

**PROMOTING MIND-MAPPING TECHNIQUE TO IMPROVE
NURSING STUDENTS' WRITING SKILL**

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Abstract

A teacher can use many ways to make students easier to study writing. Mind-mapping is a way to solve problems in writing. This technique is chosen since it has many advantages. The main benefit is that it uses both halves of the brain which makes it easier to remember. Moreover, making mind-mapping is a creative process and a natural way to organize the thoughts and it is widely believed to ease a pathway towards successful communication. Nursing students mostly do not pay attention to their writing skill. There are some indications which show the students' poor ability in writing, such as; the students do not organize their writing well, their ideas are not coherence, they do not use right tenses in the right context, they have lack of vocabulary and their understanding of mechanic is low. They also think that time for writing is limited. Because of these, they become unmotivated and have low interest in writing. Some students even give up and do not try to solve their problem. In this paper, the writer wants to describe the use of mind-mapping technique to build up a good writing practice as an alternative teaching learning process and to activate the students' participation in the classroom.

Keywords: *Mind-Mapping Technique, Writing Skill.*

INTRODUCTION

Mind-mapping technique is useful as a helping aid to show connections of ideas in the text that frequently are perceived to cause confusions. The chart or the map thus resulted will serve as visual pictures of the ideas in a much simpler representation yet meaningful (Sulistyo, 2011:44). Mind-maps are memory tools which uses personal associations to make it easy to remember new information and to visualize the thinking process. That is why mind-mappings have proven to be a very useful technique to master a foreign language. Although it may cost time

to teach the technique it will eventually speed up the learning process when pupils get the hang of it (Hofland, 2007:38). Mind-map, invented and copyrighted by Tony Buzan, is a technique of representing information in a visual way by demonstrating connections among key concepts and ideas. It is proved by the use of curve lines, symbols, words, pictures, and colors in creating a mind-mapping (Buzan & Buzan, 1993:93; 109).

The technique of the teaching learning process can support the teacher to transfer the material and it helps the students to understand about what they are talking about. Mind-mapping is one of the ways to teach writing to the students more clearly. It means that the teacher can use tables, pictures, maps, graphs, and flow card as media. In mind- mapping, pictures, symbols, and colors are helping the students to understand the material. Mind-mapping helps the teacher to transfer information because it consists of some information and knowledge. Students can use mind-mapping to control their subject in writing. They can develop their ideas by looking the mind-mapping that can give information to make their memory increase. So, like other the visual media, mind- map can help the teacher in teaching learning process.

The function of mind-map (Wang et. all.2010:234) includes the following: (a) It builds a concept or viewpoint in a broader scope or topic. (b) It provides a direction while planning or making decisions, helping users to collect and organize large amount information. (c) It encourages users to solve problems by a new and creative way and thus enhances the effectiveness. (d) It attracts and controls one's attention and thinking. (e) It makes observation, reading, thinking or memorizing interesting.

There are seven steps in creating mind-mapping (Buzan, 2006:15-16) as follows: (a) Start at the center of the paper and put it horizontally. Why? It does so as starting from the central will provide a free thinking to the way of thinking mind and also follows the natural rule. (b) Use a picture or photos for the central ideas. Why? The saying "A picture is worth a thousand words" may be a cliché, but it is true. The pictures will help us focus, and activate our brain. (c) Use colors. Why? Because color is as interesting as pictures for our brain that are able to trigger thinking. (d) Draw a thick line out from the centre and write an idea associated with the topic. Then draw thin lines from the thick line and write ideas associated

with it. Continue to map until any more ideas cannot be thought of. (e) Use a curve line, not a straight line. Why? Because the straight line will make our brain bored. (f) Use one word per line. Why? Since each word has an enormous number of associations, and this rule allow each one more freedom to link to other associations in our brain. (g) Use as many images as possible. Why? As like the centre picture, a picture is worth a thousand words.

Those steps will help students in making a mind-map. The mind-map is a simple diagram that a represent many information about the topic. Before begin to write, make the mind-map first to generate ideas then arrange the ideas into a paragraph.

