

## DEVELOPING A CONCEPT MAPPING INSTRUCTIONAL MODEL IN TEACHING SPEAKING AT UNIVERSITY

Dra. Hj. Luli Sari Yustina, M. Pd.  
Faculty of Islamic Educational and Teacher Training  
State Institute for Islamic Studies Imam Bonjol Padang  
[lulyregar@gmail.com](mailto:lulyregar@gmail.com)

### Introduction

Language is very important in the life. Language is a manifestation of human thought. It is capacity and language is its operational process. Human thinks a tool in speaking language, without language, people cannot think. People around us are awed by the variety of several thousand languages and dialects, expressing a multiplicity of world views, literatures and ways of life. We look back at thoughts of our predecessors, and find we can see only as far as language let us see. We look forward in time, we can plan only through language.

Marianne (2001:103) states about acquisition and comprehend difficulties, especially in speaking, namely: "For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, "Speaking in a second or foreign language has often been viewed as the most demanding of the four skills" (Bailey and Savage, 1994:vii).

Furthermore, most of the students consider that English is like ghost. They fell that English is difficult to learn. This problem should be solved directly, if this country does not want to lose from the other country. Even, English students also have difficulties in English learning. They have problem

in English competency, especially language use. Sometimes, in the classroom, they are like someone who can speak English. But, in outside, they cannot speak English if they face guest or tourist from the foreign. This is one of the problems that are faced by the students (linguistically competence students but a communicatively competence students).

Method is very important things in success of teaching and learning. Today, method of learning in teaching speaking is more progressive. One of the teaching methods is Accelerated Spoken English (ASE). This method is teaching method of speaking throughout brain storming, utterance parts, and mechanism of listening feedback. This method is perceptual method, or Feedback Research Method (ASE Internet). It can be gotten if the students speak English. Furthermore, students do not only speak English, but only the grammar is correct.

There are many factors those obstruct speaking competency in English, that makes English speaking is difficult to be mastered. One of the factors is: habitually using mother tongue in the teaching and learning processes. Marianne (2001:20) says that: "Learners who are accustomed to being taught exclusively in their mother tongue may at first uncomfortable if the teacher speak to them is English, expecting them not only to understand but, perhaps, to responds."

One of the English lecturer (speaking) in Institute for Islamic studies said that students' speaking belong to fair category. Then, the students' fluency,

language use, and vocabulary are still low. So, the students' fluency, language, and vocabulary need improvement.

Students are not only expected to speak English, but also speak with good grammar. This is the main problems those make students difficult to speak in English. That's way the good teaching method is very needed to increase the students' speaking ability.

This is very important for the graduation of English Department of Tarbiyah Faculty and Teacher Training at State Institute for Islamic Studies Imam Bonjol Padang, because they are candidate of the English teachers. As a candidate of teacher, English students have to be able speak English fluently. They are English teacher candidate, so they have to prepare themselves to speak English. How come they are to be English teacher if they cannot speak English.

Since the students are hoped to enable to express their meaning in short oral transactional conversations and interpersonal to interact in their community on daily life. It is necessary for the students to master speaking skill. In addition, correction the problem when students speak with their friend is the bad way. It is a principle of learning by doing, it will be given tolerant of the problem has occur.

From the problem above it can be concluded that method has excess and weakness. It is mean that, there is no perfect method. However, teacher needs to look for the appropriate method to teach speaking. Besides, the effectively and efficient of method that been used by lecturer, especially in English. This

is need to be pay attention to look for the development the teaching and learning English, especially in collage. One of the faculties is English Department and Teacher Training at States Institute for Islamic Studies of Padang.

Based on the problem above, the writer wants to improve students' speaking by using model that has been chosen. It is Model of Borg and Gall and using Concept Mapping for Teaching and learning Process of Speaking Skill.

The writer chooses the model based on the Joiner and Westphal (1978) the speaking activities must of course be structured, especially at first when student feel quite hesitant about expressing themselves orally. So, using concept map will help students to speak fluently, because they have made a concept before speaking.

### **Review and Related Theories**

In teaching speaking, teacher's method is one of the important factors in achieving good result. Then, other factors also come from the students, the students need to use appropriate method when learn speaking skill. These cases make problem in this study "teaching and learning method that used in Speaking Class at Tarbiyah Faculty of UIN Imam Bonjol Padang.

