

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents an overview definition of writing, teaching writing, types of writing, definition of descriptive text, definition of media, the role of media, definition of gitmind. The last part explains some previous studies related to this research.

A. Definition of Writing

Writing is commonly understood as a productive language skill that enables learners to communicate ideas in a clear and structured way. According to Nunan (2022), writing involves the ability to put thoughts into words and arrange them into meaningful text. Harmer (2007) explains that writing requires careful attention to vocabulary, grammar, and organization, making it more complex than spoken language. This skill becomes essential for junior high school students because it supports the development of logical thinking and language accuracy. Hyland (2003) also describes writing as a process in which students plan, draft, revise, and refine their work. Through this process, learners grow more aware of how ideas should be developed and connected. Therefore, writing serves as both a communicative tool and a cognitive activity that strengthens students' overall language proficiency.

Although writing is important, many students struggle to translate their ideas into coherent text, especially in EFL contexts. Richards and Renandya (2002) argue that writing is one of the most difficult skills because it demands continuous reflection, precision, and organization. Graham and Perin (2007) also highlight that students need explicit instruction and regular practice to develop good writing habits. Teachers therefore play a central role in guiding students through each stage of the writing process

to help them form clear and meaningful paragraphs. Buzan (2018) points out that tools such as mind maps can support learners by helping them visualize relationships between ideas before they begin writing. When integrated into the classroom, these tools assist students in generating, grouping, and sequencing information more effectively. With appropriate guidance and supportive media, students are more prepared to produce well-organized writing that reflects their understanding and creativity.

B. Teaching Writing

Teaching writing is a fundamental aspect of language learning because it enables students to express ideas in a clear and organized written form. Writing is not merely the production of sentences, but a cognitive process that involves planning, organizing, and refining ideas. Many learners experience difficulties in the early stages of writing, particularly when they are required to generate and structure ideas coherently. These difficulties often result in fragmented or unfocused texts that lack clear direction. Therefore, teachers need to provide appropriate instructional support before students begin drafting. Pre-writing activities play an important role in helping students develop a clear framework for their writing. Through these activities, learners are able to explore and organize ideas freely without the immediate pressure of linguistic accuracy.

One effective pre-writing strategy commonly used in writing instruction is mind mapping, which supports students in organizing ideas visually. This strategy helps learners identify relationships between main ideas and supporting details in a structured manner. Bukhari (2016) states that mind mapping assists language learners in maintaining focus throughout the writing process by clarifying idea connections. The effectiveness of mind mapping can be further enhanced through the integration of digital media. Digital mind mapping tools such as GitMind provide interactive features that

allow students to revise, reorganize, and expand ideas more easily (Hafidzah et al., 2025). These features offer flexibility and visual appeal, which can increase students' motivation and engagement in writing activities. Overall, combining mind mapping strategies with digital media supports the development of coherent, well-structured, and meaningful writing in line with contemporary learning principles.

C. Types of Writing

In the context of writing instruction, Brown (2000) classifies writing skills into several types that develop according to students' levels of language mastery. One type that is particularly suitable for junior high school students is responsive writing because it emphasizes the organization of ideas rather than the production of lengthy texts. At this level, students are encouraged to respond to given topics by constructing clear and meaningful paragraphs. This focus supports learners in developing coherence and logical sequencing of ideas. Descriptive writing fits within the category of responsive writing because it requires students to present details in an organized and connected manner. Through descriptive tasks, learners learn to select relevant information and arrange it systematically. As a result, descriptive writing helps junior high school students build a strong foundation in paragraph development.

To support students in organizing ideas during descriptive writing, appropriate instructional strategies are needed at the pre-writing stage. Mind mapping is one strategy that helps learners visualize relationships among ideas before they begin drafting. Bukhari (2016) states that mind mapping assists students in clarifying connections between main ideas and supporting details. This process enables learners to plan their writing more effectively and reduce confusion during paragraph development. The use of digital mind mapping tools further enhances this strategy by offering flexibility and

visual clarity. Hafidzah et al. (2025) explain that platforms such as GitMind allow students to structure and reorganize ideas more easily. Therefore, integrating digital mind mapping in teaching descriptive writing supports students in producing more coherent and well-organized texts.

