SoCul: International Journal of Research in Social Cultural Issues
Vol. 05, No. 01; February 2025
ISSN: 2798-4672
Journal Homepage: https://ejurnal.unima.ac.id/index.php/socul

The Implementation of Ready-Made Graphic Organizers Enhancing Students' Reading Comprehension Ability

Anita Luisa Manoppo[1], Livianni Lambe[2*)]
[1)] SMP Negeri 5 Manado, Manado 95236, Indonesia
[2)] Universitas Negeri Manado, Indonesia
[*)] Corresponding Author: livianni_lambe@unima.ac.id

Article History
Summitted : February 10th, 2026
Revised : April 01st, 2026
Accepted : April 21st, 2026

KEYWORDS
Reading Comprehension; Graphic Organizers; Procedure Texts

ABSTRACT
Reading is a fundamental language skill that enables individuals to acquire knowledge and improve their opportunities in life. Without strong reading abilities, people may struggle academically and professionally. However, many learners encounter difficulties when reading texts, especially those written in a non-native language. To overcome these challenges, educators need to apply effective teaching strategies and tools. This study focused on improving students' ability to comprehend procedural texts at SMP Negeri 5 Manado by using ready-to-use graphic organizers. The research involved ninth-grade students divided into two groups: a treatment group of 27 students who used graphic organizers, and a control group of 26 students who were taught through traditional lecturing methods. The graphic organizers were designed to help students understand and remember the structure of procedural texts, including goals, materials or tools, and steps or instructions. A quasi-experimental design was used, with participants assigned through a lottery system. The study was conducted over eight sessions, and students' performance was measured using pre-tests and post-tests focusing on content and language aspects. Data analysis using the Mann-Whitney U test showed significant differences between the two groups. The treatment group achieved a higher average score of 38.85 compared to 14.72 in the control group. These findings indicate that students who used graphic organizers demonstrated better comprehension of procedural text structures. Overall, the study concludes that the use of tailored graphic organizers is an effective strategy for improving students' reading skills.

INTRODUCTION

Reading is an activity to gain knowledge and insight. To achieve them, a good reader has to obtain reading skills such as text structure, main idea, making inferences, summarizing, taking notes, etc (Lambe, 2018). Those skills are needed in academic and professional work of world. Talking about academic world, reading as a subject has been taught since primary school whether the text is written mother tongue or foreign language. When a reader reads non- native language text, he or she interacts with text to create the meaning in order to comprehend the content (Lambe, 2019).

English as foreign language is a compulsory subject in Indonesian educational system. English in junior high school especially reading has different text type to comprehend on each grade. In grade 9, students have to understand well about the procedure text. However, they still face text structure difficulties such as goal, material, and steps. SMP Negeri 5 Manado is located in Tuminting having 240 students in grade 9. Based on our observation, they did not comprehend the structure of the procedure text and getting information in the text. The pupils translated word by word, confused about goal, material, and steps when they read procedure texts. To solve them, EFL teachers apply teaching reading strategies. One of them is graphic organizers. Graphic organizers serve as visual tools that help students

structure and represent information, making complex texts more accessible and understandable (Lambe et al., 2024)

The use of graphic organizers has been widely studied as a strategy to enhance students' reading comprehension abilities. Awaliah et al (2025) conducted research on the use of graphic organizers specifically the KWL with pictures and the KWL as teacher-prepared graphic organizers in two treatment groups alongside a control group receiving instruction through an expository strategy. The findings indicated that students in graphic organizers group outperformed those in the expository strategy. These students demonstrated stronger abilities in identifying details and facts, recognizing main idea, understanding element of text structures, and drawing conclusion when reading expository texts (Awaliah et al., 2025). Lai and Mukundan (2023) implemented ready-to-use graphic organizers especially concept mapping and KWL in the two experiment groups while the control group received the Initiation Respond Evaluation (IRE) strategy during reading expository texts. The result revealed that students in the experimental group were better able to connect new information with their prior knowledge and effectively summarize key information from the texts. As a result, they demonstrated improved abilities in analyzing and comprehending expository content (Lai & Mukundan, 2023). Munisaxon (2021) conducted a study at a university in Uzbekistan aimed at enhancing reading comprehension among intermediate-level EFL students. One group admitted reading instruction using template-based graphic organizers including Venn diagram, concept maps, and flow charts while the other group engaged in sustained silent reading followed by comprehension questions. The results disclosed significant differences between the two groups in their performance on expository texts. Students receiving instruction with graphic organizers demonstrated superior abilities in identifying main ideas, recognizing supporting details, making inferences, and connecting information logically (Munisaxon, 2021).

