

CHAPTER II

THEORITICAL FRAMEWORK

This chapter presents a literature review consisting of the concept of writing, the concept of the descriptive text, the concept of the mind mapping technique, graphic organizers, and the concept of learning style and describes the previous related studies.

A. Concept of Writing

a. The Definition of Writing

Writing requires both the discovery and construction of meaning. Writing is a language skill that enables indirect communication. Students can express their ideas and thoughts to others in writing, such as a letter, message, or invitation to communicate. Siahaan (2008) asserted that writing is a valuable language skill. Communication refers to a writer's capacity to transmit information to a reader or group of readers. In other words, writing is a tool for sharing information with others or stories that can be read repeatedly, and it takes time to become a readable piece of paper.

Proficient writing necessitates acquiring knowledge and applying learned techniques rather than relying solely on innate abilities. This demonstrates that writing is considered an active and productive language skill that is indirect and requires dedicated time for study and practice. Fajriyani (2011) asserted that writing serves a purpose beyond being a means of communication. This refers to conveying thoughts or emotions through various means, including writing tools and indirect forms of communication such as graphology, language structure, and vocabulary. These methods utilize symbols to represent ideas and can be interpreted by others who are familiar with these symbols. Writing is not merely a means of recording information using letters but also a form of communication that conveys meaning to readers.

Moreover, writing requires a procedure to convey and impress concepts in written form. Another way to see writing is as a long process of sharing ideas and

emotions. According to Ahmed (2010), writing is a reflective activity that takes sufficient time to study the specific issue and evaluate and categorize any prior knowledge. Considering its intricacy, students must understand writing well. Ratnasari (2016) states that students must become proficient writers in the four language skills. Students who write better communicate their ideas. It also facilitates the students' organized expression of themselves and critical thinking.

In conclusion, Writing is a language skill that conveys meaningful and expressive information from the writer to the readers through written language, serving as indirect communication. Through Writing, individuals learning a language can articulate their emotions, beliefs, ideas, thoughts, and attitudes. Writing is the act of utilizing language to create written content. Typically through sentences, clauses, or phrases, to convey concepts to the reader in an easily understandable manner.

b. Types of Writing

The different types of writing aim to inform, persuade, or entertain readers, resulting in distinct prose forms. The most prevalent form is informative writing, which, depending on its subject matter, is referred to as exposition, description, narration, or persuasion (Thomas, 2000).

- 1) An exposition describes the operation of an internal combustion engine. Economics is a theory of ideas. Statistics from daily life: what is the divorce rate? The background to Custer's Little Big Horn attack. Strong opinions regarding politics, religion, and abortion often surround contentious issues. Exposition, however, discloses a specific mind's ideas, knowledge, and beliefs, regardless of the subject matter. The exposition follows a logical construction. The organizing principles include cause/effect, true/false, less/more, positive/negative, general/particular, and assertion/denial. Connectives such as "therefore," "however," "so," "besides," "but not only," "more important," "in fact," and "for example" are used to show the flow or progression of a text.
- 2) The description mainly focuses on the visual senses. The primary challenge is to organize our observations into a meaningful structure. Contrary to the logical

structure of exposition, the pattern in question is spatial, involving concepts such as above/below, before/behind, right/left, and so on.

- 3) The subject of narration refers to a sequence of interconnected events that make up a tale. The issue it faces is two - pronged: organizing the events chronologically and uncovering their significance.
- 4) Persuasion aims to modify readers' cognitive or ideological perspectives. Typically, it revolves around contentious subjects and employs rationality through argumentation, providing evidence or logical proof. Satire is an alternative method of persuasion that mocks foolishness or wickedness, perhaps with subtlety and at other times with crudeness and coarseness. Ultimately, persuasion can manifest through eloquence, appealing to ideas and lofty impulses. Forms of writing that are primarily intended for entertainment purposes include fiction, personal essays, and sketches. This type of writing will attract less notice in this context. While it is undeniably necessary, it is less immediately relevant to everyday requirements than exposition or persuasion.

c. Writing Process

The process of writing as a class activity combines four primary writing stages. Harmer (2004) outlines four distinct phases in the writing process: planning, drafting, editing (which includes reflecting and rewriting), and creating the final version. The teacher can assist students in enhancing their writing proficiency and generating ideas by providing those stages. Further explanation of the writing process follows:

1) Planning

The writers must engage in premeditation to determine the content of their writing. Before commencing the act of writing or typing, individuals try to resolve the content of their intended message. Some writers may engage in the practice of creating meticulous notes. Some individuals may find that a few brief notes are sufficient. Alternatively, some individuals may forgo the practice of jotting down any first notes since they prefer to conduct all their planning in their heads.

