียงพอที่จะเขียนโต้แย้งได้ในหลาย ๆ ย่อหน้า”

“I need to have enough vocabulary knowledge that would be sufficient for completing paragraphs of argumentative essay.”

Student 20: “มีปัญหาในการเลือกใช้คำที่มีความหมายคล้าย ๆ กัน เพื่อให้ไม่ใช้คำเดิมซ้ำ  
หลายครั้งเกินไป”

“I have difficulty in selecting synonyms to replace the overuse word in  
my writing.”

### 4.3 Summary

In conclusion, this chapter reports the findings of the study regarding the effects of genre-based approach with graphic organizer on EFL students' argumentative writing ability. There were two research questions concerning the effectiveness of the instruction based on the approach employed in the study with graphic organizer to assist writing the arguments. The second question was used to explore students' perception towards the writing instruction. The two questions were statistically analyzed and revealed that there was a greater improvement in argumentative writing ability. Most of the students had positive perception towards the instruction with graphic organizer. In terms of affective component, the students prefer to use the graphic organizer to write the argumentative essay as the instruction could help them to understand the construction of the essay and allowed them in formulating the effective argumentation with proper reasoning. Additionally, in terms of behavioral component, the students would continue using graphic organizers in writing other text types and applied to another subjects. Although there was a difficulty in vocabulary usage, for cognitive component of the attitude, students still believed that the instruction that they received could support their writing ability and encourage them to have more confidence when they have to write argumentative essay.



## **CHAPTER V**

### **SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS**

This chapter deals with the discussion of the findings on the effects of genre-based approach with graphic organizers on argumentative writing ability of EFL secondary school students. The chapter is composed of a summary of the study, the research findings, limitations of the study, pedagogical implication from the study and recommendation for future studies.

#### **5.1 Summary of the study**

The two research questions were aimed to investigate the EFL students' writing ability after implementing genre-based approach with graphic organizers on argumentative writing and to explore the EFL students' perceptions toward genre-based approach with graphic organizers on argumentative writing. The study employed a one-group pretest-posttest quasi-experimental design to measure the effects of the instruction.

The participants in this study were 30 eleventh grade students from Mathematics-English program, Nakhonnayok Witthayakhom School who were enrolled in English Mastery course in the first semester of academic year 2021. The argumentative writing instruction was conducted 12 weeks by having pretest in the first week and posttest in the last week of the instruction.

There were two research instruments in the study. The first was instructional tools which consisted of lesson plans based on genre pedagogy cycle together with a main-idea-and-detail chart that the researcher combined to teach argumentative

writing. The second instrument was data collection tools, namely, the English argumentative writing test, questionnaire, and semi-structured interview questions.

In this 10-week experiment, students attended the class twice a week with 50 minutes for each session. Before the implementation, students were required to do the pretest to measure their writing ability. After that, students received two cycles the argumentative writing instruction in order to practice them more on the target text type. At the end of the course, the students took the English argumentative writing posttest for measuring their improvement and finished the questionnaire. five students were chosen to have further interview to provide more information about their perception towards the instruction.

The argumentative writing rubric was used to assess the writing ability. There was inter-rater help with rating students' writing in order to ensure the reliability of the score from students' essay. The scores from pretest and posttest were analyzed by using Paired-sample t-test to compare students' ability before and after the treatment. The data from questionnaire and interview were analyzed by using means, standard deviations, and content analysis.

## **5.2 Summary of the findings**

The findings obtained from the study confirmed that genre-based approach with graphic organizer was effective on EFL students' argumentative writing ability. The students' perceptions toward the writing instruction were examined below.

### **1. Students' argumentative writing ability**

According to the first research question "To what extent does argumentative writing achievement of secondary students improve after receiving genre-based

approach with graphic organizers?”, the writing test was used to measure students’ ability before and after the implementation which was assessed two aspects: arguments and convention. It was found that there was a significant difference between the mean scores of pretest and posttest at the significant level of 0.05. The mean score of pretest was 8.77 and the mean score of posttest was 14.17. The difference of mean scores was 5.40 meaning that students show a great improvement in the writing, especially in the argument’s aspect. It can be said that genre-based approach with graphic organizer could increase students’ argumentative writing ability.

## **2. Students’ perceptions toward the writing instruction**

From the second research question “What are the EFL students’ perceptions toward argumentative writing instruction using genre-based approach with graphic organizers?”, the questionnaire and semi-structured interview were used to collect the data from students’ perceptions. The result from questionnaire revealed that students’ opinions were positive. They found that genre-based approach with graphic organizer could help in formulating the arguments, constructing the writing texts and using vocabulary to make the arguments more powerful when they practiced analyzing the sample text and rewriting the text in joint construction stage. However, there was a difficulty in using alternative words when students were expressing the ideas in particular detail.

### 5.3 Discussions

The objectives of this study were to investigate the EFL students' writing ability after implementing genre-based approach with graphic organizers on argumentative writing and to explore students' perceptions toward the instruction of eleventh grade students from Nakhonnayok Witthayakhom School. Based on the purpose, the findings were examined and discussed in light of two major factors: students' argumentative writing ability and their attitudes toward the instruction.

#### 1. Students' argumentative writing ability

The current study found that students' argumentative writing ability improved significantly after receiving the genre-based approach writing instruction. The students performed better on the posttest in both argument and convention sections.

In the pretest, it was discovered that some of their writing was incomplete and inefficient prior to issues with organizing ideas and writing styles. The students did not have convincing reasons to back up their claims. It is consistent with what Kongpetch (2006) and Kettrachon (2008) discovered in their study, which found that the most difficult aspects of argumentative writing that students expressed included generating and arranging concepts.

There was a significant improvement in the students' argumentative writing ability in terms of arguments and conventions after the implementation of genre-based approach with graphic organizer. By using the graphic organizer, students could organize their writing and construct a fully completed essay which included all essential elements they needed to have in the writing. They provided

strong argument with acceptable evidence, together with proper counterargument to the proposition.

The instruction was very useful when writing arguments because it helped them to comprehend the structure and language features used in the sample text and allowed them to check that the evidence was relevant with the claims that they proposed in order to make their positions clearer. From this study revealing that the approach kept students engaging with rewriting the sentences together by following patterns and moves of the sample texts in joint construction. By having collaboration, students were able to recognize the elements of the writing and reduce their difficulties in composing the text by becoming familiar with the structure and pattern of the argumentative essay which was consistent with Mauludin (2020) mentioned in the study. Therefore, they could have more confidence to write on their own in independent stage which agreed with what Yigitoglu & Reichelt (2012) mentioned in their study that a genre-based approach was beneficial because it focuses on the use of language in specific contexts, it provided methods to assist students in producing texts that are appropriate in the target writing. As a result, it is assumed that this approach would benefit students' writing performance in relation to argumentative writing as presented in study of Chen and Su (2011) that a genre-based approach enabled students writing skills to compose narrative, expository, and argumentative essays. This could help students in the writing of different text types since it was appropriate not only for academic but also for professional settings and it encouraged and facilitated the student's ability to learn independently in the long run as presented in Dirgeyasa (2016).

The use of graphic organizer in this instruction was also successful since it assisted students in planning to write each element in the essay. Graphic organizers played an important role in supporting learners in breaking down ideas into smaller steps because of its format which is simple and understandable. Students could prepare to write when they used a graphic organizer. They could also produce an effective argumentative essay in less time spent. According to the results of this study, the main-idea-and-detail chart by Ellis and Howard (2005) provided a simple and understandable pattern to follow, and students could use this chart to easily state their opinion with good reasons.

