# Spider Web Graphic Organizer on Canva to increase students' writing skills in caption text in the XII MIPA 4 SMAN 10 Semarang

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## ABSTRACT

*This research aims to see the impact of the Spider Web Graphic Organizer on Canva in improving students' writing skills in the caption text in class XII MIPA 4 students at SMAN 10 Semarang. The research method used is Collaborative Classroom Action Research (PTK). The research subjects were students of class XII MIPA 4 SMA N 10 Semarang, with a total of 35 students. Data is collected through tests, observations, and documentation. The research results showed that there was an increase in skills in writing caption text. The average student scores obtained in the pre-cycle, cycle I, and cycle 2 were 69.31, 73.85, and 81.34 respectively. From the average obtained, it can be seen that there is a significant increase in the average score of students between pre-cycle and cycle 2 in the students' skill of writing caption text.*

***Keywords***: *Spider Web Graphic Organizer, Canva, Caption text, Writing Skills*


## ABSTRAK

Penelitian Ini bertujuan untuk melihat pengaruh media Spider Web Graphic Organizer Pada Aplikasi Canva dalam meningkatkan keterampilan menulis peserta didik pada teks penyerta gambar pada peserta didik kelas XII MIPA 4 SMAN 10 Semarang. Jenis penelitian yang digunakan merupakan penelitian Tindakan Kelas (PTK). Objek penelitian adalah seluruh peserta didik kelas XII MIPA 4 SMA N 10 Semarang yang berjumlah 35 orang. Data dikumpulkan melalui Tes, Observasi, dan Dokumentasi. Hasil penelitian menunjukkan bahwa ada peningkatan keterampilan menulis teks penyerta gambar. Dari sekor rata-rata peserta didik yang didapatkan pada pra siklus, siklus I dan siklus 2 secara berturut-turut adalah 69,31, 73,85 dan 81,34. Dari rata-rata yang didapatkan, bisa dilihat adanya peningkatan yang signifikan nilai rata-rata peserta didik antara pra siklus dan siklus 2 pada keterampilan menulis teks penyerta gambar.

**Kata kunci:** Spider Web Graphic Organizer, Canva, teks Caption, Keterampilan Menulis

## 1. INTRODUCTION

In 21st-century learning education, there are 4 skills that are the focus of education that students are expected to master. There are collaborative, critical thinking, creative, and communicative skills. Critical thinking is an important skill and plays quite an important role for students to gain this ability as preparation for the world of work. The work field today requires the ability to solve problems and the ability to think critically.

Writing assignments aim to enhance student learning through critical thinking and exploration, assess learning progress, and develop communication skills for various audiences. These assignments, referred to as "Writing to Learn" and "Writing as Professionalization," overlap in practice. Critical writing about science can improve understanding and professional

skills. Effective assignments align with their intended goals. Writing is also essential for everyone involved in social, economic, educational, technological, and other activities. The skills are required in all fields of work and can even determine success in a job or position. Writing can help us articulate our thoughts. It is not uncommon to discover what we truly think and feel about people, ideas, issues, and events through the actual writing process.

Further, Language studies show that teachers who focus on writing skills can improve students' efficiency in generating and organizing creative ideas. Parera mentioned in Aljatila (2015) Spelling, punctuation, word formation, sentence structure, sentence selection, word choice, and the efficient articulation of thoughts with accuracy, logic, and consistency are all examples of writing skills. Writing skills, in other terms, are the art of conveying ideas or concepts via the careful selection and utilization of words and sentences, ensuring they are easily understandable to readers. Unlike speaking skills, which may be taught and practiced at any time during the learning process, developing writing abilities requires a significant amount of time. While speaking skills can be developed through talks, presentations, or question-and-answer sessions, writing skills are mostly developed through activities designed exclusively for written communication.

Further, Educational schools emphasize writing as a crucial skill, with teachers often noticing that some students excel in articulating their thoughts, especially in English-speaking settings where mastering specific writing genres is essential (hun & O Donnell, 1970).

Viviana Cortes' 2019 study highlights the challenge of maintaining a balance between language and content in academic writing classes. A study of international graduate students found that a grammar lesson focused on the present perfect tense/aspect combination verb phrase in different academic genres was reduced to recognition and completion exercises, leaving students bored and unable to understand the different purposes and communicative functions of this verb form.