Furthermore, Qi and Jiang (2021) carried out ready-made graphic organizers in the treatment group, while the control group received instruction through a discussion-based approach combined with comprehension questions. The study aimed to determine which method more effectively supported sustained reading comprehension in narrative and expository texts. The result unclosed that the application of graphic organizers contributed significantly to the ongoing development of the students' reading comprehension (Qi & Jiang, 2021). Rahat et al (2020) administered graphic organizers (GO) on the EFL intermediate students reading comprehension as the treatment group. Then, the control group engaged discussion based instruction and answered comprehension questions. The results demonstrated that the use of graphic organizers significantly enhanced the reading comprehension of EFL learners at the intermediate level (Rahat et al., 2020). Sridharan et al (2020) carried out the research about graphic organizers particularly KWL chart to improve students' reading comprehension. The EFL teacher in the control group taught reading by asking students to read text several times and answering questions. The result spilled the students taught GO had performed better in finding main idea, topic sentence, and detail information than they were taught reading instruction without GO (Sridharan et al., 2020). Astuti (2020) utilized teacher-ready-to-use GO for students to increase English reading comprehension while comparison group acquired instruction of task-based learning approach. The findings spilled that students who were taught using graphic organizers demonstrated greater improvement in reading comprehension than those in the task-based learning group.

Last but not least, Ponce et al (2018) did experiment involving two groups to examine pupils abilities in identifying topic sentence and supporting sentences, making inference, getting information, and summarizing, in comparison and contrast texts. The first group acquired teacher's ready-made graphic organizers presented through slide power point while the second group was taught content-based learning approach. Their study showed that the graphic organizers group outperformed the content-based learning group across all measured skills (Ponce et al., 2018). Mirna (2018) applied ready-made graphic organizers (5 W's diagram) to the experiment students and instruction of a traditional answer-and-questions approach to the control pupils in learning narrative texts. Her study proved that the graphic organizers effectively enhanced students reading comprehension of narrative texts (Mirna, 2018). Trang (2017) conducted a study in Mekong Delta University to enhance students' reading comprehension focusing on identifying organization of text, information retrieval, vocabulary, and summarizing. The treatment group had concept mapping, one type of graphic organizers, and the control one accepted task-based learning approach. The concept mapping group demonstrated superior

reading comprehension and achieved higher scores compared to the task-based learning group (Trang, 2017). Kalhor and Mehran (2016) applied the effects of concept mapping, a student-constructed graphic organizer, on reading comprehension achievement across Bloom's cognitive levels. One group received instruction using concept mapping, while the comparison group engaged in reading aloud and answering questions. The results revealed that the group taught with the graphic organizer demonstrated significantly higher achievement across Bloom's cognitive levels compared to the group that did not use graphic organizers. The result unveiled the group taught with one type of graphic organizers significantly higher achievement across Bloom's cognitive levels compared to the non- GO group (Kalhor & Mehran, 2016).

The previous studies described that some researchers administered ready-made GO and self-made GO in conducting their research. Ready-made GO as a visual learning tool constructed by teachers must designed according to learning materials or subjects being taught while self-made graphic organizers is layers learning tools created by students (Lambe et al., 2023) (Colliot & Jamet, 2019) (Wei et al., 2019) (Kwon et al., 2018) (Colliot & Jamet, 2018).