The authors must take into account three primary considerations when planning. Before commencing their writing, individuals should carefully consider the objective they wish to achieve through their written work. This consideration will significantly impact the type of text they intend to produce, the language they employ, and the specific facts they choose to incorporate, among several other factors. Second, seasoned writers consider their intended readership because this affects not just the composition of the work (its format, the organization of its paragraphs, etc.) but also the linguistic register used, including the formality or informality of the writing style. Thirdly, authors must think about the article's content structure or the most effective way to arrange the arguments, ideas, and facts they have chosen to include.

For the teacher, the planning process is a writing exercise designed to inspire and motivate students to write. Because its role encourages students' thoughts about writing, writing activities, such as brainstorming, must be carefully organized to ensure that students have meaningful writing learning experiences. The information to be written may be based on the student's own experiences or those of others. Planning is a strategy to gather ideas and discover the topic before writing.

2) Drafting

Writers commonly use the term “draft” to refer to the initial version of a written work. The initial draft of a job is frequently completed with the expectation that it will be revised later. Multiple versions may be generated during the editing phase of the writing process before reaching the final version.

At this stage, students focus on writing fluency and correctness. In the writing process, students reflect the substance and significance of the work. Furthermore, students might be boosted to communicate their views to other audiences, such as peers, classmates, etc.

3) Editing (reflecting and revising)

After producing a draft, authors usually go through it to see where it runs and where it doesn't. The order of the material may be indistinct. The way something is

written may be vague or confusing. Other readers (or editors) who remark and give recommendations may be helpful when reflecting and rewriting. Another reader's response to a piece of writing may assist the writer to create appropriate revisions.

At this point, teachers and students can analyze and retest the material to see how well they communicated their concepts to the reader. Revising is not merely an activity of evaluating linguistic faults; it is done to enhance global substance and the structure of ideas so that the writer's aim is evident to the reader.

4) Final version

After writers revise their draft and applied the essential modifications, they generate their ultimate rendition. The final version may exhibit significant deviations from the initial plan and draft due to changes made during the editing process. Nevertheless, the writer can transmit the written text to its designated recipients. At this stage, the students can create their version based on the type of writing chosen.

In summary, Writing encompasses both the creation and the result. To generate a strong writing product, the writer must go through several stages known as the writing process, during which the writer should focus on planning, drafting, editing/revising, and the final version. Aside from that, the textual form should be consistent and coherent. If both aspects and elements of Writing are done correctly, the writer will generate good Writing that readers can read.

d. Teaching Writing

Writing is a complex and challenging skill to acquire, particularly for foreign language learners. The difficulty was developing ideas, structuring those thoughts, and converting them into legible language. As a result, the instructor must help the students as they consider what they will write. According to Harmer (2004), teaching writing involves five stages. They demonstrate, motivate, provoke, assist, reply, and evaluate.

The first stage is demonstrating. During these levels, teachers show students examples of text. It encompasses the text's goal, social function, grammatical

qualities, and general structure. The second stage was inspiring and provocative. Teachers must prepare the media before entering the content into writing to excite the students' minds and develop thoughts. It may utilize photographs or other materials.

The next step is to provide help. Teachers need to assist students. They should be a practical approach to giving feedback on students' work. They must assist students in resolving their writing issues. The reaction step will then commence. The professors offer suggestions for the students' work. They must provide feedback, corrections, and ideas on the student's work. The final stage is assessing. Teachers assess the student's work as a final product during these stages. The evaluation allowed the teacher to obtain the students' writing scores.

B. Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text that describes genuine items. Descriptive writing uses sensory language to explain how something appears, feels, smells, tastes, and sounds (Oshima and Hogue, 2007). An adequate description creates a mental image for the reader, allowing them to imagine the item, location, or person being described. In other words, writing about how something or someone employs spatial order is known as description. Furthermore, Karimah (2016) defines a description as a written text that blends words and visual pictures to produce a sensory experience. Its purpose is to educate and urge the reader to consider a subject from the writer's perspective. (Nurlaila, 2013) argues that descriptive writing is intended to convey information about something or someone. The reader will be able to grasp the actual thing better.

b. The Social Function of Descriptive Text

The social function of descriptive literature is to characterize specific persons, places, or things. (Karimah, 2016).

a) Describing people

Character sketches are concise, evocative depictions of genuine individuals. It provides a more detailed account of persons. They might also be biographical sketches, literary portraits, or profiles. Character sketches may entail identification and impression throughout the production process, but they do more than describe how individuals look; they also reveal their personalities. Furthermore, a person's actions, words, and attitude influence expression. It implies that a description of a person has more information than just the subject's appearance; it may also include information about their activities. Karimah (2016).

b) Describing place

A description of the place tells you what a place looks like. Nurleni (2018) says that describing a situation can help the reader see, hear, or even feel what is being discussed. The writer can help readers picture their reading using well-chosen words, exciting details, and a clear format. Instead of telling the readers that the scene is beautiful, strange, or horrible, the author should show them.

c) Describing thing

A description of a thing is a form of description that frequently shows an inanimate object rather than an animate one. When describing something, the author must have a strong imagination of the subject.

c. Generic Structure of Descriptive Text

Several general structures should be considered when creating descriptive writing. The general structure of a description includes identification and description. Fitriani, Nur, Bustamin, Ali, and Nurisman (2019) state that the generic structure of the descriptive text are:

a) Identification

This stage involves the identification of the specific phenomenon that will be discussed. For example, by mentioning the name of the place or building to be described and why it is famous or important.

b) Description

This stage describes parts, qualities, or characters. In this case, writers may tell a place in terms of the location, how to get to the place, the weather, the natural scenery, what visitors can enjoy, and so on. If it is about a historical building, writers may describe the building's location, structure, the number of rooms in the building, the function and location of each part, the colour of the building, and many others.

d. The Language Elements of Descriptive Text

Bestiana and Achyani (2017) state that a descriptive text often uses:

a) Simple present tense

The sentence pattern utilized is simple present which conveys the facts about the object mentioned.

b) Adjective

Adjectives are items employed to alter the characteristics or qualities of nouns and pronouns. by assigning properties to objects and providing information about the larger modified entity. Adjectives are words that serve to characterize nouns. For example: a gorgeous beach, an attractive man, a famous place in Jepara, etc.

c) Action verbs

Verbs that demonstrate an action, such as run, sleep, stroll, cut, etc.

C. Concept of Mind Mapping Technique

a. Definition of Mind Mapping

Mind mapping is the process of both note-taking and generating ideas for essay themes. A mind map entails recording a key concept and developing novel and interconnected concepts emanating from the focal point. Buzan (2005) contends that a mind map is an innovative and valuable instrument for note-taking that visually represents and organizes one's ideas. Mind mapping is a cognitive strategy to generate ideas and organize thoughts before writing. They are used at the beginning of the writing process to create and explore first thoughts about the subject. The mind mapping approach is specifically developed to enhance and

facilitate the cognitive load of the working memory, making it easier and more efficient to retain and recall knowledge.

Mind mapping methods are well-known. Currently, mind mapping has become a widely used approach during the process of teaching and learning English. Mind mapping refers to recording a fundamental notion and generating supplementary, interconnected concepts that branch out. Utilizing a systematic approach enables us to structure and categorize information and ideas effectively, hence serving as a valuable tool for enhancing cognitive processes. It is beneficial to concentrate on the essential concepts that are documented. Mind mapping is a suitable way to apply in various types of writing because of its reputation as an efficient writing strategy. According to Yahrif (2021), mind mapping is a beneficial strategy for enhancing students' writing abilities. It is the most straightforward method to acquire and retrieve knowledge from your mind.

Mind maps utilize easily memorable terms and operate in a manner analogous to the functioning of the human brain. Mind maps enhance the enjoyment of writing by using lines, arrows, colour coding, pictures, and symbols. Additionally, they accommodate the individual learning styles of each student. This strategy enhances the teaching process by facilitating the teacher's acquisition of knowledge, critical thinking, and the establishment of meaningful linkages between prior and current knowledge. Nurlaila (2013) defines mind mapping as a pre-writing approach that serves as the beginning step of the writing process. It allows us to generate and develop our early ideas about a subject. Pre-writing facilitates the generation of ideas that may be included in our writing while also allowing us to record our thoughts on paper, but typically in a disorganized fashion.