The main benefit of mind-mapping technique is that uses both halves of the brain which makes it easier to remember. Moreover, making mind-mapping is fun. It is a creative process and a natural way to organize the thoughts. Most of pupils like it because it is not boring. It will also save time because pupil will memorize the subject material much faster so it take less time to teach it to them (Hofland, 2007:30). According to (Buzan, 2006:180) as follows: (a) They enable you to keep the whole knowledge 'picture' in view at all times, thus giving you a more balanced and comprehensive understanding of the subject in its entirety. (b) They take up far less space than linear notes. Between 10 and 1000 pages of the text can be summarized on one large mind. (c) They give your brain a central focus and structure which to integrate your knowledge of any subject. (d) They increase your brain's 'hunger' for knowledge. (e) They allow you to relate your own thoughts and ideas to those expressed in books, lectures or presentations. (f) They are far more effective and efficient for review purposes. (g) They enhance your memory and understanding of textbooks, study guides, lectures and coursework, enabling you to excel in any course of study. While disadvantage of mind-mapping is when you first start using this technique, it can be a bit awkward to make one.

There are many uses of mind-mapping in the daily activity. According to (Murley, 2007:176-181) in her article states that the uses of mind-mapping are:

1. Teaching and Other Presentations

Whenever someone teach or make presentation, they want their audience to understand and remember the information. Mind maps can be used instead of, or in addition to, power point and other presentations to provide a big picture

overview, connect the big picture to small details, show relationships across subtropics, and make the whole presentations easier to remember.

Mind-maps can help teachers accommodate different learning style. They are especially helpful for strong visual learners who absorb information when it is presented via diagrams and similar visual aids than through written text, but all learners benefit from absorbing information in more than one modality. Mind-maps also help students see connection between prior knowledge and new information, which helps them “transfers” what they learn and apply it to new situations.

When researching and writing, the author must integrate complex information from a large number of sources into a single linear document, such as an article, brief or report. The research and writing process may take place over weeks or months, during which time the author is subjected to many distraction. Mind-maps can help the writer stay focused on the big picture while retrieving and organizing large amounts of information into a coherent document. Mind-maps can help with three parts of the writing process in particular: outlining and organizing, researching and taking notes, and analyzing and writing.

Because of their visual nature, mind maps can help the writer see connections and additional points that might otherwise be missed. And, by keeping the entire outline in front of the writer at the same time, mind-maps also help the writer avoid missing steps or issues necessary to the discussion. With a well-analyzed outline and well-organized research, the writer can produce a better document in less time and with fewer drafts, significantly increasing productivity.

Mind-mapping is a good technique for group brainstorming because idea can be captured as they are suggested, without worrying about where they fit in a hierarchy. Once all the ideas have been captured, they can be grouped and prioritized. Because mind-maps can help students to capture ideas, organize, prioritize, and visualize complex information; work with both the big picture and the details; and quickly see potential connections and the need for additional information, they can make project planning more productive.

In relation with the teaching of English, the latest curriculum for the English lesson is directed to develop language skills in order that students are able to communicate and make discourse in certain level of literacy. In this case, they are

expected to be able to communicate or participate in the creation of text in spoken and written in their daily lives.

Writing is the production of the written word that results in a text but the text must be read and comprehended in order to make the communication take place (Murcia, 2000: 142). In other words, the writer communicates her ideas in the form of written text in which the reader will understand the ideas and meanings from the text. The writer has to consider not only the content of the written text but also the reader who will read the text.

In the process of writing, students usually translate the spoken form to written form, however, writing differs from speaking. As stated by Brown (2001: 335) that the process of writing requires an entirely different set of competencies and is fundamentally different from speaking. That is why, writing is also considered as a complex activity. To make a good written text, it must be constructed according to the rules or conventions of the target language. It means that students should have the ability to produce grammatical sentences and arrange them into paragraphs and further organizes into a composition, which is acceptable to the rule of the target language.

Writing is difficult. In the process of teaching writing, a teacher often faces some problems such as students' low motivation and students' poor capability in writing. Students are not interested in writing since they consider it as a difficult and boring activity. They seem to have a heavy burden when the teacher asks them to write a composition. The main problem encountered by beginner is that they are unable to organize their ideas accurately in the writing form. That is why the result of their writing is still poor.

Writing is one of the language skills which is integrated to the other language skills. Murcia (2000: 161) states that the writing skill is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. That is why writing is considered as a difficult skill to be mastered in which it requires special skills in the production including organization, choice of words, grammatical sentences, mechanics, and English rhetoric.

Writing is a process. It is a complex process to explore our thoughts and ideas. Lyons and Heasley states, "Writing is clearly a complex process, and

competent writing is frequently accepted as being the last skill to be acquired. . (1987: 2)". From this statement, the students get writing subject in the end of the process learning language because it is difficult subject. So, writing is a complex process that is difficult to the students.