The teaching procedure text in Indonesia context in EFL reading classroom applying GO was conducted by Feni, Kahirul, and Harmaini (2014). Their research emphasized on how to use mind mapping in teaching procedure text in senior high school students in West Sumatra. Students created their own mind mapping based on their comprehension of procedure text as treatment group whereas the control group applied instruction of question-answering approach.The treatment group achieved higher reading comprehension scores than the control group (Harida et al., 2014). Then, Sudarmawan, Tantra, and Marhaeni (2014) conducted a study at a senior high school in Bali examining the use of graphic organizers and their effect on reading comprehension across different text types, including narrative, procedure, and recount texts. However, the study did not specify whether ready-made or student-constructed graphic organizers were employed. Despite this, the reading comprehension groups implementing GO outperformed those taught conventional teaching group (Sudarmawan et al., 2014). Based on the explanation, we decided to construct teacher's ready-made GO with clues in enhancing students' reading comprehension of procedure text (see figure 1 page 4).

In conclusion, the evidence strongly supports the notion that graphic organizers are effective tools for enhancing reading comprehension. They facilitate the organization of information, promote deeper engagement with texts, and ultimately lead to improved comprehension outcomes. Therefore, this research emphasized to ready-made GO enhanced students reading comprehension of the procedure text. Yet, the goal of the study was to find out whether ready-made graphic organizers increased students reading comprehension ability or not. The hypothesis of the research was students implementing ready-made graphic organizers achieved higher reading comprehension ability of the procedure text than students taking instructional of traditional lecturing.

METHODOLOGY

The research applied quasi experimental to test the effectiveness of graphic organizers. The study conducted in SMP Negeri 5 Manado consisting of 2 classes of grade 9. The subject of research was grade 9.3 as treatment group (27 students) while grade 9.5 as control group (26 students) and the total students was 53 (33 females and 20 males aged 14-15 years). The classes were taught by an English teacher based on the schedule issued. The procedure included doing preliminary study (pre-test), applying the tool for the treatment group for 8 meetings, and taking final test (post-test). The experiment class was introduced generally about ready-to-use graphic organizers designed by teacher relating to the structure of procedure text then explained how to use it effectively. The teacher began to explain about the learning tool applying in this study to treatment group. This tool had three sections relating to the procedure text (see figure 1).

The first box was a goal or an aim referred to the title of the text or an introductory paragraph such as recipes, instruction manual, or directions. Then, the second box directed to what the source or tools needed to complete the procedure in form of a list or a paragraph. The last box gave clear explanation about steps or instruction sequentially using numbers. The language or grammatical features of the text started with verb as command followed time words or numbers for carrying out the procedure and adverbs to describe how the action should be performed. The teacher applied translanguaging in delivering teaching learning process in the classroom.

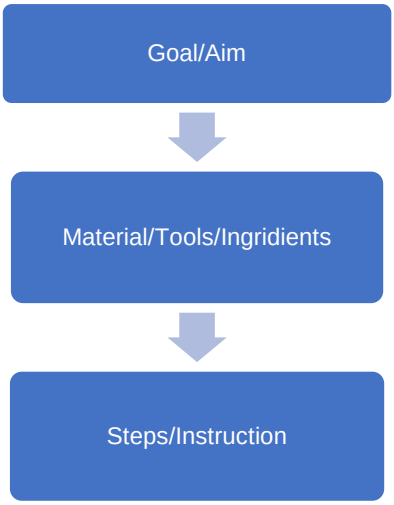

Figure 1. GO and Procedure Text (Fully Readymade GO)

The pupils were exposed on how to transfer the main points of the text to ready-to-use graphic organizers individually. Furthermore, they had to answer the questions based on the text. The given topics were studied as" Let's make Pancake", "Ice Lemon Tea", "Making Paper Kite", and " Cooking in rice cooker." By the end of every topic, the teacher gave them homework to transmit what they learned of each topic to Canva in pair. The condition was not as the same as to the control group. In this class, the teacher delivered the material as the same as the experiment class and asked the students to answer the questions individually. The teacher asked them to turn over the material to Canva as assignment in pair. In the beginning of the lesson of two classes, the teacher activated students' schemata. Then, she spoke English and Indonesia fluently when she elaborated the topic or material for both of group.