The study suggests that language should be present in all L2 writing classes, and that more focus-on-form language tasks should be included. However, the problem lies in the fact that not all classes, writing instructors, and L2 writers are the same, making it difficult to achieve this balance.

One method for helping students improve their writing abilities is to use a graphic organizer. According to Godswill U. Chigbu (2023), graphic organizers have a substantial impact on English language classrooms. McKnight, also posited that graphic organizers are crucial and successful teaching tools for generating and organizing ideas and knowledge, as well as assisting learners' comprehension. Using graphic organizers for instructional purposes is an example of strategy-based instruction. Its essence and usefulness stem from the fact that it allows pupils to see the linkages, links, and connections between terminology, ideas, facts, and information.

According to Stull and Mayer [25], a graphic organizer consists of spatial arrangements of words or a group of words intended to represent the conceptual organisation of the text. Graphic organizers are teaching and learning tools that show organization of concepts as well as relationships between them into a visual format. Graphic organizers (GO charts) are visual representations of information that arrange logical relationships between facts, concepts, or ideas. They help students visualize and organize ideas, preventing clutter and difficulty in capturing coherent ideas in drafts. Graphic Organizers provide templates of what learners know and how they know them. (Di Cecco and Gleason). They also boost creativity by allowing people to think more freely and helping them perceive information more thoroughly. Also, they clarify concepts via relationships and structure, which assist humans in problem-solving, decision-making, and action; while enhancing memory and understanding. Different kinds of graphic organisers include flowcharts, Venn diagrams, concept maps, story maps, templates, cognitive maps, and visual displays. Different definitions have been provided for graphic organisers.

Graphic organizer that will be used is spider web organizer. Spider web (Network concept). The spider web organizer is a graphic organizer designed for investigating attributes associated with a single topic and obtaining more details on these ideas, as described by Graphic Organizers (2010).

Some empirical studies have been done using graphic organisers. Studies have proposed that graphic organisers affect students' writing achievement and even performances in disciplines other than language. Odewumi and Gambari investigated the efficacy of graphic organisers on junior secondary school students' cognitive writing development skills. Their research revealed that students taught using graphic organisers outperformed those taught using conventional methods.

Kansizogluˇ, adopting a meta-analytical approach, examined 70 experimental/quasi-experimental studies on the effect of graphic organisers on language learning and instruction conducted between 2000 and 2016. The results obtained from the study were interpreted based on the random effects model. It was found that graphic organisers have a more significant effect on academic achievement than traditional teaching. More so, graphic organisers have made teaching writing skills easier.

Finally, Tayib examined how graphic organisers affect students' writing abilities and attitudes regarding this vital language skill. The participants in the study were 24 males who were enrolled in the preparation programme during the academic year 2012–2013 at Umm Alqura University in Saudi Arabia. The participants' writing scores were compared and examined quantitatively before and after the graphic organisers' intervention to discover whether there was any evidence of variations between the mean scores. In addition, the survey results on writing attitudes were Fig. 4. Cause and Effect Chart. Source: authors. G.U. Chigbu et al. Heliyon 9 (2023) e15589 6 qualitatively evaluated to see whether any changes had occurred in students' attitudes. The study's findings suggest that graphic organisers

may enhance students' writing abilities and influence their attitudes regarding writing skills.

Some studies have been done on using graphic organisers in prose and narrative writing. For example, Uba et al. assessed the use of graphic organisers in understanding the prose genre, aiming to emphasise their usage in Nigerian classrooms. The study aimed to determine whether secondary school students in Nigeria studying prose literature-in-English and are taught with graphic organisers do better on prose and comprehension tests. Four senior secondary schools with a sample of 100 students were purposefully chosen for the study. The selected schools were divided into graphics-based schools (GBS) and non-graphic-based schools (NGBS). The students of GBS were taught using eight visual organisers, whereas the NGBS was used as a control. The investigation, which was analysed using descriptive statistics and an independent sample t-test, disclosed that graphic organisers could allow learners to control the learning process in prose literature classes. It concluded that these organisers might ensure students' understanding and achievement. As a result, the authors suggested that graphic organisers be used in the classroom instructional processes across subjects in Nigerian secondary schools.