The organizer facilitated the students in argumentative writing by showing that their writings were fully constructed with thesis statement, arguments, evidence, counterargument and conclusion. It could refer that the graphic organizer helped students to smoothly form their ideas and construct target genre of writing. This related to the study mentioned in DiCecco and Gleason (2002) stated that graphic organizers help students visualize the relations between major and minor ideas, as well as the content structure and essential relationships between concepts. From using the graphic organizer, students found it was easier to categorize the ideas to express in the text and notice what the overview of the whole writing would be like.

From the findings of the writing test scores showing that although they rarely get exposed to this genre and lack in experience of practice writing argumentation which can be referred to their pretest scores (see Appendix O). However, the students made a great improvement after the implementation of the approach and graphic

organizer. This is because the participants were from the program that mainly focus on English language skills so most of them had sufficient foundation of language proficiency. Moreover, external factors such as linguistic tools or online resources could support students to search for relevant information that contribute to making arguments. This can be related to Oh (2019) mentioned that it was possible that allowing students to use resources could be an option. The use of linguistic tools in writing did not interfere the students' competence in different parts of writing.

## **2. Students' perceptions toward the argumentative writing instruction**

According to the results showing that students had positive perception towards genre-based writing instruction with graphic organizer. The findings from the questionnaire and interview were discussed in two different ways which are perceptions of the genre-based approach and perceptions of using graphic organizer to assist the writing.

### **2.1 Students' perceptions of genre-based approach**

The students reported that they liked to discuss about the topic given during the activity. According to Mauludin (2020), it was stated that before beginning the writing process, students can share their prior knowledge through the collaborative construction process. Before composing the text, students must go through the prewriting phase, in which they prepare all of the necessary elements. Therefore, they felt that they engaged more with the teacher and classmates, especially in joint construction by learning through the activity cycle in which they could bring the background knowledge that they had to discuss and share with their friends. Additionally, the instruction cycle could help them to see the overview of the target text type, so they were able to write more in the independent construction stage.

Furthermore, they had opportunities in getting feedback from friends and teacher in order to better their writing. It can be seen in the findings that they had a greater advancement in argumentative writing ability when comparing the pretest to the posttest. This was in accordance with what Vygotsky (1978) stated that this approach was a cooperative approach since knowledge is best constructed when students work together and help one another to develop new ways of learning. However, some students found that they were struggled for the first time when introducing this type of writing since they rarely practice writing argumentation. Therefore, they had to spend more time in identifying the elements of argumentative essay in the sample text.

## 2.2 Students' perceptions of using graphic organizer in writing

According to the responses from the questionnaire and semi-structured interview, the students confirmed that graphic organizer was beneficial in improving their argumentative writing skill. First, graphic organizer helped them in breaking ideas to narrow them down into main issues. It was aligned with what Anderson, Mora González and Cuesta Medina (2018) mentioned in the study that organizers were used by participants to help them generate ideas, find a focus, decide what to write about, develop, organize their ideas, and experience using language to express those ideas. Students also viewed graphic organizer as an understandable tool which is easy to illustrate their proposition and applicable to any types of writing as Trisusana and Susanti (2020) said in the study showing that graphic organizer was critical for students to call on their own experiences, observe various matters around them, and ask questions during the prewriting stage in order to help them decide what they can write about. Second, the study of Styati and Irawati (2020) showed that



students' writing improved in terms of supporting arguments, conclusion statements, and overall quality when they used graphic organizers. This can be referred to this study that students could spend proper time to compose more effective argumentation when using graphic organizer for outlining the writing text. After all, some students reflected that they had difficulty in finding appropriate words to write their argument in the organizer chart since the variety of vocabulary usage is limited meaning that students kept using the same word for the whole writing. Additionally, they were worried about grammar mistakes and sometimes they had to spend more time checking all paragraphs which they might lack of confidence when they had to share the writing paper to the class.

#### **5.4 Pedagogical implication**

From the findings of this study, some pedagogical implications can be applicable in English writing classroom.

First of all, the stages of genre-based approach are suitable to implement in argumentative writing class. Each stage provided students opportunities in identifying the structure from sample texts, practicing argumentative writing with classmates and be able to receive feedback from the peer discussion and teacher's advice in order to better the proposed statements.

Second, from the findings of this study suggested that providing students different sample texts on various issues could broaden their understanding and be familiar to the structure of argumentation. This study used two sample argumentative texts about cashless society and learning gadgets to enhance students' awareness of the target text type.

Finally, applying graphic organizer is beneficial because it could support students in formulating the arguments. They were motivated to write more when they get exposed to the use of graphic organizer in both joint construction and independent construction stages. This study employed the-main-idea-and-detail chart to assist students for outlining their claims, supporting details, and counterargument.

### **5.5 Limitations of the study**

The argumentative writing instruction was successful. However, there was a limitation occurred in the study. Since the group of students was mixed ability, their vocabulary knowledge was different. As it can be seen in the writing paper that some students could not use the alternative words to avoid repetition in the writing. They were helped by the teacher and friends, also they searched for the vocabulary by themselves.

In addition, the study only focused on the ability of writing argumentative essay. Some language content, for instance, subject-verb agreement, capitalization, phrasal verbs could be taught directly. The understanding of language feature should be picked up in order to write more effective essay.

### **5.6 Recommendation for future studies.**

The following suggestions that could be investigated for future studies on argumentative writing are as follows.

First, this study was conducted on secondary school students who enrolled in Mastery English course of eleventh grade. The instruction could be conducted with students from different level, for instance, tenth or twelfth grade or on lower

secondary students, different program, such as Science – Mathematics since English is a compulsory course and different school to ensure the effectiveness of the approach.

Second, the approach used in the study was argumentation. In the future research could study of using the approach with graphic organizers with another text types to investigate the effects of the treatment on different variables. Therefore, students could experience the difference between each writing pattern. Teachers could also redesign the course and activities to be appropriate with students' proficiency.

In addition, the use of graphic organizers can be adaptable. English writing teacher can design their own organizer chart by adding more elements needed in the writing or adapt from different kinds of graphic organizer to use in class depending on the writing genre, difficulty of the text, also the expected achievements that students from each level should complete.

Finally, in this study explored the students' perception towards the approach through questionnaire and semi-structured interview. In future research could use classroom observation, collecting students' writing from each activity and having other types of interviews, such as an unstructured interview so that the students could have less stress as it is more fluid and casual or having a focus group interview where the students feel free to discuss with their friends in order to collect a variety of information for the study's results.

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# **APPENDICES**

จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**

## Appendix A

### sample of pretest and posttest

**Direction:** choose one of the given topics and write a three to five-paragraph essay of 150-200 words with supporting reasons for your opinion.