The text for pretest and posttest were taken from Ready- to- use Reading Proficiency Lessons and Activities: Grade 5 Level published by Jossey-Bass. The topic was Recording A Greeting on A Telephone Answering Machine. We developed reading test questions consisted of 10 items as number 1,2,3,4,5,6, 9 and 10 categorized explicit questions while no 8 as implicit question. The type of test was complete answer questions. The content validation of the test was done by 2 reading lecturers from English Education Department of UNIMA and the result based on coefficient Aiken was 0.85. The reliability of the test based on two inter raters was 0.75. The reasons of the text chosen as research instrument were to ascertain the validity and reliability of the collected data, to facilitate data analysis, to measure research variables accurately, to reduce bias in the research, and the last was to fulfill the research goal. The scoring of reading test was content and language. The content referred to substantial of questions and the language presented structure and grammar.

Table 1. Reading Score

Criteria	Specification	Score	Weighting	Weighted Score	Total Score
Content	Very Relevant	2		4	4
	Relevant	1	2	2	2
	Not Relevant	0		0	0
Language	Very good	3		3	3
	Good	2	1	2	2
	Not good	1		1	1

The researchers applied Mann Whitney U to identify improvement of GO in reading procedure text by assessing the score post-test both of group. The data were analyzed by SPSS 22.0.

FINDINGS

This section elaborated to answer the research question the application of ready-made graphic organizer enhanced students reading comprehension of text procedure or it did not.

Table 2. Test of Normality

	Kolmogorov-Smirnov[a]	Shapiro-Wilk

	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	.145	53	.008	.909	53	.001

a. Lilliefors Significance Correction

The table displayed the normality of the data was 0.008 < 0.05 (see table Test of Normality). It meant that inferential statistics as a main major in parametric statistics could not be applied because the data were not distributed normally. One of alternative statistics to test hypothesis of the research was Mann-Whitney U as non-parametric statistics.

Table 3. Ranks

	Teaching Method	N	Mean Rank	Sum of Rank
Reading Comprehension	Ready Made GO	27	38.83	1048.50
	Lecturing	26	14.72	382.50
	Total	53		

In the Ranks table (see table 3), the mean Rank of the Ready Made GO (treatment) group was 38.83 which was higher than the Lecturing (control) group at 14.71. It indicated that the learning outcomes for reading particularly in procedural text were better in the treatment group compared to the control group. In the Sum of Ranks section, the GO group had a total score of 1048.50, while the non-GO group had 382.50. This difference further reinforced that the group using the Ready-Made GO learning method performed better.

Tabel 4. Test Statistics

	Reading Comprehension
Mann-Whitney U	31.500
Wicoxon W	382.500
Z	-5.704
Asymp.Sig(2-tailed)	.000

To answer the hypothesis, the result of data analysis showed in table test statistics (see table 4). The Mann-Whitney U 31.500 revealed the group taught using GO ranked higher than the group taught the lecturing method. The Z value of -5.704 showed there was a significant difference between two group.

The Asymp.Sig (2-tailed) value of .000 < 0.05 hinted the null hypothesis was rejected. Consequently, from a statistical perspective, there was a significant difference in procedural text reading comprehension between students who were taught using GO and those who were not. The observed difference in score provided evidence that the instructional method incorporating GO was more effective than the traditional lecture-based approach.