D. Descriptive Text

Descriptive text is a type of writing that aims to present a clear picture of a person, place, object, or phenomenon so that readers can imagine and understand it through language. This form of writing does not merely list characteristics, but focuses on creating a strong impression by using carefully selected details. Through descriptive writing, students learn to observe objects more closely and express their perceptions in an organized way. Hyland (2003) explains that description helps writers organize perceptions and experiences so they can be communicated effectively to readers. In this sense, descriptive text functions as a medium for transforming sensory experiences into meaningful written expression. The ability to describe accurately also supports students in developing clarity and precision in writing. Therefore, descriptive text plays an important role in strengthening students' expressive and observational skills.

From a functional perspective, descriptive text serves to introduce and describe a particular subject in detail so that readers gain a clear understanding of what is being described. Anderson (2003) emphasizes that the social function of descriptive text is to provide detailed information about a specific participant. Generally, the structure of descriptive text consists of an identification section that introduces the object and a description section that explains its characteristics or qualities. This structure helps writers present information in a logical and systematic manner. In terms of language features, descriptive text commonly uses specific participants, the simple present tense,

adjectives to describe qualities, and verbs that indicate actions or conditions. These linguistic elements support the clarity and vividness of the description. They help students convey ideas and observations in a coherent and meaningful written form.

E. Media

Learning media is an essential component in classroom instruction because it helps teachers deliver learning content more clearly and encourages students to actively engage in the learning process. Arsyad (2009) states that learning media function as tools that support the effectiveness of teaching and learning activities. In writing instruction, learning media play an important role in helping students explore, organize, and develop ideas before transforming them into written text. Through appropriate media, abstract ideas become easier for students to understand and arrange systematically. Learning media also help reduce students' difficulties in the early stages of writing. As a result, students are more prepared to express ideas clearly and confidently. Thus, the use of learning media contributes to better teaching and learning process and enhances learning outcomes.

On the other hand, learning media commonly used in teaching writing is mind mapping, which can be applied in both traditional and digital form. Traditional mind mapping allows students to organize ideas manually and understand basic relationships between concepts. Buzan (2018) explains that mind maps support natural thinking processes by enabling learners to visualize connections among ideas. This approach has been further developed through digital mind mapping, which utilizes technology to make idea organization more flexible and efficient. Sairo et al. (2021) state that digital mind maps provide visual features that help students build a clearer structure during the writing preparation stage. Digital tools also allow easy revision and expansion of ideas

without limiting creativity. Therefore, digital learning media such as GitMind support students in organizing main ideas and supporting details in a systematic and effective manner.

F. Role of Media

Media holds an important role in supporting the teaching and learning process because it helps teachers deliver material in a clearer and more meaningful way. Arsyad (2009) states that media functions as a bridge that connects the teacher's explanation with students' understanding. When appropriate media are used, the classroom atmosphere becomes more engaging, and students are more motivated to participate in learning activities. This support is especially needed in writing classes, where students must explore ideas before expressing them in written form. Media also helps reduce learning barriers by presenting information through visual, or digital formats. By offering alternative ways to access content, media allows students with different learning styles to follow instruction more effectively. For these reasons, media becomes an essential tool that helps students build confidence and clarity during writing activities.

There are various types of media that teachers can use, ranging from printed materials and pictures to audio, video, and digital applications. According to the Ministry of National Education (2009), these media categories help teachers adjust their methods to the needs of the classroom. Visual media, such as pictures or picture series, are often used to support writing activities because they stimulate students' imagination and help them generate descriptive details. Buzan (2018) explains that visual representations make it easier for learners to connect ideas before writing. Alongside traditional visuals, digital media are increasingly used because they offer flexibility and

allow students to organize information more efficiently. One example of digital visual media is mind-mapping tools, which assist students in arranging key points before writing. GitMind is one tool that can be used for this purpose because it helps students visualize the structure of their descriptive paragraphs in a simple and organized way.