Furthermore, mind mapping can improve creativity, memory, and teamwork by combining cognitive brain activities. It can also help people envision their objectives, track their progress, and learn more efficiently. Additionally, the mind map improves mental clarity and quality. Buzan's (2005) concepts may be acquired by utilizing mind maps, a dynamic and effective method for visualizing thoughts.

The utilization of the mind map methodology is a strategy that may be used to enhance the student's ability to engage in creative inquiry.

D. Step to Make Mind Mapping

Mind mapping is derived from the brain's information storage mechanism. The brain can retain substantial information, ranging from individual words to whole columns. The brain requires a mechanism for rapidly recollecting information, necessitating the re-expression of stored components in diverse formats and, in addition, utilising a method known as mind mapping, which harnesses cognitive control to unleash the whole capabilities and capacity of the brain. In addition, mind mapping is a learning technique frequently used to help students learn efficiently, quickly, and with pleasure. According to Buzan (2005), producing mind mapping involves seven phases.

1) Put the main idea in the middle

Start in the middle of an empty, reversed page. Because when you start in the middle, your brain is free to expand and express itself more naturally.

2) Using pictures or photos for a central idea

Use a picture or graphic to illustrate your key idea. Because a picture may convey a thousand words and spark the imagination. A starring image is more intriguing, aids concentration, maintains attention, and stimulates your brain more.

3) Using color

Consistently utilize colors throughout. Your brain perceives colors with the same level of fascination as it does with images. Color enhances the vibrancy and vitality of your mind map, amplifies your creative thinking, and adds an element of enjoyment.

4) Attach the first and second branches to the first and second image, and the main branch to the middle image.

Connect your second and third-level branches to the first and second-level branches, respectively, and your primary branches to the central image since your brain works by association. It adores linking two (or three or four) objects.

You will understand and remember the material much faster if you connect the branches. You can also create your ideas' core framework or architecture by linking your key branches. This is strikingly similar to how connected branches radiate outward from a tree's central trunk in nature. For optimal performance, the system would require the presence of minuscule spaces between the trunk and the primary branches or between the larger branches and the smaller branches and twigs. Everything (including your memory and learning) falls apart if there are no connections in your mind map.

5) Creating curved line connectors instead of straight line

Instead of utilizing straight lines, bend your branches. Straight lines are unappealing to your brain; therefore, there is nothing but them. Curved, natural branches, like trees, are far more intriguing and eye-catching.

6) Each line contains a single keyword.

Single key phrases make your mind map more flexible and powerful. Every word or image serves as a multiplier, generating its own distinct set of associations and connections. When you only use one keyphrase, each one is freer and better suited to stimulate new thoughts and ideas. Sentences or phrases diminish the triggering effect. A Mind Map with more keywords is like a hand with fully working finger joints. A mind map, including words or sentences, is like a hand bound by stiff splints.

7) Using pictures

An image possesses multiple interpretations as it has the ability to substitute keywords or enhance the impact of previously written terms.

In short, mind mapping is a quick method for generating imaginative and impactful notes. Moreover, it might assist students in memorizing information. Individuals can create and organize ideas into coherent sentences using the mind-mapping technique. In addition, vivid imagery in mind mapping might enhance students' enjoyment and engagement in their studies. Therefore, employing the thought mapping technique to develop writing proficiency is highly recommended.

b. The Benefit of Mind Mapping in Writing

The advantages of mind mapping have been examined by several researchers (Nidayanti et al., 2022; Dayu & Aprilia, 2022; Wahid & Sudirman, 2023). They claimed that mind mapping can bring equilibrium to the brain, aid in mental organizing, and improve memory, creativity, motivation, and enthusiasm for learning. Furthermore, DePorter and Mike (2008) said that mind mapping has four advantages.

1) It is flexible

Flexible in the event that a losing idea could be added anywhere in the mind map.

2) It focuses attention

In mind mapping, we did not focus on every word. We just discuss words that become ideas. Thus, we may focus more on ideas.

3) It increases understanding

Mind mapping will enhance comprehension and make useful frequent notes later.

4) It is fun

Mind mapping has no limitation of the imagination or creativity. As a result, mind mapping has emerged as an interesting writing approach.

