

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, objectives of the study, hypothesis, scope and limitation, significance of the study, and the last is the definition of key term.

A. Background of the Study

Writing is one of the most challenging language skills because it requires students to learn to process ideas clearly and structuredly. Writing is not simply putting ideas into words, but rather a thinking activity that demands accuracy and strong reasoning. This perspective is supported by Anggrayani et al. (2015), who argue that students frequently face problems in organizing ideas during the writing process. Many students consider writing more difficult than other language skills because they must organize their ideas coherently. This challenge is particularly evident at the junior high school level, where students often face difficulties in organizing and expressing their ideas in writing (Syifa et al., 2022). These difficulties indicate that writing is not a naturally developed ability but rather one that requires consistent practice with appropriate guidance. Therefore, writing can be concluded as an essential academic skill that requires a systematic learning process to help students express their ideas more effectively.

Furthermore, descriptive writing plays an important role in helping students improve their ability to observe and describe objects in detail. Oshima and Hogue (2007) explain that descriptive writing enables readers to visualize a person, place, or object through detailed descriptions. In practice, descriptive texts typically follow a clear structure, beginning with object identification and continuing with detailed

characteristics supported by sensory expressions. This structure provides a useful framework for students to develop coherent and engaging paragraphs. In addition, descriptive writing helps students enrich their vocabulary and improve sentence construction skills (Brown, 2000). Ultimately, descriptive texts serve as an important genre that strengthens students' expressive abilities and enables them to present their experiences more vividly.

Teaching writing skills requires media that can help students organize their ideas in a focused manner, as many students are not yet accustomed to expressing their ideas coherently. In teaching writing, teachers need to provide support that makes students more confident when constructing sentences and developing paragraphs. Therefore, learning media is a crucial element in helping students understand the steps of writing. Media not only functions as a tool but can also create a learning environment that makes students more active, creative, and fully engaged. This opinion aligns with Arsyad (2009), who emphasized that the use of media can clarify concepts, provide concrete learning experiences, and help improve students' language skills. As technology advances, the need for digital media in teaching writing is increasing. One such media is GitMind, as visualization in the form of mind maps helps students organize ideas before putting them into writing, making the writing process easier and more engaging.

GitMind is a digital mind mapping application that helps students organize and develop ideas visually during the pre-writing stage. Mind mapping techniques assist students in organizing information visually, making ideas easier to connect and develop into written text (Wulandari, 2020). Through this application, students can record initial ideas, group important information, and develop details according to the needs of the text. This process makes their writing more focused, coherent, and easy to understand.

The use of digital mind mapping also encourages students to be more active because they can visualize and structure their own thought processes. The effectiveness of this media is supported by research from Sairo et al. (2021), which shows that digital mind mapping helps students organize ideas more clearly. Their study also found that students were able to produce more detailed and structured descriptive texts through this method. Therefore, integrating GitMind into descriptive text learning can strengthen students' creativity, clarify their thought patterns, and create a more active and enjoyable learning experience.

The principles of the Independent Curriculum (Ministry of Education, Culture, Research, and Technology, 2022) emphasize the importance of innovative and relevant learning media, which aligns well with the TPACK approach when teachers integrate tools such as GitMind into writing lessons. Through the TPACK framework, teachers can blend technological skills, pedagogical strategies, and content knowledge to make the use of GitMind meaningful for students. This integration allows students to visualize ideas, organize information, and develop clearer writing structures while remaining actively engaged in the learning process. Using GitMind also supports student-centered learning because students are given the freedom to explore and express ideas in ways that suit their thinking styles. The digital features offered by GitMind encourage critical and creative thinking, helping students connect new concepts with their own experiences. Such activities naturally strengthen students' literacy as they learn to transform visual mind maps into coherent written texts. Overall, incorporating GitMind within a TPACK-based learning design contributes to the development of the Pancasila Student Profile by fostering independence, responsibility, and strong reasoning skills in today's evolving educational landscape.

Several previous studies have highlighted the importance of learning media in supporting students' writing development. Arsyad (2009) found that visual and digital instructional media helped students understand abstract concepts and made classroom activities more engaging, showing that digital tools can facilitate idea organization even though his study did not use mind mapping. Building on this, Rismawati (2018) applied the digital mind mapping platform MindMeister at SMP Negeri 1 Metro Kibang East Lampung and found that it helped students organize their ideas systematically, enabling them to produce more coherent descriptive paragraphs. Similarly, Nurrahmah (2011) used XMind as a pre-writing tool at SMP Negeri 29 Semarang, reporting that students who used digital mind mapping could generate ideas more effectively and connect sentences logically in descriptive text writing. These studies demonstrate that digital learning media, particularly mind mapping, play a crucial role in the pre-writing stage, helping students plan and structure their writing. By supporting idea generation and organization, digital tools can improve students' writing quality across various genres, including descriptive, narrative, and procedural texts. Therefore, integrating digital media in writing instruction can strengthen students' ability to develop well-organized and coherent texts.