**time allocation:** 50 minutes

**Topic 1:** Should textbooks be replaced by electronic files? What is best for students



Topic adapted from <https://www.hanen.org>

**Topic 2:** Is shopping online better than going to the store?



Topic adapted from <https://www.everydollar.com>

**Topic 3:** Are your tote bags worse for the environment than plastic bags?



Topic adapted from <https://www.euronews.com>

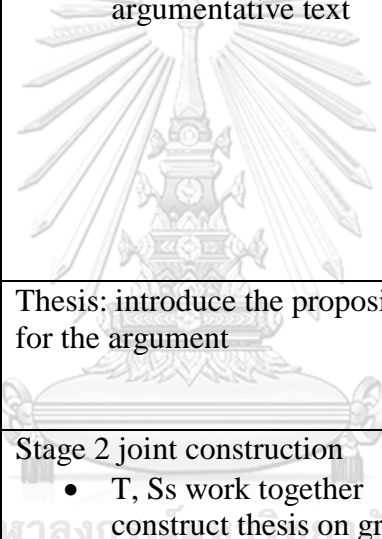
## Appendix B

### Argumentative writing evaluation rubric (adapted from Bërveniku, 2017)

Criteria	3	2	1	0	Scores
<b>Organization</b>	a clear and relevant argument. Each paragraph works together in well-organized manner	a mostly clear and relevant argument. simple paragraph in organized manner	not clear and relevant argument. simple paragraph in disorganized manner	Not completing the written text	
<b>Introduction</b>	provides a strong thesis statement related to the certain topic	provides a clear thesis statement based on the certain topic	Unclear thesis statement and a bit off-topic	No introduction provided	
<b>Evidence</b>	Present supporting details clearly with reliable facts	Present some clear details but less reliable facts	Present unclear details and not enough supporting facts	No evidence provided	
<b>Counterargument</b>	Acknowledging and effectively refuting counterclaim connected to the accurate evidence	Acknowledging and sufficient refuting counterclaim connected to the accurate evidence	Acknowledging inadequately support counterclaim. Evidence is inaccurate	No counterargument stated	
<b>Conclusion</b>	summarizes the major points, clearly explains their point of view	summarizes the major points, explains some points of view unclear	summarize some points and less explanation	No conclusion provided	
<b>Language features</b>	frequently use strong words and proper phrases	sometimes use strong words and proper phrases	rarely use strong words and proper phrases	Not completing the written text	

## Appendix C

### Long-range plan

Week	Content	Activities	Remarks
Week 0	Preparation	Pilot study Introduction of the materials	Revise the instrument
Week 1	Pretest and introduction	Pretest, introduction of the course	Collect issues students have in writing
Week 2	Introduction to argumentative writing 1 (GBA 1) Topic: Do students need tablet in learning?	Stage 1 deconstruction <ul style="list-style-type: none"> <li>discussion about an issue with related picture</li> <li>discussion about sample argumentative text</li> </ul> 	- Open-ended questions: What do you think about this topic? If you were a person in this situation, what would you do? why is that? - Focus on purpose of the writer, language features and vocabulary
Week 3	structure of the argumentative essay 1	Thesis: introduce the proposition for the argument	Students express their opinion regarding the topic
Week 4	structure of the argumentative essay 1 (GBA 2) (graphic organizer)	Stage 2 joint construction <ul style="list-style-type: none"> <li>T, Ss work together construct thesis on graphic organizer</li> <li>Make list of supporting details such as facts or evidence</li> </ul>	- use language function from previous weeks - GO is used in this stage
Week 5	structure of the argumentative essay 1 (GBA 3) (graphic organizer)	Stage 3 independent construction <ul style="list-style-type: none"> <li>Ss work on their writing by taking information from GO to write in the essay outline</li> </ul>	T works as a facilitator, help Ss with reasoning
Week 6	Feedback and discussion 1	Peer review on the writing, feedback from teacher, revise and edit	Discussion Give feedback from teacher Q&A
Week 7	Introduction to argumentative writing 2 (GBA 1)	Stage 1 deconstruction <ul style="list-style-type: none"> <li>discussion about an issue with related picture</li> <li>discussion about sample</li> </ul>	- Open-ended questions: What do you think about this topic?

Week	Content	Activities	Remarks
	Topic: Are we ready for cashless society?	argumentative text	If you were a person in this situation, what would you do? why is that? - Focus on purpose of the writer, language features and vocabulary
Week 8	structure of the argumentative essay 2	<ul style="list-style-type: none"> <li>Thesis: introduce the proposition for the argument</li> </ul>	Students express their opinion regarding the topic
Week 9	structure of the argumentative essay 2 (GBA 2) (graphic organizer)	Stage 2 joint construction <ul style="list-style-type: none"> <li>T, Ss work together construct thesis on graphic organizer</li> <li>Make list of supporting details such as facts or evidence</li> </ul>	- use language function from previous weeks - GO is used in this stage
Week 10	structure of the argumentative essay 2 (GBA 3) (graphic organizer)	Stage 3 independent construction <ul style="list-style-type: none"> <li>Ss work on their writing by taking information from GO to write in the essay outline</li> </ul>	T works as a facilitator, help Ss with reasoning
Week 11	Feedback and discussion 2	Peer review on the writing, feedback from teacher, revise and edit	Discussion Give feedback from teacher Q&A
Week 12	Posttest and interview	Posttest and selected students having online interview	

## Appendix D

### Argumentative writing instruction using genre-based approach with graphic organizers (example of unit plan)

**Week 2-6** Topic: Do students need tablet in learning?

**unit length:** 5 weeks – 2 periods for each week      **Time allocation:** 50

minutes/period

**Learning standard:** Standard FL 1.2 Gr10-12/5; Speak and write to describe their own feelings and opinions about various matters, activities, experiences, and news/incidents with proper reasoning.

**Unit objectives:** Students will be able to

1. identify purposes, language features, vocabulary used in the sample text
2. express opinion regarding the topic being introduced
3. explain supporting details to give reasons for the argument by using graphic organizers
4. write a well-organized argumentative essay

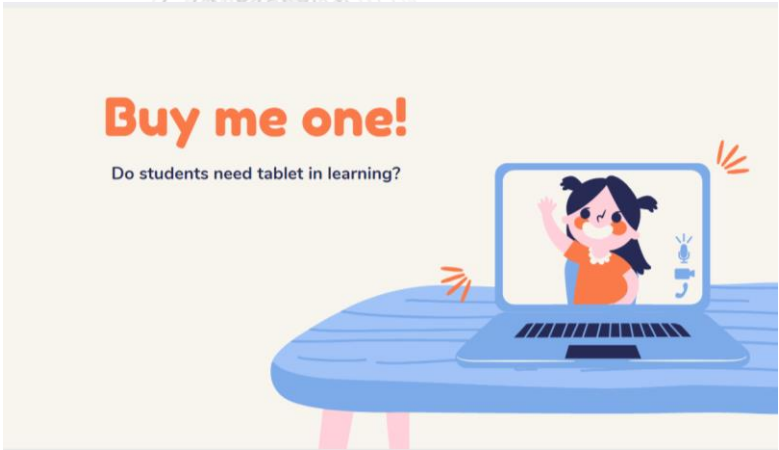
#### **Materials**

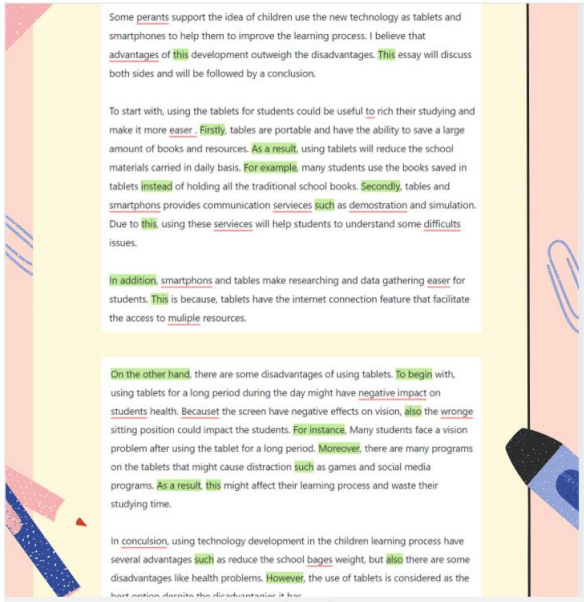
- 1) power point presentation
- 2) the main-idea-and-detail chart
- 3) an argumentative essay planner