G. GitMind

In teaching descriptive writing, students often struggle to organize their ideas and present them clearly, especially when they don't have a structured pre-writing strategy. Traditionally, mind mapping has been used as a technique in which students manually arrange their ideas using paper and colored pens to visualize relationships between concepts. Although this method helps students understand basic idea connections, it is often inefficient when revisions are required, as students need to rewrite or recreate the entire map. To overcome these limitations, digital mind mapping tools such as GitMind can be utilized. GitMind provides various ready-to-use templates that support students in organizing their ideas more effectively and efficiently. In addition, the digital format allows students to easily modify, rearrange, and expand their ideas without starting from the beginning. This flexibility is particularly beneficial for junior high school students who are still developing their writing skills.

GitMind also enables students to represent their ideas through branches, keywords, and visual elements, which can enhance their ability to plan descriptive paragraphs before drafting. According to Al-Jarf (2021), mind mapping tools help students generate and connect ideas more effectively, leading to better organization in writing. Similarly, Al-Zyoud et al. (2017) found that digital mind mapping applications improve writing coherence, as ideas can be easily adjusted and reorganized. Furthermore, the use of such tools can promote students' digital literacy through interactive features. In practice, the

use of GitMind is relatively simple. Students first access the platform and log into their accounts. After entering the dashboard, they can choose a suitable template provided by the system. Then, students develop their ideas by editing the template and adding the topic to be described along with supporting details. Finally, the completed mind map can be saved or exported, allowing students to use it as a guide in writing their descriptive text.

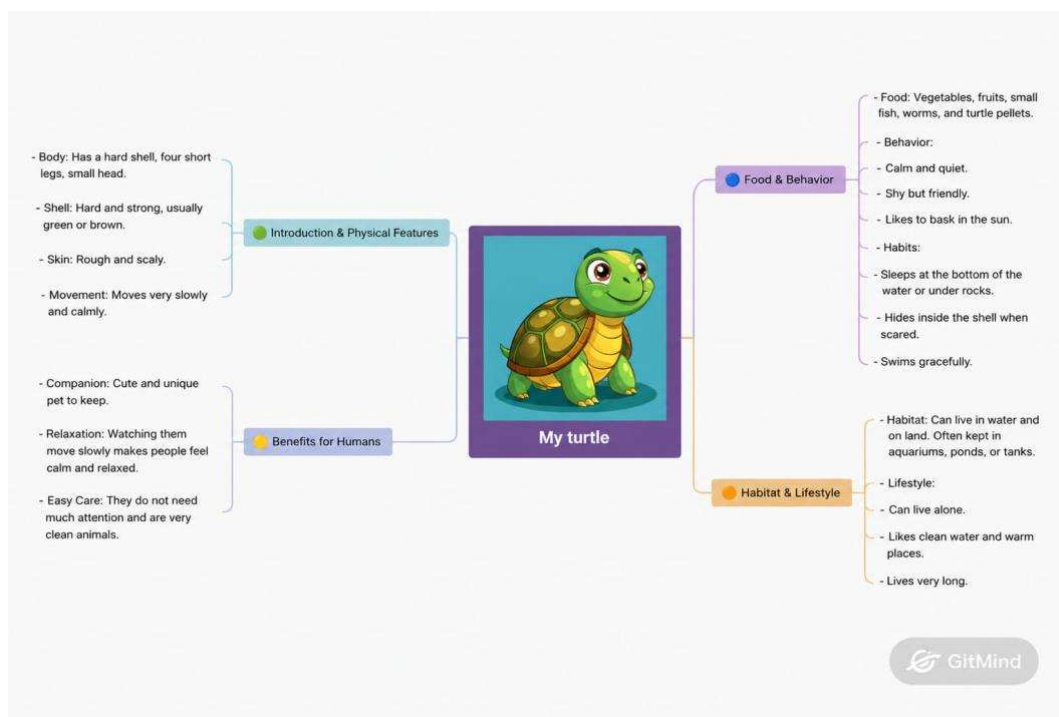


Figure 2.1. A Mind Map Created Using GitMind

H. Conventional Mind Mapping

Mind mapping is a technique that helps learners develop and organize information visually. It enables students to connect ideas in a systematic way by placing the main topic at the center and expanding it into several related branches. This technique is commonly used in the pre-writing stage because it helps students generate and organize ideas before composing a text (Wahid and Sudirman, 2023). By structuring ideas in a hierarchical form, students can see the relationship between main ideas and supporting

details more clearly, which helps them prepare a clear writing plan before developing it into a paragraph.