In order to be able to do such things in writing, learners need to acquire micro- skills and macro-skills. Brown (2004: 220 - 221) states that micro-skills are related to imitative and intensive types of writing performance whereas macro-skills are related to responsive and extensive writing. The descriptions are as follows:

a. Micro-skills:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce and acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical system (e.g. tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

b. Macro-skills:

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written text according to form and purpose.
- 3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on all the concepts above, the writer concludes that writing is a process to explore our idea/opinion and feeling. The students must know about the characteristics of written language to make a good writing. According to Brown (2004: 219), the genres of writing are:

- 1) Academic writing
 - Papers and general subject reports
 - Easy, compositions
 - Academically focused journals
 - Short-answer test responses
 - Technical reports (e.g., lab reports)
 - Thesis, dissertations
- 2) Job-related writing
 - Messages (e.g., phone messages)
 - Letters/emails
 - Memos (e.g., interoffice)
 - Reports (e.g., job evaluation, project reports)
 - Schedules, labels, signs
 - Advertisements, announcements
 - Manuals.
- 3) Personal writing
 - Letters, emails, greeting cards, invitation
 - Messages, notes
 - Calendar entries, shopping lists, reminders
 - Financial documents, (e.g., checks, tax forms, loan applications)
 - Forms, questionnaires, medical reports, immigration documents
 - Diaries, personal journals
 - Fictions (e.g., short stories, poetry)

From the explanation above, it is known that there are many kinds of written language. So, before writing, someone should know what kinds of written language they will do.

Teaching is an activity to help people to learn or study about something. In teaching process, the teacher gives instruction to the students so they know about

something and are able to do something. Brown (2000:7) states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study, providing with knowledge, causing to know and understand. It means that in teaching learning process, the teacher is as facilitator guides the students during teaching learning process.

Teaching writing is a part of teaching English. In teaching writing, the teacher must know about the purpose why the students do writing. According to Harmer (2001: 257), "In the teaching of the writing we can focus on the product or the process how the students can produce the writing". So, the teacher should consider the students in the process of writing.

In teaching writing, there are some aspects that have to be mastered by students. They are grammatical, rhetorical devices, conceptual etc. According to Heaton (1988: 135); there are five general components that can support the writing process:

- a. Language use: the ability to write correct and appropriate sentences;
- b. Mechanical skill: the ability use correctly those conventions peculiar to the written language- e.g. punctuation, spelling.
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- d. Stylistic skill: the ability to manipulate sentences and paragraph, and use language effectively;
- e. Judgment skill: the ability to write in an appropriate manner of a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

The students have to master all of the aspects. So, in teaching writing the teacher should help the students to master all of the aspects to get a good writing.

In writing process there are some steps to make a good writing (www.writingprocess/stevepeha/html):

1) Pre-writing

The first step of the writing process involves writing your thoughts on paper. Don't worry about grammar, exact word choice, spelling, or punctuation, because you will probably change your mind and your wording later anyway. It's time to relax, to write quickly, and to begin organizing your thoughts.

(a) Pick a Topic

(b) Make some notes

2) Drafting

Now you can begin the first draft of your paragraph. At this point don't worry about being "perfect". New ideas will come to you later, and you may discover a better arrangement of ideas. So write fast, as if you were speaking to your readers. If an idea occurs to you that belongs earlier in the draft, make a note about it in margin, write it on second sheet of paper.

(a) Start writing

(b) Don't stop

3) Sharing

Sharing your work with your friends or your teacher and getting some feedback about how you're doing.

(a) Use your criteria

(b) Get other opinions

4) Revising

Revising is among the most important steps of writing, especially for people who write in a second language. It's part of the writing process that may take the most time.

(a) Plan your changes

(b) Make your changes

(c) Produce a new revision

(d) Repeat until it's just right

5) Editing

In editing you have to focus on grammar, word choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all you corrections.

(a) Find errors

(b) Make corrections

(c) Produce clean copy

6) Publishing

Preparing a piece of writing so that it can be read, understood, and enjoyed by the public.

(a) Create the final copy

(b) Add Artwork if You Want

7) Assessing: Take a look at comments you might have gotten from your teacher or other writers in your class.

