CHAPTER 2
REVIEW OF RELATED LITERATURE

This chapter presents the theories, concepts, and previous research relevant to the focus of this study. Its purpose is to establish a solid theoretical basis supporting the research variables. The discussion includes the definition of writing ability, the components of writing, and the concept of learning media. Additionally, this chapter reviews several earlier studies related to the research and offers a conceptual framework illustrating the relationship between the independent and dependent variables.

A. Writing Ability

Writing is one of the four fundamental language skills in English learning, alongside listening, speaking, and reading. As a productive skill, it allows learners to express ideas, thoughts, emotions, and arguments in written form. According to Jeremy Harmer (2007), writing involves both physical and mental processes, as it requires the ability to produce symbols (such as letters, words, and sentences) and to organize ideas logically. Similarly, Ken Hyland (2003) describes writing as a communicative act that involves generating, organizing, and presenting ideas in a structured way. Moreover, writing supports the development of students' language skills by engaging various aspects of language learning, including grammar, vocabulary, and sentence construction (David Nunan, 2003). In EFL contexts, writing also plays an important role in helping students develop their ability to communicate ideas effectively and academically (Anggraeni et al., 2025).

In addition to being a form of communication, writing serves as a crucial tool for academic development. Steve Graham and Dolores Perin (2007) argue that writing enhances critical thinking, reasoning, and problem-solving abilities. It also strengthens students' understanding of grammar, vocabulary, and discourse organization (Raimes, 1983). Through writing, learners can reflect on their learning, develop their intellectual capacity, and communicate their perspectives effectively. Furthermore, writing activities encourage students to analyze information critically and

organize ideas systematically, which are essential competencies in academic contexts (Setyowati et al., 2025). This function of writing is particularly important for students in vocational high schools, who are expected to master both practical skills and academic competencies, including writing.

However, writing is often perceived as a challenging skill for students. According to Jack C. Richards and Willy A. Renandya (2002), writing is one of the most complex language skills because it requires not only knowledge of the language system but also the ability to generate and organize ideas logically. In EFL classrooms, students frequently experience difficulties in developing ideas, organizing paragraphs, and maintaining coherence in their writing (Budiana, 2023). In the context of vocational high schools, students often find writing even more challenging due to limited motivation, lack of exposure, and insufficient practice opportunities (Rachmajanti, 2018). Recent studies also reveal that many EFL students struggle with grammar, vocabulary, and argument development in academic writing tasks (Balida & Alhabsi, 2024; Hamdani & Abid, 2025). Therefore, the teaching of writing requires effective strategies and engaging media that can motivate students to practice more actively and participate in collaborative learning activities.

Writing also involves stages rather than a one-time activity. Jeremy Harmer (2007) identifies four main stages in the writing process: (1) planning, (2) drafting, (3) editing or revising, and (4) producing the final version. This process-oriented approach allows students to improve their writing gradually through continuous feedback and revision. Similarly, process writing encourages students to focus not only on the final product but also on the development of ideas and organization throughout the writing stages (Hyland, 2003). Such an approach aligns with the goals of communicative language teaching, which emphasizes learner-centered activities and authentic tasks. By emphasizing the writing process, teachers can help students develop confidence, autonomy, and critical thinking in producing written texts. Furthermore, integrating interactive digital tools into the writing process can support brainstorming, collaboration, and idea

organization more effectively in EFL classrooms (Nur & Ramadhani, 2025; Puspita, 2025).

B. Teaching and Learning Writing

Teaching writing in English as a Foreign Language (EFL) contexts is a complex but essential process. Nunan (2003) states that effective writing instruction should integrate both process and product approaches. In other words, teachers should not only focus on the final written product but also guide students through planning, drafting, revising, and editing. This dual approach helps students develop their ideas while also learning how to produce polished, coherent texts suitable for academic purposes.

According to Brown (2001), teaching writing involves three key aspects: (1) teaching students to express themselves in written form, (2) teaching them to organize ideas coherently, and (3) guiding them to use appropriate language features. This indicates that teaching writing should focus on content, structure, and language accuracy simultaneously. Teachers must also consider students' backgrounds and motivation levels when designing writing activities. Such an approach is particularly significant in vocational high schools where students may perceive writing as less relevant to their future careers.