In this study, mind mapping was applied to support students in writing descriptive texts. It helps students enrich vocabulary, generate ideas, and organize their thoughts into a more structured form. Conventional mind mapping refers to the manual creation of mind maps using paper and writing tools, where students place the main topic in the center and develop it into branches of keywords and supporting ideas before writing a complete text. Although this technique is effective in helping students organize ideas, it has limited visual features and flexibility compared to digital applications such as GitMind. Therefore, conventional mind mapping was used for the control group, while GitMind was implemented for the experimental group.

I. Relevant Previous Studies

This research is supported by several previous studies First, Rismawati (2018) conducted a study on the use of digital mind mapping specifically MindMeister, to support students' descriptive writing skills at SMP Negeri 3 Yogyakarta. This study used a pre-experimental design with a single pre-test and post-test group. The study findings revealed that students who used digital mind mapping were able to organize their ideas more clearly and write more coherent descriptive paragraphs than before. This research is relevant because it highlights the benefits of digital mind mapping helping students' plan and organize their writing.

Second, Arsyad (2009) discussed instructional media from a theoretical perspective without focusing on a specific school or classroom setting. His work explained how visual and digital media help learners understand abstract concepts and increase engagement in learning activities. Although this study did not apply mind

mapping and was not conducted as classroom research, it provides a strong theoretical foundation for the use of digital media in supporting idea organization during learning. This theory is relevant to the present study because digital mind mapping is one form of visual media that helps students plan and structure their writing more effectively.

Third, Nurrahmah (2011) examined the use of a digital mind mapping tool XMind, to improve students' descriptive writing skills at SMP Negeri 4 Semarang. This study employed a quasi-experimental method and reported that students who used digital mind maps were able to generate ideas more systematically and connect sentences logically, resulting in more organized paragraphs. This study is relevant because it emphasizes the advantages of digital tools as a pre-writing strategy for junior high school students.

Fourth, Wulandari (2020) conducted a quasi-experimental study focusing on the use of traditional mind maps to improve students' descriptive writing skills at SMP Negeri 1 Klaten. He found that students taught using traditional mind mapping demonstrated better ability to generate and categorize ideas compared to those taught conventionally. His research demonstrated that visual mapping enhances creativity and critical thinking. The relevance of this study lies in its focus on mind mapping as a pre-writing strategy, although this study used the traditional version, not digital mind mapping.

From previous studies, it can be concluded that each researcher used different methods and settings to explore how mind mapping improves students' writing skills. The main differences are evident in data collection techniques, research locations, and participant characteristics. Unlike some previous studies that relied on questionnaires and interviews as data sources, this study emphasized writing tests and classroom

observations to obtain a more accurate picture of skill improvement. Furthermore, this study used a quantitative quasi-experimental design, allowing for more structured and measurable measurement of changes in student abilities.

Based on a review of previous research indicates that mind mapping, both traditional and digital, has been shown to help students organize descriptive texts more systematically. Variations in media, research locations, and participant characteristics lead to differences in the tools and data collection techniques used in each study. However, there are similarities between previous studies and this study both utilize mind mapping to help students organize ideas before writing. The main contribution of this study lies in the use of GitMind within a quantitative research design, thus demonstrating the effectiveness on students' descriptive writing skills. Previous studies have primarily utilized MindMeister and XMind, which excel in online collaboration and complex diagram design, respectively. However, GitMind offers greater flexibility, a simple interface, and a selection of templates that are easy for junior high school students to use with its free features, easy export, and fast editing capabilities, GitMind is a more efficient and user-friendly tool for teaching descriptive writing at the secondary school level.