### Unit assessment

- 1) The activities of outlining introduction, supporting details with evidence or facts
- 2) The argumentative essay draft written in independent construction stage

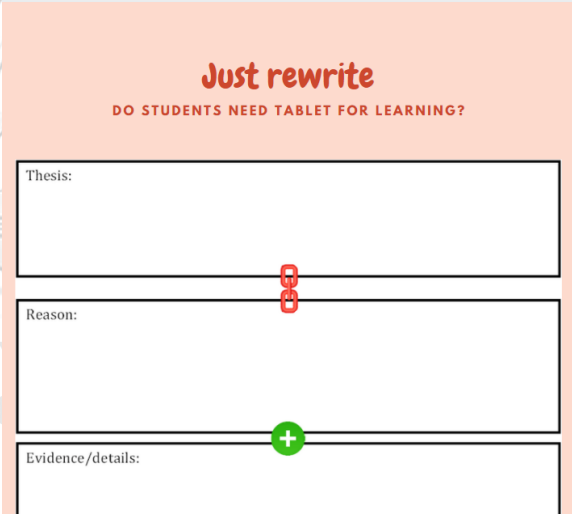
### Procedures – Week 2

Time	Learning process
10 minutes	<p>1. The teacher and students share opinions about an issue ‘Do students need tablet in learning?’ by writing on the board</p> <ul style="list-style-type: none"> <li>- students thoughts related to the topic</li> <li>- If you were a person in this situation, what would you do? why is that?</li> </ul> 
10 minutes	<p>2. The teacher and students discuss on the purpose, language features, words used in the sample text. <b>(Deconstruction stage)</b></p> <ul style="list-style-type: none"> <li>- writer’s purpose, structure, connective words, reasoning to back up his/her opinion.</li> <li>- why do you think the writer expressed this argument?</li> </ul>

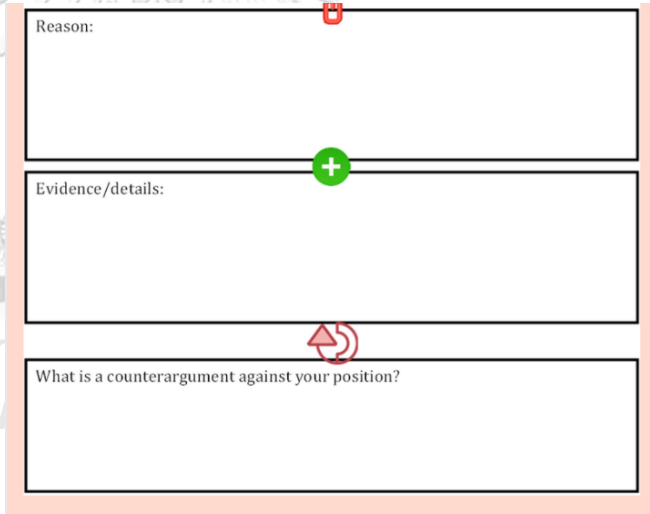
Time	Learning process
10 minutes	<p>3. Students go through the sample text again and interpret the sample text into the main-idea-and-details chart (<b>Graphic organizers</b>)</p>  <p>Some <u>parents</u> support the idea of children use the new technology as tablets and smartphones to help them to improve the learning process. I believe that <u>advantages</u> of <u>this</u> development outweigh the disadvantages. <u>This</u> essay will discuss both sides and will be followed by a conclusion.</p> <p>To start with, using the tablets for students could be useful to rich their studying and make it more <u>easier</u>. <u>Firstly</u>, tables are portable and have the ability to save a large amount of books and resources. <u>As a result</u>, using tablets will reduce the school materials carried in daily basis. <u>For example</u>, many students use the books saved in tablets <u>instead</u> of holding all the traditional school books. <u>Secondly</u>, tables and smartphones provides communication services <u>such</u> as demonstration and simulation. Due to <u>this</u>, using these <u>services</u> will help students to understand some <u>difficults</u> issues.</p> <p><u>In addition</u>, smartphones and tables make researching and data gathering <u>easier</u> for students. <u>This</u> is because, tablets have the internet connection feature that facilitate the access to <u>multiple</u> resources.</p> <p><u>On the other hand</u>, there are some disadvantages of using tablets. <u>To begin</u> with, using tablets for a long period during the day might have <u>negative impact</u> on students health. Because the screen have negative effects on vision, <u>also</u> the wrong sitting position could impact the students. <u>For instance</u>, Many students face a vision problem after using the tablet for a long period. <u>Moreover</u>, there are many programs on the tablets that might cause distraction <u>such</u> as games and social media programs. <u>As a result</u>, <u>this</u> might affect their learning process and waste their studying time.</p> <p>In <u>conclusion</u>, using technology development in the children learning process have several advantages <u>such</u> as reduce the school <u>pages</u> weight, but <u>also</u> there are some disadvantages like health problems. <u>However</u>, the use of tablets is considered as the <u>best</u> option <u>despite</u> the disadvantages it has.</p>
10 minutes	4. Students share their concept organizer with the class
10 minutes	5. The teacher present examples of connective phrases and good reasoning which students can use in giving details.



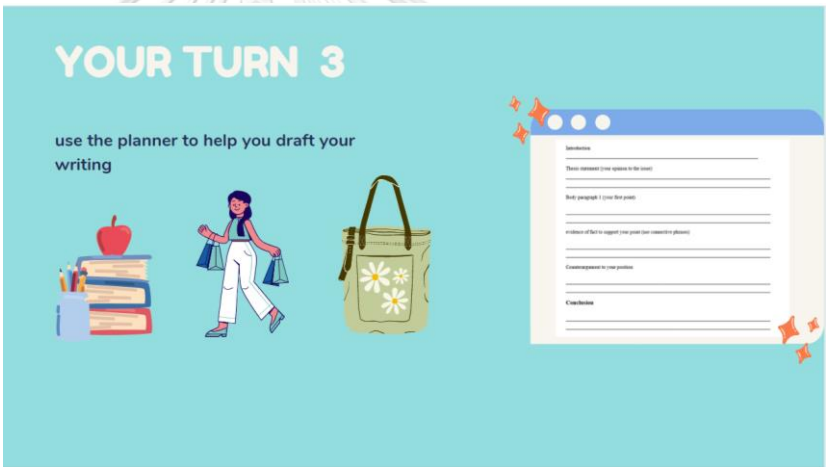
### Procedures – Week 3

Time	Learning process
10 minutes	1. The teacher review on the discussion that the class did from the previous week on the topic ‘Do students need tablet in learning?’
5 minutes	2. The teacher review on argument proposed in the sample text.
10 minutes	3. The teacher randomly ask students for their opinion about the topic whether they agree or disagree with the writer. - from the writer’s point of view, what do you think about it?
10 minutes	4. Students express their own opinion into graphic organizers (The main-idea-and-details chart) in the thesis part. 
10 minutes	4. Students share their introduction to the whole class
5 minutes	5. The teacher and classmate give feedback on the introduction of each student.