In summary, the benefits of mind mapping are numerous and diverse. It includes giving you an overview of an extensive/broad issue and allowing you to portray it more compactly, encouraging you to see the larger picture, and providing innovative pathways. It enables you to strategize and determine the choice of resource material for a project and its placement, Offering a visually captivating and engaging framework for your visual perception, cognitive processing, and memory retrieval.

E. Concept of Graphic Organizers

a. Definition of graphic organizers

A graphic organizer was defined as visual illustration of knowledge. It was also commonly defined to as content or concept organizer, map, or word-web. It is a

technique to structure or arrange information and important aspects of a concept. In other words, it is a way of organizing necessary facets of a concept or topic into a pattern using labels (Bromley, Irwin-DeVitis, and Modlo, 1995). Besides, Sorenson (2010) mentioned that graphic organizers are drawings or maps that indicated how ideas were connected. Thus, by applying graphic organizers assisted learners to arose ideas and start to write their opinion on paper.

b. Types of graphic organizers

Graphic organizers has several types that are utilized by learners to regiment the ideas in writing process (Hanson, 2002).

1) Venn diagram

The venn diagram is a conceptual map involving of two overlapping circles that create three sections. This kind of diagram is beneficial to assist students to create an essay.

2) Hierarchical maps

A hierarchical map is a conceptual map that have an affir with main concepts and sub concepts. A hierarchical map begins with a shape in which a primary concept or category is written. Analysis of the concepts generates sub-concepts, sub-categories, sub-levels, etc.

3) Sequential charts

A sequential chart is a conceptual map that charts the sequence of specific events employing a linear pattern of organization.

4) Cyclical maps

A cyclical map is arranged by applying a circle or cyclical shape. It has benefit to reflect events, there are sections of a continual cycle.

5) Word webs

A word web is a cluster of words orphrases that graphically relate back to and branch off a central concept. The words in a word web are commonly surrounded and then associated with shape back to the major concept.

6) Plots diagrams

A plot diagram is a graphic providing of the primary events of a factual or fictional story.

c. The benefits of graphic organizers

Graphic organizers have several advantages for students as visual pre-writing technique. The implementation of graphic organizers increase ideas and appeal learner's self-attention to write an essay. They are capable to be utilized as technique to writing plan. By using graphic organizers, the learners are able to enlarge their vision and enrich creativity in writing. Besides, they are also able to be employed to assist students in increasing and organizing the ideas. Furthermore, Ellis and Howard (2005) asserted several benefits of graphic organizers:

- 1) Instructions of the implementation of GOs as planning techniques involving prompts for goal setting, brainstorming, and organization of ideas enhances writing ability.
- 2) Instructions of the graphic organizers serve various text structures (i.e., hierarchic, compare/contrast, cause/effect, sequence) and prompts of the design, organize, write, edit and revise written essay increase writing ability.

F. Concept of Learning Style

a. Definition of Learning Style

Learning styles refer to the specific methods students like to study, whereas stimulants are substances or techniques used to absorb, organize, and process information throughout the learning process. Pritchard (2009) defines *learning style* as the patterns of habits, techniques, or cognitive behaviours an individual exhibits in purposeful educational learning. Learning styles encompass a variety of biological and experientially influenced traits that collectively contribute to focus. In addition, Pasher (2009) highlighted that learning style pertains to the notion that individuals vary in terms of which kind of instruction or learning is more efficient. A learning style is the unique method by which an individual absorbs and comprehends knowledge. Learning styles refer to the individual's preferred methods of acquiring and assimilating knowledge.

Teachers should analyze the variations in their students' learning styles to understand their preferences better. This information can enhance teachers' awareness of the diverse characteristics that students bring to the classroom.

Individual strengths and preferences influence learning styles, and teachers can use this knowledge to enhance students' learning experiences. Learning style refers to how learners receive, absorb, and process information effectively. By making adjustments, teachers can accommodate the diverse needs of their students.

b. Classification of Learning Style

Chislett and Champman (2005) classified learning styles into three categories. The first category is visual learning style, which refers to learners who rely on visual stimuli to absorb information. This includes accessing visual images, remembering colours, spatial relationships, mental images, and visualizing concepts. The second category is the auditory learning style, which involves learning through listening to tapes, radios, and lectures. Auditory learners comprehend and assimilate information by actively listening to various media forms.