Although previous studies consistently emphasize the importance of learning media in writing instruction, many of them still rely on conventional or limited digital tools. Arsyad (2009) showed that visual and digital media help students understand abstract concepts more easily by making learning activities clearer and more engaging. More recent studies by Rismawati (2018) and Nurrahmah (2011) revealed that digital mind-mapping applications such as MindMeister and XMind assist in students organizing ideas and producing more coherent descriptive texts. However, these studies focused on

specific platforms and did not explore other digital tools that might offer different learning experiences. GitMind, for example, provides visual features such as colors, icons, images, and flexible branches that stimulate students' visual senses and help students organize descriptive details more systematically. These sensory visual elements support the pre-writing stage by enabling students to observe, classify, and connect ideas before composing descriptive text. Therefore, this study aims to address this gap by examining “The Effectiveness of the GitMind Platform on Students' Descriptive Writing Skill at a Junior High School in Nganjuk”.

B. Research Questions

To address the limitation of the problems above, this research proposes the problems “Is there any significant difference between students who are taught using digital mind mapping and students who are taught using conventional mind mapping?”

C. Objective of Study

In relation to the research statements mentioned above, the general objective of this study is to investigate whether there is any significant difference on descriptive writing between students who are taught using digital mind mapping and students who are taught using conventional mind mapping.

D. Hypothesis

Based on the objective of the study, the researcher wants to know about the effect of Gitmind to teach Writing at seventh graders of MTsN 9 Nganjuk. Thus, the researcher forms the hypothesis for this research. There are two hypothesis, they are H_0 (Null Hypothesis) and H_a (Alternative Hypothesis). The description of the hypothesis as following:

H_0 : There is no significant difference in students' descriptive writing skills between students who are taught by using digital mind mapping through the GitMind platform and students who are taught by using conventional mind mapping.

H_a : There is a significant difference in students' descriptive writing skills between students who are taught by using digital mind mapping through the GitMind platform and students who are taught by using conventional mind mapping.

E. Scope and Limitation

In this study, the scope is writing particularly descriptive text, because students often face challenges in organizing their ideas into clear and coherent sentences. Based on the background of the study and the identification of the problems, the researcher limits the research to the use of GitMind as a digital mind mapping tool in teaching descriptive writing for seventh graders of MTsN 9 Nganjuk.

F. Significance of the Study

This study may also help teachers adopt GitMind as an alternative teaching strategy to support students in organizing their thoughts and developing descriptive texts effectively. For students, through the use of GitMind, students can learn to organize their ideas visually before writing, which can make the process more enjoyable and less stressful. For future researchers, this study is expected to serve as a reference and source of information for those who wish to conduct similar studies in the field of English education.

G. Definition of Key Terms

In order to give easy understanding about the term used in research title, the researcher explain some terms as follow:

1. Writing

Writing is essentially the activity of expressing ideas in written form so that they are clear, structured, and understandable. It requires generating ideas, choosing how to express them, and arranging them into sentences and paragraphs that convey meaning to the reader. Through writing, people can communicate, share information, express feelings, and even persuade or entertain others.

2. Teaching Writing

The teaching writing process emphasizes helping students understand what they want to write and organize their ideas clearly. To support this process, GitMind is used as a digital mind-mapping tool that helps students visualize the content of their writing. Students are guided to identify the main idea as the main topic of the descriptive text and develop supporting ideas that explain characteristics, appearance, or function. This structure helps students organize their thoughts logically before they begin writing. As a result, students are able to produce descriptive paragraphs that are more focused, well-organized, and coherent.

3. Descriptive

Descriptive text is a text used to describe a person, place, animal, or object. Its social function is to provide clear information so that the reader can imagine the object being described. The generic structure of descriptive text consists of identification and description, and each part has a main idea supported by supporting ideas. Identification presents the main idea by introducing the object, while supporting ideas provide basic information about it. Description explains the main idea in more detail through supporting ideas such as appearance, characteristics, or

behavior. In terms of language features, descriptive text generally uses the simple present tense, adjectives, and linking verbs.

4. Media

Media refers to tools or resources used by teachers to support the delivery of learning materials in the teaching and learning process. Learning media can be conventional, such as pictures, charts, and textbooks, or digital, such as applications and online platforms. Both types of media help students understand lessons more easily and express their ideas more clearly. Media also function as a bridge between the teacher and students by making learning activities more engaging and effective.

In this study, the medium used is GitMind, a digital mind-mapping tool that allows students to organize their ideas visually before writing. GitMind provides visual elements such as colors, branches, and images that stimulate students' visual senses and help them arrange main ideas and supporting details. Through this process, students can plan their writing in a more organized and systematic way, which supports them in developing clearer and more coherent written texts.

5. GitMind

GitMind is a digital mind mapping tool used to create mind maps. This platform allows students to organize ideas and break down topics into simpler parts, making the material easier to understand. Mind maps usually appear in the form of colorful diagrams in which the main idea is connected to supporting ideas or related concepts. In addition, GitMind allows users to create not only mind maps, but also concept maps, diagrams, and flowcharts.

6. Conventional Mind Mapping

In this study, conventional mind mapping refers to a manual technique used to help students generate, organize, and develop their ideas before writing. Students create a mind map using paper and writing tools by placing the main topic in the center and connecting it to related ideas through branches and keywords. This technique was implemented in the control group to teach descriptive writing.