### Procedures – Week 4

Time	Learning process
5 minutes	1. The teacher review lesson about the introduction that students have written from last week.
5 minutes	2. The teacher ask students to tell reasons behind their opinions.
10 minutes	3. The teacher and students make lists of supporting details together from students' sharing. ( <b>Joint construction</b> )
10 minutes	4. Students write 3 reasons with evidence or facts into the main-idea-and-details chart ( <b>Graphic organizers</b> ) on the supporting details part. 
10 minutes	4. Students share their supporting details to the whole class with provided feedback from teacher.
10 minutes	5. Students work on the revision of their supporting details part.

## Procedures – Week 5

Time	Learning process
10 minutes	1. The teacher review lesson about the good supporting details from last week.
10 minutes	2. The teacher and student share their revised introduction and supporting details in the graphic organizer to the whole class again
30 minutes	<p>3. Students work on their own writing their own writing argumentative essay using information in the graphic organizer to help organizing ideas (<b>Independent construction</b>).</p>  <p>4. The teacher facilitate students with help, monitor while students are writing</p> <p>5. Students submit their first draft.</p>

### Procedures – Week 6

Time	Learning process
10 minutes	1. The teacher distribute students' first draft and have students read their friends' writing 2. Students make notes on some part that needed to be revised
10 minutes	3. The teacher monitors and give comments on students' writing
20 minutes	4. Students return the essay to their friends to see feedback and comments 5. The teacher helps explaining what should be adjusted in the writing 6. Students work on revision the text and rewrite a well-written argumentative essay
10 minutes	7. students share their completed essay to classmates and submit final draft to the teacher.

## Appendix E

### Argumentative writing instruction using genre-based approach with graphic organizers (example of a lesson plan)

**Subject code:** E32205      **Subject:** Mastery English      **Topic:** Tablets in learning

**Level:** 11<sup>th</sup> grade      **Time:** 50 minutes/period      Foreign Language Department

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**Indicators:** Speak and write to describe their own feelings and opinions about various matters, activities, experiences, and news/ incidents with proper reasoning.

**Terminal Objective:** At the end of the lesson, students will be able to write argumentative essay using an information from graphic organizer chart.

**Enabling Objectives:**

- Students can differentiate the structure of an argumentative text by making a note of elements from sample text into the organizer chart.
- Students can develop the statements that are similar to the sample text by using structure with appropriate vocabulary in the organizer chart.
- Students can construct an argumentative essay using the information from the organizer chart based on the revision from friends and teacher's feedback.

**Procedures:** In the beginning, the teacher provides information about the activities they will participate including the text type and organizer chart.

### **Stage 1 Deconstruction**

- Ask the students to share their experiences about buying a tablet for studying
- Display the text ‘Do students need tablet in learning?’ on the screen
- Random the students to read the text and have the discussion about the purpose of the text, the pros and cons of tablet that the writer proposed
- Ask them to identify the elements presented in the text and put those in the organizer chart
- Have students identify the structure and some language features in the sample text
- Gather some questions that students have from the text regarding the structure of argumentation, vocabulary and phrases

### **Stage 2 Joint construction**

- Have the students express their opinions toward the use of tablet in their school context
- Teacher makes note of the pros and cons from students’ answer, together with supporting details on the board
- Ask students to work together in pairs writing some ideas about the topic by using graphic organizer chart

- Guide students to use the ideas that they shared and follow the pattern which was introduced and practice using vocabulary and phrases from the sample text

- Students share their ideas to the class, then have discussion for the adjustment in order to continue writing a full-page essay

### **Stage 3 Independent construction**

- Ask students make changes to the ideas presented in the organizer chart based on the feedback

- Ask the students to outline the whole essay individually using the information listed in the organizer chart (essay planner is provided as an optional material)

- Teacher works as a facilitator when students are writing

- Have students share their first draft to the class

- Students check minor mistakes in terms of arguments (organization, introduction, evidence, counterargument, conclusion) and convention (language features e.g., grammar, spelling, word choice, punctuation)

- Students revise their draft and rewrite the essay based on the provided suggestions and upload their writing to teacher's online platform (dictionary or online resources are allowed to use)

## Materials

- Sample essay 'Do students need tablet in learning?'
- Handout
- Graphic organizer chart
- Essay planner

Some perants support the idea of children use the new technology as tablets and smartphones to help them to improve the learning process. I believe that advantages of this development outweigh the disadvantages. This essay will discuss both sides and will be followed by a conclusion.

To start with, using the tablets for students could be useful to rich their studying and make it more easer. Firstly, tables are portable and have the ability to save a large amount of books and resources. As a result, using tablets will reduce the school materials carried in daily basis. For example, many students use the books saved in tablets instead of holding all the traditional school books. Secondly, tables and smartphones provides communication servieces such as demonstration and simulation. Due to this, using these servieces will help students to understand some difficults issues.

In addition, smartphones and tables make researching and data gathering easer for students. This is because, tablets have the internet connection feature that facilitate the access to multiple resources.

On the other hand, there are some disadvantages of using tablets. To begin with, using tablets for a long period during the day might have negative impact on students health. Because the screen have negative effects on vision, also the wronge sitting position could impact the students. For instance. Many students face a vision problem after using the tablet for a long period. Moreover, there are many programs on the tablets that might cause distraction such as games and social media programs. As a result, this might affect their learning process and waste their studying time.

In conclusion, using technology development in the children learning process have several advantages such as reduce the school bages weight, but also there are some disadvantages like health problems. However, the use of tablets is considered as the best option despite the disadvantages it has.

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### Collab time :)

INTRO

THESIS

---

### TELL ME WHY?

show reasons to support your point

Reasons:

Evidence/details:

### PEOPLE WOULD SAY ...

↻

What is a counterargument against your position?

### TABLET ESSAY ELEMENTS

Introduction	Thesis Statement	Argument / Reason
Detail / Evidence	Counterargument	Conclusion



**Assessment and Evaluation**

- The students' writing will be assessed in two aspects: argument and convention using argumentative writing evaluation rubric



**Appendix F**  
**The argumentative writing graphic organizer chart**

Introduction / Thesis:
Reason:
Evidence/details:
What is a counterargument against your position?

## Appendix G

### Example of an argumentative essay planner

Writing prompt: Do students need tablet in learning?

Introduction (relevant background)

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Thesis statement (state your opinion to the topic)

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Body paragraph 1 (state your main point)

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evidence of fact to support your point (use connective phrases)

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Counterargument to your position (opposing side)

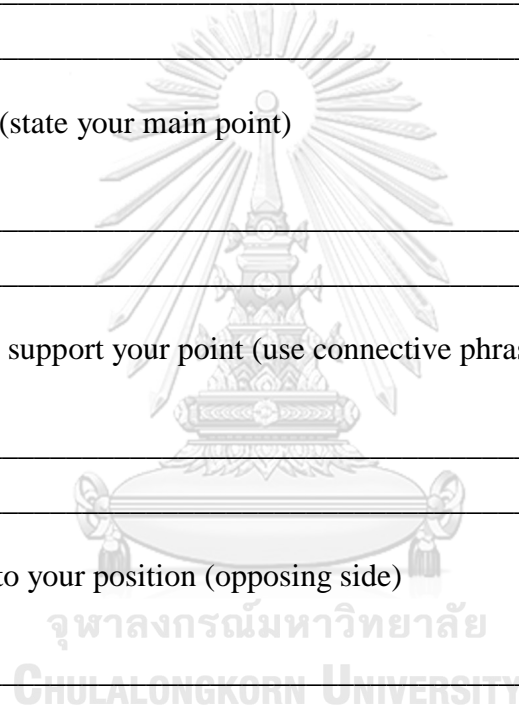
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**Conclusion**

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## Appendix H

### Students' perceptions toward genre-based approach with graphic organizer

(adapted from Jantasin, 2015)

This questionnaire is designed to explore students' perceptions toward genre-based approach with graphic organizer. The result will be beneficial for improving teaching and learning. The questionnaire should be taken for fifteen to twenty minutes of your time.

