

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the essential language skills that students need to master because it enables them to communicate ideas, express opinions, and convey information effectively in academic and everyday contexts. Unlike speaking, writing requires students to generate ideas, organize information logically, develop supporting details, and apply appropriate grammar, vocabulary, and mechanics simultaneously. Therefore, writing is considered one of the most complex productive skills in English language learning. Developing writing skills is essential because it supports students' academic achievement, critical thinking, and communication abilities.

However, many students still experience difficulties in writing. They often struggle to generate ideas, organize information into a logical sequence, develop supporting details, and maintain coherence throughout their writing. These difficulties frequently result in disorganized texts and reduce students' confidence and motivation during writing activities. Graham and Perin (2007) stated that many students encounter writing problems because they lack effective strategies to plan and organize their ideas before writing. These challenges indicate the need for instructional strategies that can assist students during the pre-writing stage.

Technology has significantly transformed education, particularly in the way students learn and engage with learning materials. Students now live in a digital era where visual content plays an important role in their daily lives through social media, educational platforms, and digital applications. Integrating technology into classroom instruction provides opportunities to create more engaging and interactive learning experiences. Mayer (2001) emphasized that visual-based learning helps students process information more effectively by combining verbal and visual representations, thereby improving comprehension and information retention.

One instructional strategy that has been widely recognized for supporting students' writing development is mind mapping. Mind mapping enables students to generate, organize, and connect ideas visually before developing them into complete texts. As a pre-writing strategy, it helps students identify relationships between concepts, arrange ideas systematically, and establish a clear structure for their writing. Buzan (2006) explained that mind mapping improves students' critical thinking, idea organization, and writing performance by allowing them to visualize the connections among ideas.

With the advancement of educational technology, mind mapping can now be developed using various digital platforms. One of the most widely used applications is Canva. Canva is a visual design platform that provides numerous templates, graphic elements, icons, and collaborative

features, enabling students to create attractive and well-organized mind maps. Its user-friendly interface encourages students to explore their creativity while organizing ideas visually before writing. Previous studies have also reported that visual media increase students' motivation and participation during learning activities. Akhtar et al. (2020) found that visual learning media significantly improved students' engagement and writing quality, while Hasan and Yunus (2021) reported that digital tools such as Canva helped students generate ideas and produce better writing.

In Islam, writing holds a special place as a tool for spreading knowledge and wisdom. The Quran emphasizes its importance in Surah Al-'Alaq (96:4-5):

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

This verse serves as a reminder that writing is a valuable means of preserving and transmitting beneficial knowledge. In education, writing is not only a technical skill but also a medium through which individuals reflect, understand, and share ideas that contribute to personal and social development.

Previous studies have demonstrated the positive contribution of Canva-based mind mapping to writing instruction. Hasan and Yunus (2021) reported that digital tools such as Canva helped students generate ideas, organize information more effectively, and produce higher-quality writing. Similarly, Safro and Nuroh (2023) found that Canva-based mind

mapping significantly improved elementary students' poetry writing skills by increasing students' creativity and engagement throughout the writing process. In addition, Hariati and Mizkat (2024) revealed that Canva-assisted mind mapping positively affected students' achievement in writing procedural texts. These findings indicate that Canva-based mind mapping has considerable potential to support students' writing development in various learning contexts.

Despite these positive findings, there is still a research gap regarding the implementation of Canva-based mind mapping in writing instruction. Most previous studies employed quantitative approaches that primarily measured students' writing achievement through test scores. Consequently, limited attention has been given to how Canva-based mind mapping is implemented in classroom practice, how students experience the learning process, how they organize and develop ideas using Canva, and what benefits and challenges they encounter during its implementation. Therefore, further qualitative research is needed to provide a more comprehensive understanding of students' experiences in using Canva-based mind mapping during writing activities.

B. Definition of Key Terms

This section provides definitions of key terms used in this study in order to avoid misunderstanding and to clarify the scope of the research.

1. Student Experience.

Student experience is an important concept in understanding how learners interact with learning tools. In this study, student experience is defined as follows. Student experience refers to students' perceptions, challenges, and benefits while using Canva as a mind mapping tool for writing skill development. In this study, student experience focuses on their direct engagement with Canva in organizing ideas, enhancing creativity, and improving their writing skills. The researcher aimed to gather narratives from students about their interaction with this tool and how it influences their writing process.

2. Implementation.

Implementation refers to how a strategy or method is applied in a real learning context. In this research, implementation is defined as follows. Implementation is the process of applying a plan or strategy to achieve a specific goal. In this research, implementation refers to the use of Canva for mind mapping in writing activities. It includes how students utilize Canva to visually organize their ideas before composing written texts, with the aim of improving structure, coherence, and creativity in their writing.

3. Mind Mapping Using Canva.

Mind mapping using Canva is a key concept in this research. Therefore, this term needs to be clearly defined as explained below. Mind mapping is a visual learning strategy that allows students to

structure, connect, and develop their ideas systematically before writing. It enhances critical thinking and helps in organizing content logically. In this study, mind mapping is implemented through Canva, a digital graphic design tool. Canva is used to create interactive and visually appealing mind maps using its drag-and-drop interface, templates, and design features. By combining mind mapping techniques with Canva, students can brainstorm ideas, visualize relationships, and structure their writing more effectively, making the writing process more engaging and accessible.

4. Writing Skill Development.

Writing skill development is the main focus of this study. The definition of this term is presented as follows. Writing skill development refers to the process of improving students' ability to express ideas in written form, including organization, coherence, and creativity. In the context of this study, writing skill development focuses on how Canva-based mind mapping helps students generate, structure, and refine their writing, ultimately enhancing the overall quality of their work.

C. Research Questions

The research questions are formulated to guide the investigation and to focus the discussion on the main objectives of the study.

1. How do students perceive the use of Canva for mind mapping in improving their writing skills?

2. What are the challenges and benefits experienced by students when implementing Canva-based mind mapping in their writing process?

D. Objectives of Study

The objectives of this study are derived from the research questions and aim to explain the purposes of conducting this research.

1. To examine students' perceptions of using Canva for mind mapping in improving their writing skills.
2. To identify the challenges and benefits students experience when implementing Canva-based mind mapping in their writing process.

E. Significance of Study

This section explained the significance of the study and highlighted the potential contributions of the research for various stakeholders.

1. Students.

This study had the potential to benefit students by helping them develop their writing skills through the use of Canva for mind mapping. This method could assist students in structuring their ideas more systematically, enhancing creativity, and improving the organization and coherence of their writing.

2. Teachers.

Educators could utilize the findings of this research as a reference to improve their teaching methods by incorporating Canva as a learning tool in writing instruction. By using Canva-based mind

mapping, teachers could create more interactive, innovative learning experiences that align with the objectives of the Merdeka Curriculum.

3. Future Researchers.

This study served as a foundation for future research in the field of education and pedagogy, particularly in evaluating the effectiveness of Canva for mind mapping in the development of students' writing skills. The findings could provide valuable references for further studies in creating more effective and innovative learning methods