DISCUSSIONS

The purpose of this study was to investigate the effectiveness of graphic organizers in improving the reading comprehension of procedural texts among ninth-grade students at SMP Negeri 5 Manado. Specifically, the study sought to determine whether the use of ready-made graphic organizers could help students better understand the structure and key elements of procedural texts, such as the goal, materials or tools, and steps or instructions. By organizing information visually, graphic organizers were expected to support students in identifying relationships between ideas and retaining important details more effectively.

The findings of the study revealed that students who were taught using ready-made graphic organizers demonstrated significantly better reading skills compared to those who were taught without them. The treatment group showed greater improvement in comprehending the sequence and organization of procedural texts, as well as in recognizing the purpose and components of the instructions. In contrast, the control group, which relied on conventional lecturing methods, showed relatively lower progress in these areas. This difference suggests that graphic organizers not only enhance students' understanding but also make the learning process more structured and engaging.

Overall, the results indicate that the integration of ready-made graphic organizers into reading instruction can serve as an effective pedagogical tool. It facilitates deeper comprehension, encourages active learning, and supports students in processing and organizing textual information more efficiently, particularly when dealing with structured texts such as procedural passages.

The success of the group of ready-to use graphic organizers was due to their instruction with GO over eight meetings. A teaching duration of more than four sessions for a single text type significantly refined students remembered the text structure, enabling them to understand the content well and to

answer questions effectively. In teaching in classroom, the teacher spoke both English and Indonesian to explain the reading material, making students felt comfortable and allowing them to easily understand the texts being taught (Qureshi & Aljanadbah, 2022). The explanation of the reading material harmonized with designed visual learning tool. According to Huang and Tsapali (2022) mention the structured graphics created based on text structure meet students' need by supporting their visualized thinking process, allowing them to connect information in an easy and effective way (Huang & Tsapali, 2022).

The topics taught included making drinks, preparing food, and assembling games. Afterwards, students were given assignments to complete both in groups and individually. For the group project, students were required to create a video on making food and drinks using Canva, while for the individual task, they had to answer questions about the given reading material. The videos produced met the criteria for procedural texts. Similarly, when answering the questions, students responded correctly because they were able to identify the relevant information and disregard details that were not related to the questions. This findings corresponded with the study by Li eta al (2020) stating the visual learning tool helps students systematically understand reading materials, enabling them to correct relevant information and ignoring irrelevant details (Li et al., 2021).

The teaching and learning process in the classroom began with the teacher activating students' schemata according to the topic to be studied. Then, the teacher read the text followed by students. Next, a structured framework aligned with the procedural text structure was provided. For instance, when teaching topics such as making food or drinks and assembling games, the structured framework guided students in understanding the material effectively. The first layer presented the purpose of making the food or assembling the toys. In the second layer, instructional words for ingredients were used for food while for assembling toys were used tools. The last layer consisted of steps or instructions for process. This was also evident when students completed their assignments by creating videos for making food or drinks and assembling games as well as answering questions correctly. Lai and Mukundan (2023) state the unambiguous instructions provided in each layer of GO is highly effective in assisting students comprehend the text content thoroughly (Lai and Mukundan, 2023). In other words, this visual learning tool represented ideas and concept facilitating students' ability to identify relationships between different pieces of information such as the main key elements of a procedural text-namely the purpose, tools/materials, and steps or instructions for making something.

The teacher in teaching control group was started to activate students' schemata. Next, she read the text firstly and asked the students to read the text. Then, she explained procedure texts (the texts as the same as the treatment group) in English and Indonesian languages. When she elaborated the procedure texts, some students were unwillingness her teaching. After her delivery of material ended, she asked the students to answer some questions and discussed the answers with the students but only a few students did. By the end of teaching, she gave them homework. Unfortunately, most of the students did not do homework. The phenomenon of academic laziness and uninterest of teacher teaching contributed to the low scores of the students' reading comprehension of the procedure text in post-test. Sunnatova (2022) and Briones et al (2021) state students' academic laziness and uncreative teacher's teaching affected students' academic performance (Sunnatova, 2022) (Briones et al., 2021).

CONCLUSION

The application of structured graphics in reading skills particularly procedural texts can overcome students' reading difficulties in the classroom. This achievement fulfilled the goal of the research successfully. The students had better comprehension of procedural texts because they recognized well the structure of procedural texts as goal/aim, material/tools/ingredients, and steps/instructions. The success of the research consisted of several reasons. First, teachers must create a GO conforming with the structure of the text being taught. Then, each layer should include instructions or guidelines corresponding to the key elements of the text enabling students to understand the content and distinguish between relevant and irrelevant information. Last but not least, the duration of learning using this visual layer tool for a single text type should exceed four sessions to refine students retain the text structures and make it easier to them answer questions.

ACKNOWLEDGMENTS

The authors also wish to thank all individuals who provided encouragement, technical assistance, and helpful discussions during the completion of this article.

COMPETING INTERESTS

The authors declare that they have no competing interests.

REFERENCES

Awaliah, A. N., Carlian, Y., & Mahmud, M. R. (2025). *Improving the Reading Comprehension Skills of Fourth Grade MI Students Through the Know-Want to Know-Learned (KWL) Strategy Assisted By Series Picture Media*. 27–35. https://doi.org/10.46963/mpgmi.v11i1.2351

Briones, S. K. F., Dagamac, R. J. R., David, J. D., & Landerio, C. A. B. (2021). Factors Affecting the Students' Scholastic Performance: A Survey Study. *Indonesian Journal of Educational Research and Technology*, *2*(1), 97–102.

Colliot, T., & Jamet, É. (2018). Does self-generating a graphic organizer while reading improve students' learning? *Computers and Education*, *126*(September 2017), 13–22. https://doi.org/10.1016/j.compedu.2018.06.028

Colliot, T., & Jamet, É. (2019). Asking students to be active learners: the effects of totally or partially self-generating a graphic organizer on students' learning performances. *Instructional Science*, *47*(4), 463–480. https://doi.org/10.1007/s11251-019-09488-z

Harida, F., Khairul, & Fitrina, H. (2014). The Use of Mind Mapping in Teaching Reading Comprehension. *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bung Hatta*, *3*(6), 1–12. https://ejurnal.bunghatta.ac.id/index.php/JFKIP/article/view/3666

Huang & Tsapali. (2022). *The Relationship Between Students' Metacognition and Graphic Organisers : A Scoping Review Metacognition*. 1–22. https://doi.org/10.21203/rs.3.rs-2120141/v1

Kalhor, M., & Mehran, G. (2016). The effect of concept mapping on efl students' meaningful learning of english reading comprehension. *Proc. of the Seventh Int. Conference on Concept Mapping*, 9.

Kwon, K., Shin, S., & Park, S. J. (2018). Effects of graphic organizers in online discussions: comparison between instructor-provided and student-generated. *Educational Technology Research and Development*, *66*(6), 1479–1503. https://doi.org/10.1007/s11423-018-9617-7

Lai and Mukundan. (2023). *The Effects of Graphic Organiser-based Reading Instruction on Reading Comprehension among Malaysian ESL Learners 120*. *52*(2023), 120–136. https://doi.org/10.52696/NHZN9340

Lai, H. K., & Mukundan, J. (2023). *The Effectiveness of Graphic Organisers for Improving Reading Comprehension in ESL Learners: A Systematic Literature Review*. *2*(2), 53–70. https://doi.org/10.58946/ apjfes-2.2. P4

Lambe, L. (2018). Teaching Reading Comprehension In EFL Classroom: A Glance At Some Approaches And Activities. *Journal of English Language and Literature Teaching*, *2*(02), 263–285. https://doi.org/10.36412/jellt.v2i02.9

Lambe, L. (2019). *Overcoming Difficulties in Learning English at 8th Grade Students in Christian Junior High School Ranotana*. Journal of English Language and Literature. *4*(1), 53-58.

