
Reading-to-Write in the Classroom: The Use of Mind Mapping as Schemata and as Outlining

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Abstract

This paper is aimed at giving an effective way of teaching the integrated skills of reading-to-write by using mind mapping. Even the term of reading-to-write itself seems new to education environment of teaching English as a foreign language (EFL) especially to teachers and lecturers; however, the intertwined activities of reading-to-write give some advantages to the learners taught and moreover to the teachers and/or lecturers themselves. The learners actively study the two skills integrated in accordance with the topics explored and for the teachers and/or lecturers, they save their energy and time in teaching reading-to-write skills. In a meeting in the classroom, they just prepare one main topic for these two skills and the time is really effective used by both parties. The effectiveness teaching and learning process of reading-to-write is more enhanced by the use of mind mapping in those skills. There is a strong assumption that the use of mind mapping in reading-to-write can improve the learners' reading comprehension and writing quality.

Keywords: Reading-to-Write; Mind Mapping; Mind Mapping as Schemata and as Outlining;