(a) Reflect on Your Work

(b) Review Comments

(c) Think about Your Next Piece

According to Lyons and Heasley (1987:135-136) there are stages in teaching writing, they are: pre-writing, writing, and re-writing. So, in teaching writing descriptive paragraph by using mind-mapping the teacher can do in three stages:

1) Pre-writing

In pre-writing, the teacher and students can discuss about topic as warming up. The teacher gives mind map to students. These mind maps are visual media consists of picture that can help the students to describe the physical appearance of the people. The mind map shows one person with some information. The teacher asks the student to explore their ideas. After the students have got some ideas or information about the subject, they can think about what they are going to write.

2) Writing

In this step, the students begin to write their idea based on the mind map. When the students are writing, the teacher can monitor the students. If the students find some difficulties, the teacher can give help to them.

3) Re-writing

In this stage, the teacher discusses about the students' problem and mistakes. The teacher and the students can discuss the problem together.

All of these steps are a process to make a good paragraph/writing. In brief, if students want to get a good paragraph in writing, they should follow all of these steps.

DISCUSSION

Teaching Writing Using Mind Mapping Technique

In teaching writing, the teacher should be able to select and use suitable technique appropriate with material that will be given to nursing students. In this case, the teacher can use mind-mapping that can support the process of teaching writing. The technique used by the teacher in teaching writing using mind-mapping the following steps: pre-writing, writing, and re-writing. The applications of the steps are:

a. Pre-writing

The teaching learning process begins from pre-writing. In this activity, the teacher asks nursing students some questions about nursing process. From these questions, the students could compare between their answer and the material. The teacher gives questions such as “Can you mention the steps of nursing process?” or “What are the steps of nursing process?” and “What data do you need in assessment phase?” So, the students can remember or activate their background knowledge in nursing.

After giving some questions, the teacher gives the students some vocabulary that has relation with the material. The vocabulary can help the students to improve their ideas in writing. The teacher gives vocabularies such as: assessment, nursing diagnosis, nursing planning, implementation, and evaluation, subjective data, objective data, etc. From the stated vocabulary the students can explore their ideas into the mind-mapping.

In the pre-writing, the teacher begins introducing the main material by giving the mind-mapping technique. The teacher explains how to use this technique. First of all, the teacher draws a circle and writes “Nursing Process” in the whiteboard. Then the teacher makes a branch that has a correlation with nursing process. The first branch is about steps of nursing process. The second branch is about type of data needed in assessment; they are subjective data and objective data or “how to collect data in assessment? They are interview, observation, physical examination, laboratory findings/results, etc.

To be more creative and attractive the students can write each branch with different color. It will make their mind-mapping more alive and easy to understand.

b. Writing

In this stage, the teacher asks the students to write paragraph based on the mind- map. The students begin to write. They just write the information that had been concluded in the mind-map. Then, they write the information in sentences/paragraph. The teacher monitors all of the students in the class. The teacher helps the students if they have difficulties in their writing. Besides introducing new vocabularies, the teacher teaches about the pattern or how to arrange the words into the correct sentences in the paragraph. The teacher rounds the class to check and monitor the students' working. It is useful to make sure that the students do not find difficulties in writing. So, the writing process runs smoothly.

c. Re-writing

In last stage, it is time for students to check and correct their writing. Before the time is up, the teacher asks the students to read and check their writing again. The students were reminded to check grammar, vocabulary, mechanics, etc. It is useful to check their mistakes in writing. So, before the students collect their work to the teacher, they can correct their mistakes.

Material

The application of teaching writing by using mind mapping is good because the teacher can improve the material from the textbook. The material is not only interesting but also relevant with their daily life (nursing field). The material used is suitable with nursing students' condition. The teacher improves the material so the students can receive that material. The teacher also makes a mind-mapping as a model in his explanation to help the students in learning. The mind-mapping is a suitable way to help and build up the students' writing skill.

Evaluation

The test used by the teacher to evaluate the students is written test. The teacher uses the written test because it is writing activity. The test is used to measure the students' ability in writing skill. After the test has been given, the

teacher evaluates the students' working by giving score in grammar, vocabulary, spelling, punctuation, and coherence.

CONCLUSION

In order to make the teaching writing by using mind mapping becomes more successful and make the students easy to understand the material, the writer concludes that in choosing mind mapping as a technique of teaching writing, it is needed to choose suitable topic to describe. A good mind-mapping must be clear, interesting and can stimulate the students' knowledge. In teaching learning process, the students should be active to build up a good writing practice and creative to create a good situation which can make them enjoy in the teaching learning process so that activates the students' participation in the classroom

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