Clearly, there is much more to effective teaching than standing in front of the room giving information to students. And there is much that teachers need to learn in order to do this complex job well. We outline here what teachers need to know before they enter the classroom and what supports they need

when they first enter to ensure their development into the effective teachers describe above ([www.nore.org](http://www.nore.org)). Overall, before entering to the classroom teacher has to plan what should he/she do in the classroom.

Because of it, Marrienne (2011:9) states that about teaching activity has to make an appropriate decision about approach, method, technique, and materials those will be used in English class. So that, there are many things those have to pay attention, such as:

1. Assess student' needs: Why should they be learning English? For what purpose?
2. Examine instructions constrains: time (hours per week, days per week, week per term); class size, materials, physical factors. Then decide what can reasonably be taught.
3. Determine the attitudes and learning styles of individual students to the extent that this is possible, and develop activities and material consistent with the findings.
4. Identify the discourse genres, speech activity, and text types that the students need to learn so that you can incorporate them into materials and learning activities.
5. Specify how the students' language learning will be assessed.

In the collage, as usually the type of teaching that be used is teacher-centered instruction technique. Lecture explains the subject to students used example, explanation, and problem solving. This technique gives just a little speaking opportunity to students. So, the interaction of students and lecture is

very little. It has to be completed through review, practice, and group discussion.

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble and Garmezy 1963:133). Similarly, teaching, which implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, causing to know or understand.” (Brown:1980).

Students learn speaking by engaging in tasks because the focus is on process rather than on product. Thus, the various tasks that students engage in will dictate the role they will take on in the EFL classroom, in general, and during communicative interactions in particular (Lee, &VanPatten, 2003) on Paul C. Talley (43: 2014). This orienting role taken by the student in the EFL classroom may be clearly defined as an application of the interaction hypothesis (Long, 1985) on Paul C. Talley (43: 2014) which assumes language learners as interactive participants who engage in a shared attempt to communicate in a target language. Students in the EFL classroom are expected to “learn-by-doing” and challenge the paradigmatic boundaries of their previous language learning experience. Richard-Amato (1996) indicated that EFL students who did classroom interaction are affected and often changed by the contact and by the total social situation surrounding it. However, Richard-Amato was quick to add, “More often than not, students play only passive or superficial roles in the events in the classroom” (p. xii). The implication of this

last remark is that more effort needs to be expended in making the EFL student autonomous and which teachers will have to take responsibility to make this happen.

According to Brown (2010: 183) Speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test-takers' listening skill, which necessary compromises the reliability and validity of an oral production test.

Speaking is one of the four language skills that play an important role in daily communication. By speaking, people can express their own ideas and helps them to inform something what they think to the others. According to Brown (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Harmer (2007:343) they need to be able to pronounce, conversation, either transactional or interpersonal conversation. Many of the classroom speaking activity which are currently in use fall at or near the communicative and of the communication continuum. There are a number of widely used categories of speaking activity and will start by looking at them before going on to specific speaking. Such as: acting from a script, communications games.

Overall, speaking is one of the four language skills that belong to oral communication. If students want to speak English fluently, speaking is one of the skills must be mastered by the students in learning English. Because someone will be see or assess the ability of a person's speaking he said, and

speaking may also reflect all the good skills listening, speaking, reading, writing, structure etc.

Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle , which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives.

Borg and Gall model consists of ten major steps. They are as follows: step 1 involves research and information collecting or need analysis. It includes review of literature, classroom observations, and preparation of report of state of the art. Step 2 and 3 consists of planning and develop preliminary form of product. Planning includes defining skills, stating objectives determining course sequence, and small scale feasibility testing. Develop preliminary form of product includes preparation of instructional materials, handbooks, and evaluating devises. Then step 4 involves preliminary field testing. It concludes interview, questionnaire data collected and analyzed from the collage. For step 5 and 6 conduct main product revision and main field testing. Main product revision uses quantitative data on subjects' course as evaluation. Operational product revision is happened in step 7, revision of product as suggested by main field-test result. Next, for step 8 and 9 involve operational field testing and final product revision. And the last step or step 10 involves dissemination



and implementation. It is a report on product at professional meeting and journals.