This questionnaire consists of two parts:

#### Part 1: General information

Please answer the following questions by circle the option and fill the information into the space given. (โปรดตอบคำถามต่อไปนี้โดยวงกลมเลือกคำตอบและกรอกข้อมูลลงในช่องว่าง)

1. Gender (เพศ)      Male (ชาย)      Female (หญิง)      Prefer not to say (ไม่ประสงค์ระบุ)
2. How often do you write in English? (นักเรียนเขียนภาษาอังกฤษมากน้อยเพียงใด)  
 1 – never (ไม่เคย)    2 – seldom (นานๆครั้ง)    3 – frequently (บ่อยครั้ง)    4 – always (เป็นประจำ)
3. What is your current writing skill? (ความสามารถในการเขียนภาษาอังกฤษของนักเรียนเป็นอย่างไร)  
 1 – very weak (ปรับปรุง)    2 – weak (พอใช้)    3 – good (ดี)    4 – very good (ดีมาก)

## Part 2: Perception towards genre-based approach with graphic organizers

Please rate each statement on the scale of 1-4 to show your agreement (1 means strongly disagree, 4 means strongly agree)

Statement	strongly disagree (1)	Disagree (2)	Agree (3)	strongly agree (4)
1. I like to discuss more on the topics in class when learning through this activity. (ฉันแลกเปลี่ยนความเห็นเกี่ยวกับหัวข้อต่างๆ มากขึ้นผ่านกิจกรรมนี้)				
2. the instruction cycle helps me to participate more with friends when learning through this activity. (ฉันมีส่วนร่วมกับเพื่อนมากขึ้นผ่านกิจกรรมนี้)				
3. I engage more with the teacher when learning through this activity. (ฉันมีส่วนร่วมกับผู้สอนมากขึ้นผ่านกิจกรรมนี้)				
4. I get more feedback from classmates and the teacher than in a traditional classroom. (ฉันได้รับคำแนะนำจากเพื่อนและครูผู้สอนมากกว่าการเรียนแบบเดิม)				
5. The approach is more engaging than traditional instruction. (วิธีการสอนนี้มีความน่าสนใจกว่ารูปแบบเดิม)				
6. The instruction cycle helps me to write systematically. (กระบวนการสอนช่วยให้ฉันเขียนได้อย่างเป็นระบบ)				

Statement	strongly disagree (1)	Disagree (2)	Agree (3)	strongly agree (4)
7. The instruction cycle helps me to write more. (วิธีการสอนนี้ช่วยให้ฉันเขียนได้มากขึ้น)				
8. I am motivated to learn more through the instruction. (วิธีการสอนนี้กระตุ้นให้ฉันอยากเรียนรู้มากขึ้น)				
9. It is easy to follow steps of writing in this approach. (วิธีการสอนนี้ช่วยให้ฉันปฏิบัติตามขั้นตอนการเขียนได้ง่ายขึ้น)				
10. Graphic organizer helps me to break the ideas into smaller steps. (แผนผังกราฟิกช่วยให้ฉันจำแนกความคิดออกเป็นแบบแผนขั้นตอน)				
11. Graphic organizer is easy to use in writing argumentative essay. (แผนผังกราฟิกนั้นใช้งานง่ายสำหรับการเขียนโต้แย้ง)				
12. Graphic organizer is easy to understand. (แผนผังกราฟิกนั้นช่วยให้เข้าใจได้ง่ายขึ้น)				
13. I write argumentative essay better when using graphic organizer. (ฉันเขียนโต้แย้งได้ดีกว่าเดิมเมื่อใช้แผนผังกราฟิกในการช่วยเขียน)				
14. graphic organizer helps me to write effective arguments. (แผนผังกราฟิกช่วยให้ฉันสามารถเขียนข้อโต้แย้งได้อย่างมีประสิทธิภาพ)				
15. I prefer using graphic organizer				

<b>Statement</b>	<b>strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Agree (3)</b>	<b>strongly agree (4)</b>
when I have to write argumentative essay. (ฉันเลือกที่จะใช้แผนผังกราฟิกในการเขียนเมื่อฉันต้องเขียนได้แย่ง)				
16. I spend less time on the writing with this approach. (กิจกรรมนี้ทำให้ฉันใช้เวลาในการเขียนน้อยลง)				
17. I would like to use graphic organizer in writing other text types. (ฉันอยากใช้แผนผังกราฟิกในงานเขียนรูปแบบอื่น ๆ เพิ่มเติม)				
18. This approach with graphic organizer helps me to improve my writing ability. (กิจกรรมการสอนนี้และแผนผังกราฟิกช่วยพัฒนาทักษะการเขียนของฉัน)				
19. I would like to study this approach in other text types. (ฉันอยากเรียนรู้การเขียนรูปแบบอื่น ๆ ด้วยกิจกรรมการสอนนี้อีก)				
20. I would like to apply graphic organizer with other subjects. (ฉันอยุ่กนนำแผนผังกราฟิกไปประยุกต์ใช้กับวิชาอื่นเพิ่มเติม)				

## Appendix I

### Semi-structured interview questions

1. Do you think genre-based approach help you in improving your argumentative writing ability? how?

นักเรียนคิดว่ากิจกรรมการสอนเขียนที่ได้เข้าร่วมช่วยพัฒนาความสามารถในการเขียนโต้แย้งอย่างไร

2. Do you think graphic organizer strategy help you in generating and organizing your idea? how?

นักเรียนคิดว่าการใช้แผนภูมิความคิด มีส่วนช่วยในการสร้างและจัดระเบียบวิธีการคิดอย่างไร

3. What are the problems or difficulties from this argumentative writing instruction?

ปัญหาหรือความยากลำบากในการเรียนทักษะการเขียนโต้แย้งที่มีอะไรบ้าง

4. Do you have any comments on the activities that you have done?

ข้อเสนอแนะอื่น ๆ ต่อกิจกรรม



**Appendix J**  
**The Results of the Experts' Evaluation on the Argumentative**  
**Writing Test and Rubric**

Topics	Analysis of IOC from experts				IOC Score	Result
	1	2	3	4		
<b>Level of difficulty</b>						
The writing task is at an appropriate level of difficulty	+1	+1	+1	+1	1	Valid
<b>Appropriate task</b>						
The instruction is unambiguous	+1	+1	+1	+1	1	Valid
The language content and national curriculum are consistent	+1	+1	+1	+1	1	Valid
The task of the writing is appropriate to students' level	0	+1	+1	+1	0.75	Valid
The task allows for content knowledge in real world situation	+1	+1	+1	+1	1	Valid
<b>Quality of task</b>						
The task is unambiguous	+1	+1	+1	+1	1	Valid
The task allows students to write a well-organized essay	+1	+1	+1	+1	1	Valid
The task accesses students content knowledge on real world situation	+1	+1	+1	0	0.75	Valid