Moreover, teaching writing requires teachers to adopt a learner-centered approach. This involves creating opportunities for students to brainstorm ideas, collaborate with peers, and receive feedback from both teachers and classmates. Integrating interactive activities such as peer review, group discussion, and online collaboration can increase student motivation and enhance their writing performance (Yunus et al., 2013). By incorporating such activities, teachers can foster a classroom environment where students feel more comfortable experimenting with ideas and revising their work.

Technology also plays a vital role in teaching writing. Digital platforms allow teachers to provide immediate feedback, enable collaborative writing, and create more engaging learning environments (Zheng et al., 2015). By utilizing technology, teachers can shift from traditional lecture-based instruction to more dynamic and interactive methods. This is particularly important in vocational high schools, where students may respond more positively to visually rich and

interactive media rather than conventional teaching methods. The integration of technology like PowerPoint and Mentimeter is thus a key strategy for improving writing instruction.

C. Components of Writing

Writing ability consists of several components that together determine the quality of a written text. Weigle (2002) and Jacobs et al. (1981) identify five key components of writing: content, organization, vocabulary, language use, and mechanics. These components form the backbone of effective writing assessment and instruction. Understanding these components helps teachers design lessons that address students' weaknesses and build on their strengths.

The first component, content, refers to the substance of the writing, including the development of ideas, relevance to the topic, and supporting details. Organization involves the logical arrangement of ideas, coherence between sentences and paragraphs, and use of cohesive devices. Vocabulary refers to the range and accuracy of word choice, including the ability to use appropriate and varied vocabulary. Language use, often referred to as grammar, concerns the correctness of grammatical structures, including sentence construction, tenses, and agreement. Lastly, mechanics deals with technical aspects such as spelling, punctuation, capitalization, and formatting.

These five components are essential because they represent different dimensions of writing competence. Harmer (2007) emphasizes that students must develop all these components simultaneously to produce clear, coherent, and accurate writing. Neglecting one component such as mechanics or organization can undermine the overall quality of a text, even if the other components are strong. Therefore, writing instruction should be holistic, covering all aspects of the writing process and product.

Furthermore, writing also involves genre knowledge. Each type of text (e.g., descriptive, narrative, analytical exposition) has its own structure and language features. According to Hyland (2004), understanding genre conventions helps students produce texts that meet academic and

communicative purposes. Teachers, therefore, need to explicitly teach the structure and features of specific genres to guide students effectively. By mastering both the components of writing and the conventions of various genres, students can improve their academic writing performance significantly.

D. PowerPoint in Writing

PowerPoint is one of the most widely used presentation tools in education. It allows teachers to present material in a structured and visually appealing format. According to Arsyad (2011), visual media such as PowerPoint can enhance students' comprehension by presenting information through images, graphics, and bullet points. This visual support helps students grasp complex concepts, including the structure and features of academic writing.

In the context of writing instruction, PowerPoint can be used to present models of good writing, outline writing steps, or highlight key language features. By using PowerPoint slides, teachers can visually demonstrate text structure, provide examples of topic sentences, and display checklists for self-editing. This makes abstract writing concepts more concrete and accessible for students. PowerPoint also allows teachers to integrate multimedia elements such as audio, video, or hyperlinks that can further enrich the learning experience.

However, PowerPoint tends to be more teacher-centered if not used interactively. According to Koch (2023), while PowerPoint supports content delivery, it may not fully engage students unless combined with interactive elements such as quizzes or discussions. Therefore, although PowerPoint can be an effective tool for explaining writing concepts, it should ideally be complemented with more interactive platforms such as Mentimeter that allow real-time student participation. Integrating PowerPoint and interactive tools can create a balanced approach to writing instruction.

Another benefit of PowerPoint in writing instruction is that it can be used by students as well as teachers. Students can create their own PowerPoint presentations to outline their essays, plan their arguments, or

present their drafts to peers for feedback. This active use of PowerPoint promotes ownership of learning and encourages students to think critically about how to structure and present their ideas. As a result, PowerPoint can serve not only as a teaching aid but also as a learning tool that enhances students' writing skills.