Moreover, Sharrock investigated the effect of a concept map, a graphic organiser, on students' writing. The six-week study involved one third-grade class that was observed on two occasions. First, they gave a narrative essay test without a graphic organiser, and second, another with graphic organisers. The scores of the two observations were analysed using a paired sample t-test. The study revealed that students demonstrated more growth when they utilised the graphic organiser as part of the writing process than when they did without the graphic organiser in the first test. Research has been done on improving the specifics of writing components using graphic organisers. Styati and Irawati's study showed that utilising graphic organisers improved the

students in terms of content, organisation, grammar, and mechanics. Unzueta and Barbett reported that students who used computer graphic organisers to write persuasive essays recorded increased word count and supporting details in the composition. Beyond these studies, also [48,49], have also proven that graphic organisers are effective for organising written discourse. Although several studies attest to this, most only used paper-graphic-organisers. Therefore, the "digital" graphic organisers might work differently than paper organisers. With this, it becomes essential to investigate the effect of digital graphic organisers on the expository essay writing process in the Nigerian English language classroom.

In order to integrate technology into the learning process, we see that technological literacy is really needed by 21st century students. One of the applications currently being implemented in the learning process is Canva. Canva is a visual design application that is very inspiring, even for inexperienced users. The Canva application provides a variety of interesting features for creating visual content, giving users the opportunity to be creative with a high level of creativity. (Afdhaluzzikri, 2022). By providing the variety of attractive designs, learning becomes more interesting and less monotonous. Canva also provides a variety of ready-to-use designs which are very useful for beginners who don't have much experience in design, so there's no need to start from scratch with a blank page. The tools available on this platform are also very helpful in the design and animation process. Another advantage that Canva has is that this platform can be used directly via a web browser without the need to install additional applications. By seeing the many benefits that can be gained by using Canva in learning, Canva was then implemented as a spider web graphic organizer media. According to the observations, the case found was that students at XII MIPA 4 still struggle to write a caption text. Several other obstacles are the lack of determination in choosing vocabulary and

the ungrammatical sentences found. The students were also found to only use simple sentences rather than using a variety of sentences. However, the main problem indicated was the difficulty in developing ideas for a particular theme.

For this reason, educators here want to see an improvement in students' writing skills by using Spider Web Graphic Organizer on Canva in class XII MIPA 4.

## 2. METHODOLOGY

The research method used is Collaborative Classroom Action Research. Mahmud (2008) stated that Collaborative action research is conducted by coordinating a consultant or expert. In this term, the researcher is helped by Gutu Pamong to do the research. The research was conducted in the target class to increase the learning quality in order see the increasing students learning outcome.[1]

Grundy (1995) added that classroom action research is an effort of understanding improvement, way, and condition that is conducted collaboratively. Sagor (1992) also stated that "Action research is conducted by people who want to do something to improve their own situation". PTK also plays as important role in the teachers' life.

According to (Suwimon Wongwanich, 2009: 10) in Srisa-ard, Boonchom et.al (2012) Classroom action research was an innovation that people from many sectors including the educators, researchers, school administrators, and teachers expected to use as a strategy for developing the science of teaching profession to be more strengthened since the classroom action research included rationale as well as method facilitating the instructional development. As a result, the teachers still played their role in searching for problem-solving techniques in class by themselves.

The research used is Descriptive Qualitative to describe the resulting study of the research. Observing and testing were used to collect the data for the research.

CAR requires a combination of research and practice for its continual

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[1]

development. Reflection is an important process in the action research spiral because it encourages the impacted parties to criticize, exchange, and share their findings (Kemmis & Mctaggert, 1988; Mettetal, 2004; Wongwanich, 2001)

The Classroom Action Research used Cycle mode. This model was introduced by Kemmis dan McTaggart from Deakin University, Australia. The model has four components, Planning, Action, Observation, and Reflection.

There are some steps to do in CAR the researcher used as follows:

1. Planning

Planning activity includes the planning to improve, increase, or change the attitude and affective aspect as a solution.. The activity was conducted before giving the treatment. The researcher was helped by the collaborator to plan the treatment. In this phase, the researcher and collaborator decide the exact time to give the treatment, compose the lesson planning focused on the Caption text, prepare the learning media using Spider Web Graphic Organizer on Canva, decide the learning techniques, and compiling the students' writing assessment

2. Action

The treatment is the activity that the researcher implemented to increase the learning quality process or gain the target change. The researcher treated the students by applying the lesson plan composed earlier and facilitating every students a Canva Room with the Spider web graphic organizer inside the application. The treatment activity was observed by the collaborator.

