THE HEAD TEACHER OF THE DEPARTMENT OF TEACHING ENGLISH METHODOLOGY DEVELOPING LOGICAL WRITING SKILL OF B1-B2 LEARNERS THROUGH GRAPHIC ORGANIZERS

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Abstract

This article is primarily aimed at enhancing the writing skills of B1 and B2 level learners. It is widely acknowledged that students experience most difficulty with writing than with listening, reading, or speaking, and this challenge affects not only students but also many experienced teachers. Writing is not merely a section where grammar and vocabulary are used; rather, it requires learners to think critically and to ensure that their ideas are logically and meaningfully connected. For this reason, many scholars have conducted research in this area, and those approaches that have proven effective in practice have been approved for inclusion in educational curricula. One such approach emphasizes through the graphic organizers. This article reviews and discusses the studies of scholars such as Tomlinson, Hawk, Tang, Katayama, and others.

Keywords: Graphic Organizers, critical thinking, classroom implementation, pre-writing, post-writing.

Abstrakt

Ushbu maqola B1 va B2 darajadagi o'quvchilarning yozuv (writing) ko'nikmalarini rivojlantirishga qaratilgan. Ma'lumki, o'quvchilar boshqa til ko'nikmalariga – listening (tinglab tushunish), reading (o'qib tushunish), speaking (gapirish), - ko'nikmalariga nisbatan writing jarayonida ko'proq qiyichiliklarga duch keladilar. Bu muammo faqat talabalargagina xos bo'lib qolmay, balki tajribali o'qituvchilar faoliyatida ham uchrab turadi. Writing faqatgina grammatika va lug'at boyligidan foydalanish bilan cheklanmaydi, balki o'quvchidan tanqidiy fikrlashni gaplar o'rtasidagi mantiqiy bog'lanish va mazmuniy uyg'unlikni ta'minlashni talab etadi. Shu sababli, ko'plab olimlar ushbu muammoni hal etish bo'yicha ilmiy izlanishlar olib brogan va amaliyotda samarali natija bergan metodlarni ta'lim jarayoniga joriy etishni tavsiya qilganlar. Ana shunday yondashuvlardan biri – grafik organayzerlardan foydalanish orqali writing ko'nikmasini rivojlantirishdir. Tadqiqotlar shuni ko'rsatadiki, grafik organayzerlar o'quvchilarga tanqidiy fikrlashni, mantiqiy izchillikni saqlash va matnni reja asosida tuzishda samarali yordam beradi. Mazkur maqolada Tomlinson, Hawk, Tang, Katayama, va boshqa olimlarning ilmiy tadqiqotlari tahlil qilinadi.

Kalit so'zlar: Grafik organayzerlar, tanqidiy fikrlash, amaliyotga tadbiq etish, esseni rejalashtirish, yozilgan esseni tekshirish

It is well known that the main skills in language learning are listening, reading, speaking, and writing. However, by working intensively on listening and reading, we can raise them to the level we need, and in some cases, during examinations, we can even guess the correct answers, since options are usually provided. In contrast, speaking and writing skills depend much more on practice: the more effort you invest, the sweeter the results will be. Although, speaking is often informal, and with a sufficient vocabulary and grammatical base one can almost spontaneously, writing is considered one of the most complex skills. In writing, it is necessary to approach every sentence from a logical perspective. It is also well known that rather than

completing large tasks all at once, it is more effective to divide them into several small parts. For example, to develop writing skills, one should first create a clear sequence of main ideas and then build small texts from them , eventually shaping them into an essay. In this process, graphic organizers, which are internationally recognized, become especially useful tools.

What are graphic organizers?

According to Tomlinson (2001), Graphic Organizers are selected to be the technique of pre-writing strategy, since it is assumed that the technique can make the students easy to generate ideas in essay writing. The Graphic Organizers are also to give benefits to learning process such as generating ideas, mapping ideas, motivating the students and creating a positive learning environment. Different types of graphic organizers serve specific functions like brainstorming, organizing ideas, showing relationships, and supporting logical and coherent writing.

The main types are;

First, **mind maps** are best for brainstorming. They allow learners to write a main topic in the center and add related ideas around it. This help students generate ideas easily and see connections between them before writing.

Second, the outline chart is useful for planning an essay. It divides writing into introduction, body, and conclusion. Learners can place their ideas and supporting details in the correct part, which improves coherence and logical flow.

Third, **paragraph frames** help learners build strong paragraphs. They guide students to write a topic sentence, supporting ideas, and a concluding sentence. This is especially helpful for B1-B2 learners who struggle with paragraph unity.

Fourth, **flowcharts** are effective for showing sequence. They are useful in narrative, process, and cause-effect writing because they show events or ideas in logical order.

Finally, **cause-effect charts and T- charts** are helpful for argumentative and problem-solution essays. They help learners organize reasons, results, advantages, and disadvantages clearly. It helps writers easily see their thought making them easy to see what to improve, add or omit to create a best text and to perform it much better(Fry,1981:Broomly et.al1995.Katayama et al2000).

Classroom implementation

Proposed by Kemmis and Mc. Taggart (1988) citied in Latief (2015,p149) the action research consists of 4 steps planning the action, acting or implementing the instructional scenario, observing or collecting data indicating the success of strategy in solving the classroom problems, and reflection or analyzing the data to determine how far the data. Pre-writing is a crucial stage in the writing process because it prepares learners to express their ideas clearly and logically. Without effective pre-writing , students often face difficulties such as unclear ideas, weak organization, and poor coherence. Visual graphic organizers make the pre-writing stage more powerful. They help them learners see their views, not just think about them. This is especially helpful for B1-B2 learners who may struggle to structure their ideas in a foreign language. When ideas are already planned and organized, students write faster and with more confidence. The results of this study confirmed with Tang (1992 :178) who pointed out that dual coding function of graphic organizers provide learners with both visual and verbal information. The visual information promoted language acquisition. In line with the effectiveness of the materials of writing course using GOs for the students of English Education Study Program at IAIN Palangka Raya. Researches had shown that after using the graphic organizers students scores were changed dramatically from 5,98 to 6,96 (according to the statistical calculation.

Limitations and Challenges

While helpful for organizing thoughts, graphic organizers can be drawbacks in writing by Oversimplification, Focus on product, Not process, Time-consuming, Not for everyone. Lets discuss them step by step**, oversimplification** – they can lead to overly simplistic ideas or a misunderstandings of complex concepts , as students focus on filling boxes rather than deep thinking. Therefore, **Focus on Product, Not process** Students may mistake the completed organizer for the final writing , missing the crucial steps of drafting, revising, and developing complex ideas. Next, **Time-consuming** – creating and implementing them can take valuable time away from actual writing and personalized feedback. **Not for everyone –** they do not suit all learning styles or writing situations, some writers benefit more from just starting to write to discover their ideas.

Conclusion

We have to admit that the importance of using graphic organizers outweigh their limitations, as can be observed from the studies and discussions highlighted above. The result of this study is also congruent with Hawk (1986:85) who examined the effectiveness of graphic organizers as an advance organizer on science students' achievement.

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