E. Mentimeter

Mentimeter is a web-based interactive platform designed to enhance student engagement during lessons. It offers various features such as live polls, quizzes, word clouds, Q&A sessions, and interactive slides. According to Mayhew et al. (2020), the use of Mentimeter increases student concentration, participation, and retention. Koch (2023) also notes that Mentimeter creates a more student-centered environment, which is essential for enhancing motivation and classroom interaction. The interactive nature of Mentimeter allows students to contribute actively rather than passively consuming information.

The integration of Mentimeter aligns with Connectivism Theory (Siemens, 2005), which emphasizes learning through networks and digital platforms. In writing instruction, Mentimeter can be used to facilitate brainstorming, collaborative writing, peer feedback, and real-time assessment. This interactive approach can make writing lessons more engaging and less intimidating for students. Mentimeter's features such as word clouds and live polls can also help students generate and organize ideas more effectively.

Mentimeter also allows anonymous participation, which can reduce students' anxiety and encourage honest responses. This is particularly useful in EFL writing classrooms where students may feel hesitant to share their ideas publicly. Visual tools such as word clouds can help students generate ideas, while live polls and quizzes can reinforce understanding of text structure and language features. The platform also provides instant feedback, which is critical for engaging students' writing performance.

Several studies support the use of Mentimeter in language learning. Adellasari and Huda (2023) found that Mentimeter fostered collaboration

and creativity in poetry writing. Tarazi and Ortega-Martín (2023) demonstrated that digital tools like Mentimeter improve students' confidence and productivity in writing tasks. Mohin et al. (2020) highlighted Mentimeter's role in creating dynamic learning environments across subjects, including language learning. These findings justify the inclusion of Mentimeter as a learning media in this research and support its use in teaching analytical exposition texts.

F. Previous Related Studies

Several previous studies have investigated the integration of Mentimeter and other digital learning media in language learning, particularly in writing instruction. Mentimeter has been widely recognized as an interactive tool that promotes student engagement, participation, and collaborative learning in classroom activities. Harahap et al. (2023) found that the use of Mentimeter improved students' focus, engagement, and learning outcomes through interactive classroom participation. Similarly, Adellasari and Huda (2023) reported that Mentimeter enhanced students' creativity and collaboration in poetry-writing activities by facilitating idea sharing and real-time interaction among learners. In the context of EFL learning, Tarazi and Ortega-Martín (2023) demonstrated that Mentimeter increased students' confidence, classroom participation, and motivation during writing tasks, while Koch (2023) highlighted that interactive digital tools such as Mentimeter significantly improved students' engagement and participation in language classrooms. These findings indicate that Mentimeter can create a more interactive and student-centered learning environment that supports writing development.

In addition, several studies have emphasized the effectiveness of digital learning media in facilitating active learning and improving students' writing performance. Mayhew et al. (2020) revealed that interactive response systems positively influenced students' concentration, participation, and information retention during classroom activities. Likewise, Alhasan (2023) observed that Mentimeter fostered a more active

and collaborative learning atmosphere by encouraging students to express their opinions more confidently. Hasyyati and Zulherman (2021) also developed technology-based evaluation models using Mentimeter and found that the platform effectively supported formative assessment and student interaction. Furthermore, Andriani et al. (2019) integrated Mentimeter into blended learning environments and reported increased student satisfaction and classroom engagement. Similarly, Fikri et al. (2024) found that students showed positive attitudes toward Mentimeter-based assessment because the platform was considered enjoyable, interactive, and easy to use during learning activities.

Beyond Mentimeter-specific studies, previous research has also highlighted the importance of digital learning media in improving EFL students' writing skills. Nur and Ramadhani (2025) stated that digital learning tools can support students in developing writing skills by increasing motivation, interaction, and collaborative learning opportunities. Anggraeni et al. (2025) further revealed that interactive and self-regulated learning-based instruction positively affected EFL students' academic writing skills, particularly in idea organization and argument development. In addition, Hamdani and Abid (2025) identified that Indonesian EFL students commonly experience difficulties in generating ideas, organizing arguments, and maintaining coherence in writing, suggesting the need for more engaging and supportive instructional media. Similarly, Sulukiyyah et al. (2026) explained that first-year EFL students often struggle with academic writing due to limited writing practice and insufficient classroom interaction. These findings strengthen the argument that interactive digital tools are needed to support students' writing development more effectively.