Based on Dillard and Myers (AEC 390: 1) Concept maps are one way to make classroom content easier for students to understand. These educational tools are a great way to simplify information by allowing students to visualize complex processes. They also engage student's creativity and higher order thinking skills. Moreover, Concept mapping is a technique where users externalize their conceptual and propositional knowledge of a domain in a way that can be readily understood by others (Martinez, Yacef, Kay: 2006).

Concept mapping is a technique for visually representing the structure of information - how concepts within a domain are interrelated. It is based on theories of meaningful learning which stress that learning new knowledge is dependent on what is already known (Müller, Mühlenbrock, Pinkwart: (2004:15).

Based on Novak "Concept maps are tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts or propositions, indicated by a connecting line between two concepts."

Questionnaire of validation is for instructional design expert and teacher. Questionnaire of validation is made in order that the researcher knows some suggestions and revisions should be made by the researcher. It was created to gather information about validity of the product prototype.

Besides, it can help researcher know the weakness of the product. The questionnaire was given to the expert reviewer consisting of instructional design expert and teacher. They assess the prototype and give suggestion to revise the prototype. The test was under took from the questionnaire validation of the test expert. After the test was valid based on the questionnaire validation, the test would be given to the subjects. The type of data this study is qualitative data and quantitative data, the data were statistically analyzed descriptively. Qualitative data in the form of comments and suggestions for improvement of the product matter experts and media experts then analyzed and described in qualitative descriptive to revise the products developed. Qualitative data was also derived from the opinions and suggestions of the student. Then the quantitative data obtained from the assessment scores matter experts and online media experts.

## **Discussion**

### **1. Elements of Speaking, Function of Speaking, The Importance of Speaking, Teaching Speaking at Advanced Levels**

In speaking there are several importance components. According to Harris (1969:81) there are five components of language that influence the speaking ability. They are as follow:

- a. Pronunciation**
- b. Vocabulary**
- c. Grammar**
- d. Fluency**
- e. Comprehension (Understanding)**

## **2. Teacher talk**

Natural language at natural speed is a must at this level. Make sure your students are challenged by your choice of vocabulary, structures, idioms, and other language features. But, after all, they are still learning the language, so remember that they have not yet turned into native speakers. The amount of teacher talk should be commensurate with the type of activity.

## **3. Fluency and accuracy**

At this level most, if not all of your students are “fluent” in that they have been passed beyond the breakthrough stage and are no longer thinking about every word or structure they are producing or comprehending. A handful or two of problems still need attention. If errors are relatively rare, an occasional treatment from student or from peers may be quite helpful.

## **4. Technique**

Techniques can now tap into a full range of sociolinguistics and pragmatics competencies. Typical of this level are activities like group debates and argumentations, complex role play, scanning and skimming reading material, determining and questioning author’s intent, and writing essays and critiques.

## **5. Speaking goals**

At this students can focus more carefully on all the sociolinguistic nuances of language. Pragmatic constraints are common areas needing work as students fine-tune their production and comprehension in terms of register, style, the status of the interlocutor, the specific context of a conversational exchange, turn-taking, topic nomination and termination, topic changing, and culturally conditioned language constraints.

### **Conclusion and Suggestion**

The purpose of the speaking test was to assess the participants' speaking skill before and after the using concept maps in order to detect the effect of the implementing them on the participants' speaking skills. The participant were pre and post-tested orally, and were then tape recorded by the teachers who evaluated them after each session according to an evaluation scheme presented by the researcher.

Based on the result that have been reached in this study; it is safe to say that the concept maps have a positive effect on the college level students' speaking skills. This suggestion goes along positive point of views suggesting that concept maps are very useful and they could help students improve their speaking abilities. To conclude, based on the findings of the study it is recommended that EFL teachers use concepts maps in their teaching since they enhance students' abilities in speaking skill