On the other hand, the kinesthetic learning style involves individuals acquiring knowledge and understanding via physical movement, enabling them to explore and learn about their surroundings. The kinesthetic learning style refers to how students grasp information and interpret their learning using bodily movements. Based on this concept, most individuals have a dominant or favoured learning style. Nevertheless, specific individuals possess a combination of the three styles - visual, auditory, and kinesthetic - in equal proportions. Hence, it is crucial to give careful consideration to those three categories of learning styles.

In addition, Dunn and Burke (2005) created a model for learning styles and a corresponding identification tool. The learners were categorized based on their preferred form of social engagement with others. This model will offer recommendations for learners with several preferences according to the VAK Learning Styles. There exist three distinct categories of learning styles:

1) Visual learning style

Students with a visual learning style typically learn by maximizing the use of their eyes. Visual learners possess a proclivity to articulate their observations solely about visual attributes. These learners prefer utilizing visual aids like photographs, diagrams, maps, and graphs. According to DePorter and Hernacky (2007), visual learners typically employ images of pictures when processing information to learn

anything. They frequently employ manual gestures while describing or recollecting events or things and have a proclivity for directing their gaze upwards when contemplating or retrieving information. Visual learners commonly employ various techniques to process knowledge, such as rewriting, sketching diagrams, creating mind maps, taking notes, and utilizing graphic organizers. The term "visual learning style" may be understood as how students absorb knowledge by actively using their sense of sight. In this matter, individuals with this learning style will perform more effectively when presented with visual representations. Utilizing visual aids such as colourful illustrations, photographs, or videos during classroom learning exercises will offer a distinct edge.

Moreover, Ismawati and Umayu (2012) outline several key visual style attributes. These include a preference for utilizing visual media such as pictures, film, videos, and diagrams. Visual learners also strongly desire teachers to use body language as a means of instruction. They tend to take notes, request hand-outs, and favour writing and drawing over listening. Visual learners tend to memorize information through visual cues and find it easier to comprehend material when accompanied by images.

Additionally, visual learners often possess good handwriting skills. Several tactics may be employed to assist visual learners. These include visual aids such as images, diagrams, maps, flashcards, and graphs in the learning experience. Additionally, students can be encouraged to read books and represent their concepts through illustrations or drawings.

2) Auditory learning style

Individuals with an auditory learning style tend to acquire knowledge through listening. Individuals with solid auditory memory excel in activities such as engaging in discussions, educating others, conducting interviews, listening to stories, and utilizing audio cassettes. These persons are inclined to record lectures to review them later for studying. According to Dunn and Burke (2005), auditory learners excel in oral presentations and reports instead of written reports. Common strategies auditory learners employ to process information include vocalizing the knowledge, listening to voice recordings, engaging in discussions with peers or

study groups, recording arguments or statements, conducting interviews, teaching others, and participating in debates.

Besides that, auditory learners learn best when teachers provide spoken instruction. Auditory style has certain distinct traits. According to Ismawati and Umayana (2012), auditory learners participate in class discussions or debates, enjoy talking and presenting, enjoy reading text aloud, create songs to aid their learning, enjoy telling stories, find it easy to learn material repeatedly, and frequently whisper to themselves while reading. Furthermore, Ismawati and Umayana asserted several strategies to facilitate auditory learners, such as inviting students to join the discussion in class, asking students to do a presentation in front of the class, and using a song or other audio in the learning process and allowing the student to record the materials.

3) Kinesthetic learning style

Most kinesthetic learners learn best by doing. They have high memory recall and link emotions or bodily sensations to memories (Dunn & Burke, 2005). They learn most effectively, thus, by doing, acting out, and touching. They enjoy outside activities, field excursions, item manipulation, and other hands-on, valuable experiences. Some traits of the kinesthetic learning style include the requirement of breaks while studying, completing activities or moving to learn new things (via games, walking, etc.). They read with an appointment, use their hands while speaking, touch people when speaking, and skim when reading a text. They also pick up the subject by practice. Furthermore, the following techniques can help kinesthetic learners: do not make the kids study for extended periods and allow them to practice the content.