Although numerous studies have discussed the advantages of Mentimeter and digital learning media, most previous research mainly focused on students' engagement, motivation, classroom participation, or general learning outcomes. Only a limited number of studies specifically investigated the effectiveness of Mentimeter in improving students' writing skills, particularly analytical exposition writing in vocational high school

contexts. Furthermore, previous studies rarely compared Mentimeter directly with conventional instructional media such as PowerPoint in writing instruction. Therefore, this study attempts to fill this gap by examining whether there is a significant difference in writing achievement between students taught using Mentimeter and those taught using PowerPoint in teaching analytical exposition texts at vocational high schools.

Overall, the reviewed studies provide strong theoretical and empirical support for the integration of interactive digital media in writing instruction. The findings consistently suggest that Mentimeter can enhance students' engagement, motivation, collaboration, and idea generation during the writing process. Consequently, this study is expected to contribute to the existing literature by providing empirical evidence regarding the effectiveness of Mentimeter in improving vocational high school students' writing skills, particularly in analytical exposition texts within the EFL context.

G. Conceptual Framework

This study investigates the effect of Mentimeter as an interactive learning medium on students' writing skills in analytical exposition texts. The conceptual framework of this research is developed based on several underlying theories, namely Social Constructivism Theory (Vygotsky, 1978), Connectivism Theory (Siemens, 2005), Student-Centered Learning, and the Cognitive Process Theory of Writing proposed by Flower and Hayes (1981). These theories explain how interactive digital learning environments can support students' writing development through collaboration, engagement, idea generation, and feedback.

According to Vygotsky's Social Constructivism Theory (1978), learning occurs through social interaction and collaborative activities. Students develop knowledge more effectively when they actively interact with peers, exchange ideas, and receive scaffolding from teachers or classmates. In writing instruction, collaborative learning activities can help

students organize ideas, improve reasoning, and construct written arguments more effectively. Mentimeter supports this theory through interactive features such as word clouds, live discussions, collaborative boards, polls, and peer feedback activities that encourage active classroom participation.

This study is also supported by Connectivism Theory proposed by Siemens (2005), which emphasizes that learning in the digital era occurs through technology, networks, and interactive information exchange. Learning is no longer limited to individual cognitive processes but also involves digital interaction and collaborative participation through technological platforms. Mentimeter, as a web-based interactive platform, enables students to participate actively, share ideas instantly, and engage in technology-assisted learning activities. Therefore, Mentimeter creates a more dynamic and connected learning environment compared to conventional media such as PowerPoint.

Furthermore, the implementation of Mentimeter in this research is closely related to the Cognitive Process Theory of Writing proposed by Flower and Hayes (1981). This theory explains that writing is a recursive cognitive process consisting of several stages, including planning, generating ideas, organizing thoughts, drafting, revising, and editing. Effective writing instruction should support students throughout these stages. In this study, Mentimeter facilitates brainstorming activities through word clouds, supports idea organization through collaborative responses, and provides immediate feedback through live interaction. These activities help students develop analytical exposition texts more systematically and coherently.

In addition, this study reflects the principles of Student-Centered Learning, where students actively participate in constructing knowledge rather than passively receiving information from the teacher. Conventional learning media such as PowerPoint tend to support teacher-centered instruction because students mainly receive explanations from the teacher.

In contrast, Mentimeter encourages students to become active participants during the learning process through quizzes, polls, brainstorming activities, and collaborative discussions. As a result, students become more engaged, motivated, and confident in expressing ideas during writing activities.

Based on these theories, the researcher assumes that Mentimeter can provide a more interactive, collaborative, and supportive learning environment that facilitates students' writing development. Through collaborative brainstorming, active participation, immediate feedback, and interactive learning activities, students are expected to generate ideas more easily, organize arguments more coherently, and improve their writing quality in terms of content, organization, vocabulary, grammar, and mechanics.

Therefore, the conceptual framework of this study proposes that the use of Mentimeter as an interactive learning medium positively affects students' writing skills in analytical exposition texts. Students who are taught using Mentimeter are expected to achieve better writing performance than students who are taught using PowerPoint.