Topics	Analysis of IOC from experts				IOC Score	Result
<b>Picture</b>						
Pictures are appropriate to the writing task	0	0	-1	+1	0	Invalid
<b>Timing</b>						
Time allocation is appropriate for completing the test	+1	0	+1	+1	0.75	Valid
<b>Evaluation rubric</b>						
There is an analytic rubric for the writing task	+1	+1	+1	+1	1	Valid
The criteria can assess the writing task	+1	+1	+1	+1	1	Valid
<b>Average Score</b>					<b>0.85</b>	<b>Valid</b>

**Appendix K**  
**The Experts' Evaluation on Sample Unit Plan with Graphic Organizer Chart**

Topics	Analysis of IOC from experts				IOC Score	Result
	1	2	3	4		
1.The lesson plan contains necessary elements and features	+1	+1	+1	+1	1	Valid
2.Language and content are consistent with learning objectives	+1	+1	+1	+1	1	Valid
3.Learning processes are appropriate with content and objectives	+1	+1	+1	+1	1	Valid
4.Learning processes are appropriate to student level and ability	+1	+1	+1	+1	1	Valid
5.Learning processes emphasize genre-based approach	+1	+1	0	+1	0.75	Valid
6.Graphic organizer chart encourages students to think critically	+1	+1	+1	+1	1	Valid
7.Learning processes encourage student to have ability of communication through texts	+1	+1	+1	+1	1	Valid
8.Learning activities are at the appropriate level of difficulty	+1	+1	+1	+1	1	Valid
9.Learning materials are consistent with	+1	+1	0	+1	0.75	Valid

Topics	Analysis of IOC from experts				IOC Score	Result
activities and objectives						
10.Learning instruments and assessment are consistent with objectives	+1	+1	+1	+1	1	Valid
<b>Average Score</b>					<b>0.95</b>	<b>Valid</b>



## Appendix L

### The Experts' Evaluation on Questionnaire towards the approach

Statement	Level				IOC Score	Result
	1	2	3	4		
<b>Part1: General information</b>						
1. Gender (เพศ)	+1	+1	+1	+1	1	Valid
2. Study Program (แผนการเรียน)	+1	0	+1	+1	0.75	Valid
3. School (โรงเรียน)	+1	0	+1	-1	0.25	Invalid
4. When do you write in English? (นักเรียนเขียนภาษาอังกฤษเมื่อใดบ้าง)	0	+1	0	0	0.25	Invalid
5. What is your ability in writing skills currently? (ความสามารถในการเขียนภาษาอังกฤษของนักเรียนเป็นอย่างไร)	0	0	+1	0	0.25	Invalid
<b>Part2: Perception towards genre-based approach with graphic organizer</b>						
1. The genre-based approach is more engaging than traditional instruction. (วิธีการสอนแบบอรรถฐาน ทำให้ผู้เรียนมีความสนใจกว่ารูปแบบเดิม)	+1	0	+1	0	0.5	Valid
2. Graphic organizer helps me to break the ideas into smaller steps. (แผนผังกราฟิกช่วยให้ฉันจำแนกความคิดออกเป็นแบบแผนขั้นตอน)	+1	+1	+1	+1	1	Valid
3. I engage more with the teacher. (ฉันมีส่วนร่วมกับผู้สอนมากขึ้น)	+1	+1	0	+1	0.75	Valid

Statement	Level				IOC	Result
4. the instruction helps me to participate with friends. (วิธีการสอนช่วยให้ฉันได้มีส่วนร่วมร่วมกับเพื่อน)	+1	+1	0	+1	0.75	Valid
5. I like to discuss on the topics in class. (ฉันชอบการแลกเปลี่ยน ความเห็นเกี่ยวกับหัวข้อต่าง ๆ ในคาบเรียน)	+1	+1	0	+1	0.75	Valid
6. The instruction cycle helps me to write systematically. (กระบวนการสอนช่วยให้ฉันเขียนได้อย่างเป็นระบบ)	+1	+1	+1	+1	1	Valid
7. I prefer to study in a traditional way. (ฉันชอบการเรียนรู้ในรูปแบบ แบบเดิมมากกว่า)	+1	0	+1	+1	0.75	Valid
8. The instruction helps me to write more. (วิธีการสอนนี้ช่วยให้ ฉันเขียนได้มากขึ้น)	+1	+1	0	+1	0.75	Valid
9. I spend less time on the writing with genre-based approach. (วิธีการสอนนี้ทำให้ฉันใช้เวลาในการเขียนน้อยลง)	+1	+1	+1	+1	1	Valid
10. I am motivated to learn more through the instruction. (วิธีการสอนนี้กระตุ้นให้ฉันอยากเรียนรู้มากขึ้น)	+1	+1	+1	+1	1	Valid
11. It is easy to follow steps or writing in genre-based approach. (วิธีการสอนนี้ช่วยให้ฉันปฏิบัติตามขั้นตอนการเขียนได้ง่ายขึ้น)	+1	+1	+1	+1	1	Valid
12. graphic organizer helps me to write effective arguments. (แผนผังกราฟิกช่วยให้ฉันสามารถเขียนข้อโต้แย้งได้อย่างมี ประสิทธิภาพ)	+1	+1	+1	+1	1	Valid

Statement	Level				IOC	Result
13. I write argumentative essay better when using graphic organizer. (ฉันเขียนโต้แย้งได้ดีกว่าเมื่อได้ใช้แผนผังกราฟิกในการช่วยเขียน)	+1	+1	0	+1	0.75	Valid
14. Graphic organizer is easy to use in writing argumentative essay. (แผนผังกราฟิกนั้นใช้งานง่ายสำหรับการเขียนโต้แย้ง)	+1	+1	+1	+1	1	Valid
15. I think graphic organizer is easy to understand. (ฉันคิดว่าแผนผังกราฟิกนั้นช่วยให้เข้าใจได้ง่ายขึ้น)	+1	+1	+1	+1	1	Valid
16. I prefer using graphic organizer when I have to write argumentative essay. (เมื่อฉันต้องเขียนโต้แย้ง ฉันเลือกที่จะใช้แผนผังกราฟิกในการเขียน)	+1	+1	+1	+1	1	Valid
17. genre-based approach with graphic organizer helps me to improve my writing ability. (การสอนแบบอรรถฐานและแผนผังกราฟิกช่วยพัฒนาทักษะการเขียนของฉัน)	+1	+1	+1	+1	1	Valid
18. I get more feedback from classmates and the teacher than in a traditional classroom. (ฉันได้รับคำแนะนำจากเพื่อนและครูผู้สอนมากกว่าการเรียนแบบเดิม)	+1	0	+1	+1	0.75	Valid
19. I would like to study genre-based approach in other text types. (ฉันอยากศึกษาวิธีการสอนแบบอรรถฐานอีก)	+1	+1	+1	+1	1	Valid
20. I would like to use graphic organizer in writing other text types and apply with other subjects. (ฉันอยากใช้แผนผังกราฟิกในงานเขียนรูปแบบอื่น ๆ และนำไปประยุกต์ใช้กับวิชาอื่นเพิ่มเติม)	+1	+1	0	+1	0.75	Valid
<b>Average Score</b>					<b>0.80</b>	<b>Valid</b>