## BIBLIOGRAFY

- Anderson, N. (2003). *Practical English Language Teaching*. New York: The McGraw-Hill Companies.
- Bashir Marrian, 2011. *Factor Effecting Students' English Speaking Skills*. (*British Journal of Arts and Social Sciences*) ISSN: 2046-9578, Vol.2 No.1 (2011) Inc. <http://www.bjournal.co.uk/BJASS.aspx>
- Borg, W. R., and Gall. M., D. (1983). *Educational Research: an Introduction*. London: Longman Inc.
- Branch, Robert Maribe. (2009). *Instructional Design: The ADDIE Approach*. New York: Springer.
- Brown.H. Douglas. 2007. *Principles of Language Learning and Teaching Fifth Edition*. New York:San Francisco University.
- Christison, Mary Ann. (2002). Brain-Based Research and Language Teaching. *English Teaching Forum*, 40(2), 1-5.
- Derewianka, B. (2003). Trends and Issues in Genre-based Approach. *RELC Journal*. Retrieved December 14, 2007 from <http://150.164.100.248/cei/data1/arquivos/>.
- Dick, Walter, Carey, L., & Carey, J.O. (2001). *The systematic Design of Instruction*. (Chapter 1) Upper Saddle River, NJ: Pearson.
- Gall, M. D., Gall, J. P., & Borg, W. R. *Educational Research an Introduction*
- Gay, L.R. & Airasian, Peter. 2000. *Educational Research: Competencies for Analysis and Application (6<sup>th</sup> . ed.)*. New Jersey: Prentice-Hall, Inc
- Griffith, Nia. (2007). *100+Ideas for Teaching Language*. London: Continuum.
- Harmer, Jeremy. 2001. *How to Teach English*. England: Longman.
- Harris, D. P. 2005. *Testing English as a Second Language*. Bombay: Tata-McGraw Hill & Co. Ltd.

- Jordan, R.R. 1997. *English for Academic Purposes: A guide and Resource Book for Teachers*. Cambridge: Cambridge University.
- Jörg Müller, Martin Mühlenbrock, NielsPinkwart, 2004. Towards using concept mapping for math learning Introduction. Duisburg University, Germany Learning Technology newsletter, Vol. 6, Issue 3, July 2004
- Joyce, B., Weil, M., and Calhoun, E. (2009). *Models of Teaching (8<sup>th</sup> ed.)*. Boston: Pearson Education, Inc.
- J Eppler Martin, 2006. *A comparison between concept maps, mind maps, conceptual diagrams, and visual metaphors as complementary tools for knowledge construction and sharing*. PalgraveMacmillan Ltd. All rights reserved 1473-8716 \$30.00.
- Kelly, Gerald. (2001). *How to Teach Pronunciation*. England: Longman.
- Kemp, E. Jerrold. (1994). *Dessigning Effective Instruction*. New York: Macmillan College Publishing Company.
- KhoshsimaHooshang et al, 2015. *Concept Mapping Strategy: A Strategic Alternative to the Matter of Spontaneous Speaking of Iranian Intermediate EFL Learners*. (<http://www.sciencepublishinggroup.com/j/ijll>) ISSN: 2330-0205 (Print); ISSN: 2330-0221 (Online)
- Lauren Dillard, Brian E. Myers. [Visual Teaching Tools: Concept Maps](#). UF/IFAS Extension Service, University of Florida, IFAS ,AEC 390.
- Lines, Christi. 1994. Authentic Assessment at the middle level. *Middle School Journal*. University of Northern Iowa, Nashua, Iowa.
- Molenda, Machael. (2003). In Search of the Elusive ADDIE Model. *Performance Improvement*, 42(5), 34-36.
- Molenda, M., Reigeluth, C.M., & Nelson, L.M. (1996). *Instructional Design*. The ASTD Training and Development Handbook 4<sup>th</sup>. Retrieved April 29, 2014 from <http://farida2010.wikispaces.com/>
- MarrianeCelce, Murcia, 2001. *Teaching English as A Second or Language*, Third Edition, Boston: Heinle&Heinle.
- Mustafa KILIÇ Murset ÇAKMAK, 2013 Concept Maps as a Tool for Meaningful Learning and Teaching in Chemistry Education. Mardin, TURKEY :MardinArtuklu University.
- Mueller, J. 2007. *Concept map rubric*. <http://jonathan.mueller.faculty.noctrl.edu/240/conceptmaprubric.htm>.

- O'malley, J. Michael and Pierce, Lorraine, Valdez. (1996). *Authentic Assessment for English Language Learners Practical Approaches for Teachers*. United States of America: Addison-Wesley Publishing Company.
- