

**USING PARAGRAPH GRAPHIC ORGANIZER FROM BRAINPOP WEB TO  
IMPROVE THE WRITING ABILITY OF THE ELEVENTH GRADE STUDENTS OF  
SMA DATUK RIBANDANG**

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Article Info	Abstract
<p><b>Received:</b> May 25 2019  <b>Revised:</b> May 27 2019  <b>Accepted:</b> June 18 2019  <b>Published:</b> December 25 2019</p> <p><b>Keywords:</b> Writing ability,  graphic organizer &amp; BrainPop</p>	<p>The result of the data indicated that, the use of graphic organizer from BrainPop is effective than conventional (free writing) technique in improving students' writing ability. Graphic organizer from BrainPop helps to make easier for the students in improving their writing ability. It is proved by the hypothesis result where p value (0.000) is smaller than <math>\alpha</math> value (0.05). And it is also proved by the mean score of pre-test and post-test in experimental class and control class. It shows that pre-test mean score in experimental class is bigger than control class both content (24.44 &gt; 22.22), organization (20.55 &gt; 20.37), language use (23.52 &gt; 21.29) and Writing Ability (68.51 &gt; 63.88). Then, post-test mean score in experimental class is bigger than control class both content (33.15 &gt; 29.07), organization (28.88 &gt; 27.78), language use (31.48 &gt; 27.03) and writing ability (93.51 &gt; 83.88). It means that graphic organizer helps the students in increasing their writing ability and also can be an effective tool used in the writing process.</p>

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## INTRODUCTION

English is a language that is used by most of people around the world, either as their first language, second language, or as a foreign language. People from two different countries with different language can understand each other because they have English as the global language. Almost all the things use English, such as the ingredients on food package, the use instructions of electronic device, and many other things in life. It makes English as a language that is very important to be learned. Graham (2007) states that writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

In teaching English there are four skills that should be mastered by the students. Those skills are listening, speaking, reading, and writing skills. Listening and reading skills are two skills where the students have to be able to understand the information that they got from listening and reading activity, students have to focus on the given information to have well understanding.

Writing is commonly rated as the most demanding and the most difficult to master (Tayib, 2015). It supports the argument of Ingles (2006), she notes that most of language learners deem that a daunting task and the most difficult skill to be mastered is writing. Writing skill as one of the productive skills, demands the students to convey their idea into the written form. Many students struggle with the ability to organize their writing and also show difficulty in incorporating creative word choice in their writing (Lancaster, 2013). They may ask where they should start to write. They are difficult in arranging their idea. In line with it, one of the English teachers of SMA Datuk Ribandang stated that the students in SMA Datuk Ribandang still have low ability in writing. Based on the researcher interview to some students; the researcher found that most students said that writing is a difficult material to be learned. Most of students there undergo what Lancaster (2013) states as well.

Seeing the problems in writing activity, the researcher wants to apply the strategy in teaching writing that is paragraph graphic organizer. Writing is the most complex process for EFL learners, and in order to help these students handle this cumbersome task, teachers need to guide them carefully and provide them with every possible technical and psychological support (Tayib). By using this strategy in teaching writing, the researcher hopes the students' writing ability can improved.

## LITERATURE REVIEW

There are some researchers have conducted research in writing by using graphic organizers. The results of their research are as follows:

Tayib (2015) in his research found that the use of graphic organizers improved the students' writing ability significantly and had positively impacted the students' attitude towards writing skill. He stated that the results of his research suggest that graphic organizers can be an effective support for teaching writing toward the learners of English as foreign language. Tayib conducted research using graphic organizer to improve the writing ability of the Preparatory College Students at Um-Al-Qura University (UQU) whose writing ability is

below the required level. The result of his research shows that the students' writing proficiency is improved in all five traits in writing.

In line with Tayib, Lancaster (2013) in her research found that a graphic organizer is an effective technique in teaching writing. The result of her research showed that graphic organizer can improve the students writing ability, particularly the students' usage of word choice and organization, and the students' attitude toward writing changed as well.

Delrose (2011), the results in her research suggest that graphic organizers can be an effective tool used in the writing process to generate sentences and narratives containing more complex structure of syntax and discourse. Delrose investigated about the effect of graphic organizer on the sentence combining and writing skills. The participants were ten children with a range of ages and developmental levels who participating in an after-school language-reading-writing program for language based academic delays. She compared between the third-grade students who are just introduced to conjunctions and compound sentences with the older students who are expected to write using a wide range of sentence types.

Shamrock (2008) in her research found that the use of graphic organizers in teaching writing showed improvement in students' creative writing. She conducted research under the use of graphic organizer in improving students writing ability of narrative text, particularly concept map. In the beginning, she directed the students to write 5 paragraphs essay without any instructions. The next phase she starts giving lesson about the concept mapping to the students.

Miller (2011) in her research found that the use of graphic organizers (in this case she used several types of graphic organizers, those are: incorporation of outline, detail web, and compare and contrast graphic organizers) to guide and organize students' thoughts and ideas improved students' overall writing in all seven trait areas up to three points on a six point, 6 + 1 Traits of Writing scale. The participants of her research were two fourth grade students and a student of fifth grade. She gave different graphic organizer each time she asked the students to write.

Hapsari (2013) in her research found that the use of graphic organizers is effective to improve the students' writing ability, specifically in writing descriptive text. She compared between two different classes of the students in the tenth grade. She found that the students

who were taught writing by using graphic organizer showed a better score than the students who were not taught writing by using graphic organizer.

Nurfiryanti, Jamiluddin, and Hastini (2014) in their research found that the students' skill in writing descriptive text is improved by using free writing technique. Their research was quasi experimental research which compared the writing skill between two different classes of the eighth-grade students of SMP Negeri 1 Pasangkayu. They compared the result of the pre-test and post-test of both control and experimental class, and found that the students' writing skill who were taught by using free writing technique is improved rather than the students who were not taught writing by using free writing technique.

Khaerani (2015) in her research found that the students' writing ability is improved through teaching writing by using free writing technique. Khaerani claimed that the use of free writing technique is effective in improving the students' writing ability. She further argued that free writing technique encouraged students to generate ideas in writing the recount text. She implemented two cycles in her action research. In the cycle 1 there were still some indicators had not been achieved, that is the grammatical features. After implementing the second cycle, the students showed the improvement in their writing ability.

Free writing has traditionally been seen as a prewriting technique in academic environments, in which a person writes continuously for a set period of time without worrying about rhetorical concerns or conventions and mechanics, sometimes working from a specific prompt provided by a teacher, while many writers have traditionally created outlines before beginning writing, there are several other effective prewriting activities. We often call these prewriting strategies "brainstorming techniques." Five useful strategies are listing, clustering, freewriting, looping, and asking the six journalists' questions.

Based on the previous researches, the researcher assumes that there are many ways in teaching writing in order to improve the students' achievement. Two of those have been discussed in the previous section. They are graphic organizer and free writing technique. Several researches before showed that both graphic organizer and free writing are effective in improving students' writing ability. It makes the researcher want to find out whether graphic organizer is effective technique to use in teaching writing. Therefore, the researcher tries to apply this technique to solve the students' writing problems in SMA DATUK RIBANDANG



FIGURE 2.1 COVER OF THE BRAIN POP

## METHODS

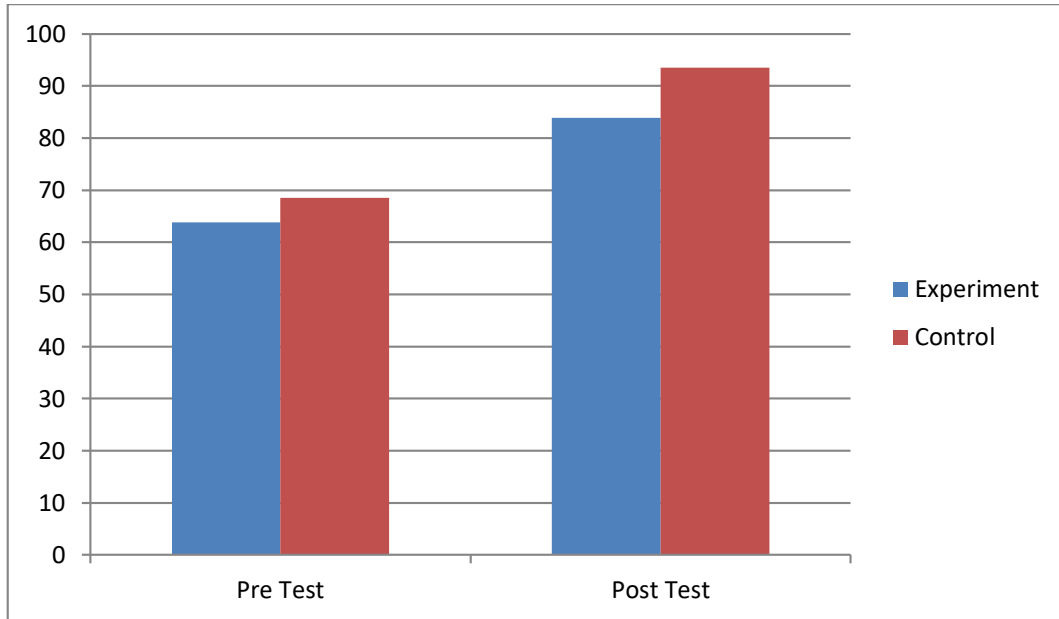
Graphic organizer from BrainPOP was a way to guide the students in arranging their ideas or thought into the written form. Graphic organizers provided the visual display about what the students were going to write and make clear the relationships between their ideas or thought, in order to make their writing ability improved.

### Instrument

To Find Out Effectiveness of Teaching Writing by Using Graphic Organizers, The Researcher Gave Writing Test the Students. The Test Consisted of Pre-Test and Post-Test for Both Experimental and Control Class. Either Pre-Test or Post-Test, The Students Were Asked to Write a Text from The Given Topics and They Had to Finish It In 90 Minutes with Minimal 150 Words.

### Data Analysis

To find out whether or not the use of paragraph graphic organizer from BrainPOP can improve the writing ability of the eleventh grade students of SMA Datuk Ribandang. The researcher applies of procedures that had been showed in the previous chapter. In addition, the researcher gives pre-test and post-test to the students both in experimental and control class. Moreover it is continued by analyzing their score in pre-test and post-test between experimental class and controll class. They are presented as follows:



**Figure 1** Mean Score of Pre-Test and Post Test in Experimental and Control Class

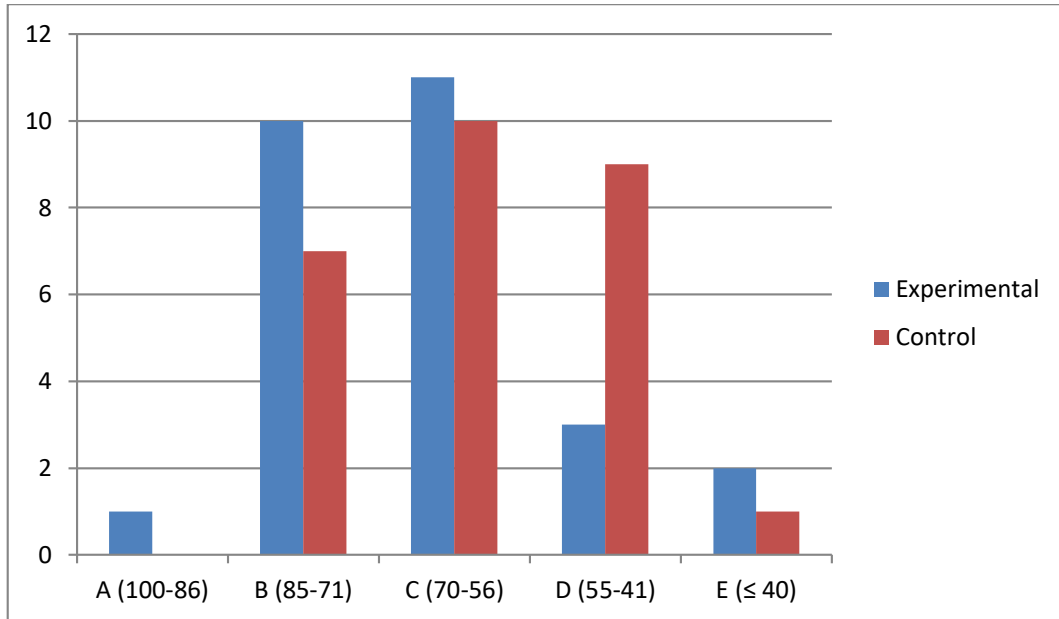
**1. The Data of Students Writing Ability of Experimental class and control class in pre-test and post-test.**

**a. Pre-Test**

**Table 4.1** Pre-test of experimental class and control class

No	Indicator	Mean Score	
		Experimental Class	Control Class
1	Content	24.44	22.22
2	Organization	20.55	20.37
3	Language Use	23.52	21.29
4	Writing Ability	∑68.51	∑63.88

As clearly showed on the table above that the mean score of pre-test experimental class is 24.44 (content), 20.55 (Organization), 23.52 (Language Use) and 68.51 (Writing Ability) and in control class is 22.22 (Content), 20.55 (Organization), 21.29 (language Use) and 63.88 (Writing Ability). It means that mean score of pre-tests in experimental class is bigger than control class both content ( $24.44 > 22.22$ ), organization ( $20.55 > 20.37$ ), language use ( $23.52 > 21.29$ ) and Writing Ability ( $68.51 > 63.88$ ).



**Figure 2** Scoring classification of writing ability of experimental class and control class in pre-test

**Figure 2** showed classification of the student’s pre-test score in experimental class, it finds that 1 student gets A (very good) classification, 10 students get B (good) classification, 11 students get C (fair) classification, 3 students get D (poor) classification and 2 students get E (very poor) classification. Meanwhile in control class, there is no students gets A (very good) classification, 7 students get B (good) classification, 10 students get C (fair) classification, 9 students get D (poor) classification and 1 student gets E (very poor) classification.

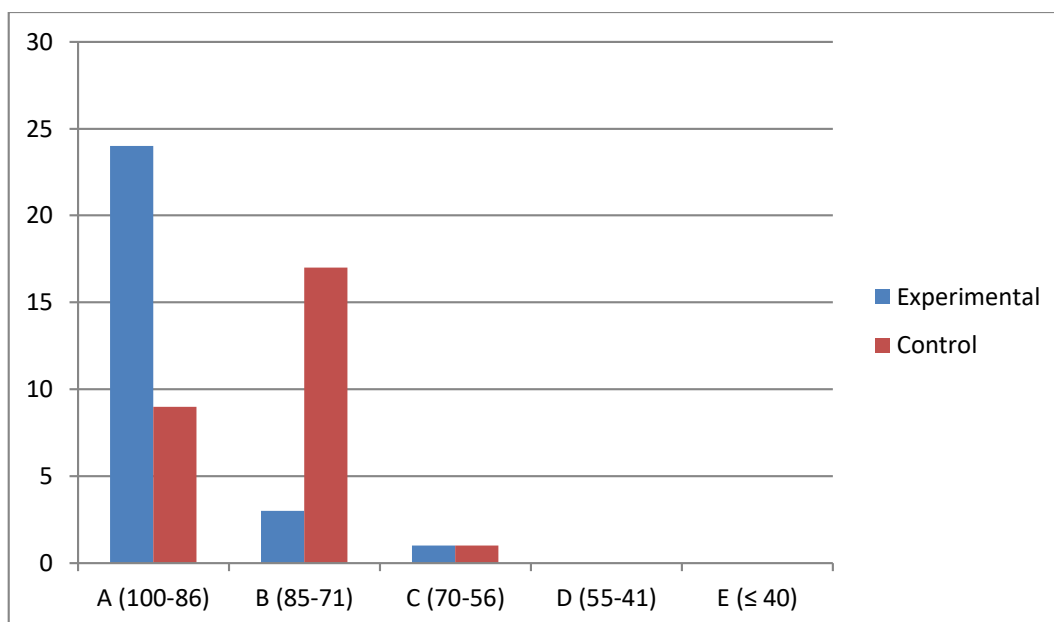
**b. Post-test**

**Table 4.2** Post-test of experimental class and control class

No	Indicator	Mean Score	
		Experimental Class	Control Class
1	Content	33.15	29.07
2	Organization	28.88	27.78
3	Language Use	31.48	27.03
4	Writing Ability	93.51	83.88

As clearly showed on the table above that the mean score of post-test in experimental class is 33.15 (Content), 28.88 (Organization), 31.48 (Language Use) and 93.51 (Writing Ability) and control class is 29.07 (Content), 27.78 (Organization), 27.03 (Language Use) and

83.88 (Writing Ability). It means that mean score of post-test in experimental class is bigger than control class both content (33.15 > 29.07), organization (28.88 > 27.78), language use (31.48 > 27.03) and writing ability (93.51 > 83.88).



**Figure 4** Scoring classification of writing ability of experimental and control class on post test

**Figure 4** showed the classification of the students' post-test score in experimental class, it finds that 24 get A (very good) classification, 3 students get B (good) classification, 1 student gets C (fair) classification, and there is no students gets D (poor) and E (very poor) classifications. Meanwhile in control class, 9 students get A (very good) classification, 17 students get B (good) classification, 1 student gets C (fair) classification, and there is no students gets D (poor) and E (very poor) classifications.

Based on the explanation above, it can be said that the writing ability of the students in experimental class after giving treatment by using paragraph graphic organizer from BrainPop Web is significantly improve. Writing ability of the students in control class after giving treatment by using picture also improve, but the percentages of the students in the experimental class who is classified (very good) is higher than the percentage of the students in the control class.

## 2. Hypothesis testing

**Table 4.3** Mean Score of Pre-Test and Post Test in Experimental and Control Class

Mean Score
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	Pre-Test		Post Test	
	Experimental	Control	Experimental	Control
<b>Writing Ability</b>	63.88	68.51	83.88	93.51

To get the hypothesis of the student's score of pre-test and post-test for experimental class and control class, the researcher applies formula on SPSS. And the results as follows:

**Table 4** The probability score of pre-test and post-test for experimental class and control class

N	<i>t - test</i>	<i>t - table</i>
52	12.877	1.674

(Appendix)

The table 4.4 showed that the *t - test* value (12.877) is bigger than *t - table* value (1.674), as the result, null hypothesis (H1) is accepted and alternative hypothesis (H1) is rejected (interpretation of 0.000 = 0.05). It means that there is a significant difference between the students' writing ability who are taught by using graphic organizer from BrainPop (experimental class) and the students who are taught by using free writing technique (control class). Therefore, the use of graphic organizer from BrainPop is effective than conventional technique in improving students' writing ability. Graphic organizer from BrainPop helps to make easier for the students in improving their writing ability.

## DISCUSSION

In this section, the researcher discusses the result of finding according to the scope of the research. The researcher finds that, teaching writing by using paragraph graphic organizer is effective to improve the students writing. It is proved by the result of two tests namely pre-test and post-test.

In the pre test section, the researcher finds that, most of the student has low skill in writing, the students are difficult to identify explicit information and content, organization, language use as result, the students difficult to improve the text. But after treatment with using graphic organizer (experimental class), the students' post-test scores significantly improve. It means that graphic organizer helps the students in increasing their writing ability. These findings have verified with the statement of Delrose (2011) said that, the comes about in her

research recommend that graphic organizers can be a viable instrument utilized within the writing process to create sentences and narratives containing a more complex structure of syntax and discourse. Meanwhile, in control class the students' writing ability also improves with the use of free writing technique. It is related to Khaerani claimed that the use of free writing technique is useful in improving the students' writing ability. Khaerani (2015) state that, in her research found that the students' writing capacity is moved forward through instructing writing by utilizing free writing technique.. But the improvement of students' writing ability in experimental class is bigger than control class. It correlates with Hapsari (2013) in her research found that the utilization of graphic organizers is successful to make strides the students' writing capacity, particularly in writing descriptive text. She found that the students who were instructed in writing by utilizing graphic organizer appeared distant better score than the students who were not instructed writing by utilizing graphic organizer.

## CONCLUSION

Based on the findings above, it can be concluded that the use of graphic organizer from BrainPop is effective than conventional (free writing) technique in improving students' writing ability. Graphic organizer from BrainPop helps to make easier for the students in improving their writing ability. It is proved by the hypothesis result where  $p$  value (0.000) is smaller than  $\alpha$  value (0.05). And it is also proved by the mean score of pre-test and post-test in experimental class and control class. It shows that pre-test mean score in experimental class is bigger than control class as follow:

1. Content (24.44 > 22.22),
2. organization (20.55 > 20.37),
3. language use (23.52 > 21.29) and
4. Writing Ability (68.51 > 63.88).

Then, post-test mean score in experimental class is bigger than control class as follow:

1. content (33.15 > 29.07),
2. organization (28.88 > 27.78),
3. language use (31.48 > 27.03) and
4. writing ability (93.51 > 83.88).

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