**Appendix M**  
**The Experts' Evaluation on Interview Questions**

Questions	Analysis of IOC from experts				IOC Score	Result
	1	2	3	4		
<p>1. Do you think genre-based approach help you in improving your argumentative writing ability? how?</p> <p>นักเรียนคิดว่าวิธีการสอนแบบอรรถลักษณะช่วยพัฒนาความสามารถในการเขียนโต้แย้งอย่างไร</p>	0	+1	+1	+1	0.75	Valid
<p>2. Do you think graphic organizer strategy help you in generating and organizing your idea? how?</p> <p>นักเรียนคิดว่าการใช้แผนภูมิความคิดมีส่วนช่วยในการสร้างและจัดระเบียบวิธีการคิดอย่างไร</p>	0	+1	+1	+1	0.75	Valid
<p>3. What are the problems or difficulties from this argumentative writing instruction?</p> <p>ปัญหาหรือความยากลำบากในการเรียนทักษะการเขียนโต้แย้งที่นักเรียนได้รับมีอะไรบ้าง</p>	+1	+1	0	+1	0.75	Valid
<b>Average Score</b>					<b>0.75</b>	<b>Valid</b>



## Appendix N

### Samples of Students' Argumentative Writing

#### Topic 3 ; Are your tote bags worse for the environment than plastic bags?

Now the world is getting hotter Therefore, There is a campaign to reduce global warming by using tote bags instead of plastic bags. and reduce the amount of overflowing waste. I think tote bags would be more useful than disposable plastic bags in many ways.

To start with a campaign to use things for maximum benefit. Firstly, tote bags can be reused many times. as a result tote bags reduces the problem of waste from plastic bags with a lifespan and make it disposable by reusing tote bags. If it is not lacking, you don't have to leave it.

Secondly, our dressing is no longer boring. because tote bags has a beautiful, modern design. suitable for all ages. You can choose to wear as appropriate. such as, going to school will use a light-color bag. If travelling will use a colorful bags

But, using tote bags multiple times can make the bags dirty. It is the accumulation of virus germs from the current COVID-19 situation.

However tote bags may be dirty, we can wash it and use alcohol spray as needed. Although tote bags have some disadvantages. But there are solutions and there are more benefits than disadvantages. as I mentioned about I think using tote bags is definitely better than plastic bags.

95.

Topic 1: Should textbooks be replaced by electronic files? What is the best for students.

Nowadays, students have to learn online because of Covid-19. Most teachers always send electronic files to students which means they have textbooks and also have electronic files. I strongly agree that the pros of using electronic files for learning and searching outweigh the cons.

First of all, using electronic files are easy, quick and convenient for searching. As a result, electronic files have many details. It is easier to find information on the internet in many websites that you can choose which websites you want to get information for your work or what you need to know. So you do not need to waste your time by opening many pages in your textbooks that you have or go to the library to find more information.

Secondly, electronic files are easy to take notes while the teacher is teaching. For instance, you can download electronic files into your devices then you can open files in applications that are able to take notes such as GoodNotes, Pages and Notability etc. Moreover, you do not need to buy stationery such as markers, pens and erasers etc. You just have a pen and electronic machines, that's all you can take good notes and beautiful notes in your electronic files.

In contrast, some students face a vision problem after reading information by electronic files for a long time. Blue light from digital screens can sting the eyes.

To sum up, even though reading information by electronic files has a vision problem. Nowadays, we have an innovation called Blue Light Blocking Glasses. You can wear it while using electronic files. That's all you can do to protect your eyes. This vision problem can also occur with reading textbooks because you can not zoom it as electronic files hence you have to peer closely at the texts. However, electronic files have more advantages than disadvantages.



## Topic 2

At present, covid-19 is spreading rapidly causing limitations in activities. The coronavirus restricts travel to the places. I honestly believe that in the word of technology shopping online is another good choice. That why technology is important and necessary. This essay will discuss both sides and will be followed by a conclusion.

To start with, using shopping online applications could be useful and make it more easier to buy things remotely. Firstly, you can avoid crowded area. It might not be a good idea to go shopping during this period. Since the epidemic of covid-19 risk being in crowded places. So we should avoid where the infection will reach. Stay at home can press to buy things by clicking. You can easily keep your distance. Secondly on each trip you need money in order to travel to the shop for example a fare, Travel expenses and so on. They are many required. We have to pay for gas. On the one trip the farther we go, the more expensive cost you have to pay. Traveling may lead you to visit places that are not your destination. This is the reason for spend more money.

On the other hand, there are some disadvantages of using shopping online applications. To begin with, you don't know who to buy with and about seller's background. As a result, we may get cheated. There are many people who have fallen victim to these seller. These people are unaware of the seller that why they were cheated.

In conclusion, although shopping online has some disadvantages but we have a website where you can check the seller's background. You will not be cheated. Another option is to see if the seller is suspicious or not and check carefully. However, shopping with online website are a lot of pros. The use of buying applications is considered as the best option despite the disadvantages it has.

**Appendix O**  
**The Results of Students' Pretest and Posttest**

Number	Pre-test (15)	Pre-test (3)	Post-test (15)	Post-test (3)
1	9	3	12	3
2	8	1	9	1
3	8	2	13	3
4	7	3	11	3
5	11	2	13	3
6	7	0	8	2
7	7	2	13	3
8	12	2	13	3
9	10	2	13	3
10	7	1	10	2
11	7	1	11	3
12	7	0	13	2
13	1	0	11	2
14	7	0	13	2
15	10	2	13	3
16	12	2	13	3
17	8	1	13	3
18	5	0	10	2
19	6	1	13	2
20	4	0	10	2
21	7	1	11	2
22	3	0	10	1
23	1	0	9	1
24	7	2	12	3
25	8	2	13	3
26	10	2	14	3
27	10	2	13	3
28	9	2	12	2
29	10	3	14	2
30	4	2	10	2

**Appendix P**  
**The Results of Questionnaire on Students' Perceptions**

Statement	strongly disagree (1)	Disagree (2)	Agree (3)	strongly agree (4)
1. I like to discuss more on the topics in class when learning through this activity.			10	20
2. The instruction cycle helps me to participate more with friends when learning through this activity.			17	13
3. I engage more with the teacher when learning through this activity.			14	16
4. I get more feedback from classmates and the teacher than in a traditional classroom.			15	15
5. The approach is more engaging than traditional instruction.			13	17
6. The instruction cycle helps me to write systematically.			4	26
7. The instruction cycle helps me to write more.			12	18
8. I am motivated to learn more through the instruction.			13	17
9. It is easy to follow steps of writing in this approach.			11	19
10. Graphic organizer helps me to break the ideas into smaller steps.			12	18
11. Graphic organizer is easy to use in writing argumentative essay.			12	18
12. Graphic organizer is easy to understand.			10	20

<b>Statement</b>	<b>strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Agree (3)</b>	<b>strongly agree (4)</b>
13. I write argumentative essay better when using graphic organizer.			13	17
14. graphic organizer helps me to write effective arguments.			12	18
15. I prefer using graphic organizer when I have to write argumentative essay.			14	16
16. I spend less time on the writing with this approach.			14	16
17. I would like to use graphic organizer in writing other text types.			14	16
18. This approach with graphic organizers helps me to improve my writing ability.			11	19
19. I would like to study this approach in other text types.			13	17
20. I would like to apply graphic organizers with other subjects.			18	12

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