3. Observing

The observation was used during the collecting data process. The process included the result or impact of the given treatment. The observing data included the students' response, learning condition, delivered material, students and teacher's interaction, the interaction among students, and the improvement that happened during the teaching-learning process. The data was collected using field notes and observation.

4. Reflection

In the reflection phase, the researcher reviews, observes, and considers the results or impacts of actions from various criteria. Based on the result of reflection, the researcher is allowed to do some revisions. The reflection phase involved the evaluation of the researcher and collaborator toward the process and the result of the given treatment. The step in reflection includes data analysis and the test result to evaluate the students' writing skills on Caption text. Moreover, in this phase, the researcher also conducted a discussion regarding the teaching-learning process and the planning for the next activity.

Data collection tools used include field notes, observation checklists, and tests. Field notes are used to observe situations and activities during the learning process, including the way the teacher delivers material and student responses. The observation checklist functions as a table that records the actions taken by the author to carefully observe objects in order to monitor student progress during each meeting or learning cycle. The results of observations are used to assess the improvements that have been achieved by students.

The research subject is the Students of XII MIPA 4 SMA N 10 Semarang. The class was chosen because the researcher observed and found some difficulties faced by the students in Writing caption texts. Especially for developing an idea from a particular topic, lack of determination in choosing vocabulary, and the ungrammatical sentence found.

The researcher used a test to collect the data of students' writing skills before and after giving the treatment. The technique analysis allowed the researcher to test the effectiveness of the Spider Web graphic organizer on Canva to increase the students' writing skills. These techniques gave some insights to evaluate the learning media and identify which area should be enhanced in students' writing skills.

## 3. RESULT AND DISCUSSION

The research was aimed at the enhancement of students' writing skills in the caption text. Data gained by using

Rubric of Writing skill. There are four indicators as the scoring rubric toward students' writing in the caption text as follows: Content, Idea Development and Organization, Grammar and Vocabulary, dan Mechanics.

Picture 1
Students writing score in the cycle
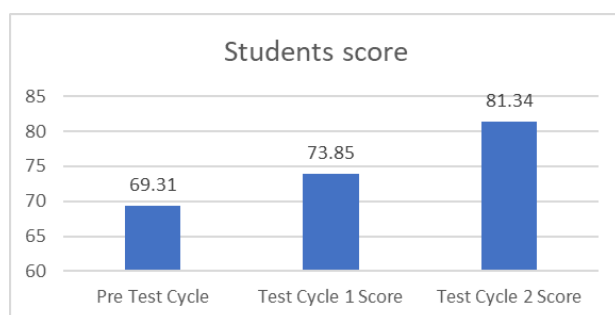


1 and cycle 2.

From the diagram above can be seen there was generally an increase in students' writing skills in text accompanying images after treatment using Spider Web graphic organizer on Canva. In cycle 1, the students gained the improvement with a mean score was 73,85, it was higher than the pre-cycle activity. Nevertheless, there were 16 students who still got under the standard minimum score. As a result of the implementation in the cycle 1, the researcher decided to After the researcher conducted the activity in cycling 2, the students' mean score increased to 81,34. Cycle 2 is conducted as the learning evaluation conducted in cycle 1. Based on the gained data, the students have already shown an increase in writing skills in the caption text. No one student got a score under the standard score (75,00). Based on the result, the students significantly showed improvement result in the writing skills of caption text.

## 4. CONCLUSION

According to the result discussion, the researcher concluded that the students' enhancement of the students' writing skills in the caption text at XII MIPA 4 SMAN 10 Semarang can be gained by utilizing Spider Web Graphic Organizer on Canva.

The enhancement of the students' writing scores before and after the conducting of cycle 1 and cycle 2 represented the increase of the students' writing skills in the caption text.

In the implementation of the treatment,, the student's writing skills improved by utilizing learning media to help students to develop their ideas and increase their writing skills. The researcher acted as the facilitator, while Spider Web Graphic Organizer on Canva acted as the learning media used. Spider Web Graphic Organizer on Canva impacted the students' writing skills which was implemented in cycle 1 and cycle 2.

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