Lambe, L., Degeng, I. N. S., & Cahyono, B. Y. (2024). *Development of Graphic Organizers as Web-Based Learning in Writing an Opinion Essay*. *2*(2), 25–42.

Lambe, L., Degeng, I. N. S., Cahyono, B. Y., & Praherdiono, H. (2023). The Effects of the Application of Graphic Organizers on EFL Students' Ability to Write Opinion Essays and Self-Efficacy. *Journal of Language Teaching and Research*, *14*(6), 1502–1514. https://doi.org/10.17507/jltr.1406.08

Li, J., Irby, B. J., Lara-alecio, R., & Rivera, H. (2021). *The effects of four instructional strategies on English learners' English reading comprehension: A meta-analysis*. Language Teaching Research, 1-22. https://doi.org/10.1177/1362168821994133

Mirna. (2018). *Improving Students' Reading Comprehension Skill through Graphic Organizers to Seventh Grade Students of SMPN 8 Palopo*. IAIN Palopo. Thesis.

Munisaxon, A. (2021). *The use of graphic organizers in teaching efl reading skills*. 48–55. https://doi.org/10.5281/zenodo.15179835

Ponce, H. R., Mayer, R. E., López, M. J., & Loyola, M. S. (2018). Adding interactive graphic organizers to a whole-class slideshow lesson. *Instructional Science*, *46*(6), 973–988. https://doi.org/10.1007/s11251-018-9465-1

Qi, W., & Jiang, Y. (2021). *Use of a Graphic Organiser as a Pedagogical Instrument for the Sustainable Development of EFL Learners' English Reading Comprehension*. https://doi.org/10.3390/su132413748

Qureshi, M. A., & Aljanadbah, A. (2022). Translanguaging and reading comprehension in a second language. *International Multilingual Research Journal*, *16*(4), 247–257.

https://doi.org/10.1080/19313152.2021.2009158

Rahat, L., Rahman, G., & Shahabullah. (2020). *Impact of Graphic Organizers on Reading Comprehension of English Learner at Intermediate Level*. *3*(3), 128–134. https://doi.org/10.36902/sjesr-vol3-iss3-2020(128-134)

Sridharan, P. N. A. L., Ehsan, N., & Said, M. (2020). *The Effect of Graphic Organizer (KWL Chart) on Young Learners' Reading Comprehension in an ESL Setting*. *0913*(8), 43–53. https://doi.org/10.35940/ijmh.H0768.044820

Sudarmawan, I., Tantra, D., & Marhaeni, A. (2014). the Effect of Graphic Organizers and Text Types on the Students' Reading Competency at SMAN 8 Denpasar. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidkan Bahasa*, *2*(1), 1–10. https://www.academia.edu/4879643/ _

Sunnatova, R. (2022). The Phenomenon of High School Students' Academic Laziness and Satisfaction with The Atittude of Significant Relatives. *International Scientific Electronic Journal*, *1*(55), 411–126.

Trang, P. T. (2017). The Effects of Concept Mapping on EFL Students' Reading Comprehension. *European Journal of English Language Teaching*, *2*(2), 178–203. https://doi.org/10.5281/zenodo.437760

WANG, X. (2020). A Critique on Effects of Discourse Structure Graphic Organizers on EFL Reading Comprehension. *DEStech Transactions on Social Science, Education and Human Science*, *icpcs*, 382–385. https://doi.org/10.12783/dtssehs/icpcs2020/33899

Wei, L., Firetto, C. M., Murphy, P. K., Li, M., Greene, J. A., & Croninger, R. M. V. (2019). Facilitating fourth-grade students' written argumentation: The use of an argumentation graphic organizer. *Journal of Educational Research*, *112*(5), 627–639. https://doi.org/10.1080/00220671.2019.1654428