To summarize, learning styles in education are systematic variances in people's natural or habitual patterns of obtaining and processing information in a learning setting. Knowing different learning styles might help students learn, grasp, and interpret certain information more easily. Understanding what kind of students are can provide a teacher a better perspective on how to apply various learning styles to study approaches or strategies in the English learning process.

G. Previous Related Study

The suitable teaching technique of writing and learning styles on English achievement attracted the researchers' interest in conducting a study to examine the effectiveness of that technique. In this section, the researcher reviewed previous related studies that trained the use of mind mapping techniques and investigated the students' learning styles concerning their English achievement.

The first previous study, which examined the effectiveness of mind-mapping techniques toward writing skills, was conducted by Rosita and Halimi (2023). Their research objective was to improve ideas in argumentative writing skills for eleventh-grade students in a private high school. The research design was a mixed-method experimental study, and the study was conducted in two classes; one class became an experimental class, consisting of 15 students, and another class was a control class, consisting of 9 students. They collected the data through tests, questionnaires, and interviews. They found that the mind map technique was a good strategy for developing ideas for writing argumentative texts. Besides, their finding showed that most participants mentioned that they had significantly improved their writing skills. Writing an argumentative text was easier by creating mind maps in the prewriting stage.

The second previous related study was from Ningsih and Asnawi (2023). The study aimed to improve students' writing skills using the mind-mapping technique. They used an experimental research design. The study was conducted in SMK Nur Hasanah 2 Medan, and the study samples were tenth-grade students, which consisted of two classes: X-1 as the experimental group and X-2 as the control group. They collected the data through pre-tests and post-tests. They found significant effectiveness of using the mind mapping technique on students' writing skills.

The third previous related study was conducted by Sari, Imanah and Hanim (2020), investigating students' learning styles on writing skills. The study aimed to determine the correlation between students' learning styles and writing skills. The study was done in eleventh grade at SMK Tiara Aksara and took 51 students as the sample. This study used a quantitative survey method with a questionnaire and tests

as instruments to collect and analyze the data using statistical hypotheses. They found that learning style was not a dominant factor that affected writing skills. The factors might be from students' grammar mastery and vocabulary, as well as internal factors such as laziness, attention in the learning process, and motivation in learning, particularly in writing class activity.

The fourth previous related study was carried out by Sabarun, Widiati, Suryati, and Azman (2023). The study was aimed to measure the effect of learning style preference across two different writing strategies (graphic organizers and non-graphic organizers) in writing classes. The study consisted of EFL participants in three groups based on learning style: visual (19 students), auditory (21 students), and kinesthetic (18 students). The study utilized a quasi-experimental design. The study applied a pre/post-test experiment design to collect data on students' progress in writing performance and used ANOVA to analyze the data. The findings showed that the participants applying graphic organizers (GOs) had higher achievement than those who did not use graphic organizers, and visual and auditory performed better on average than kinesthetic learners for writing performance.

The last previous related study which examined the correlation between mind mapping technique and learning style was done by Lengkana, Surbakti, and Amala (2020). The purpose of their study was to explore the interaction between mind mapping and learning style towards concepts mastery and representation skills. The research used quasi-experimental design. The sample of the study was 86 students of class VIII MTs N 1 Pesawaran. They applied ANCOVA and least significant difference test (LSD). They found that there was no significant interaction between mind mapping and learning styles on the mastery of concepts and there was any significant interaction between mind mapping and learning styles on representation skills.

Based on the review of the previous study above, the writer found similarities and differences between the previous and present studies. The first similarity is the research objective. The two previous studies aimed to find out the effectiveness of the mind mapping technique in teaching writing (Rosita & Halimi, 2023; Ningsih & Asnawi, 2023) and two others aimed to find out students' learning style on their

writing achievement (Sari et al., 2020; Sabarun et al., 2023). The research objectives of this present study aim to determine the effect of mind-mapping techniques on writing skills and whether learning style affects the effectiveness of mind-mapping in improving writing skills. The second similarity is the research instruments for collecting the data, such as tests and questionnaires. Besides, the differences are in place, population, sample, and text type.

However, the differences are from the part of the research method, such as research design, a technique to collect the data, and a technique to analyze the data, as well as the research purpose. None of the four previous studies above aimed to determine whether different learning styles can affect the effectiveness of mind mapping on students' writing skills, especially descriptive text. Therefore, the present study is intended to deal with the role of mind mapping to improve the writing skills of students with different learning styles.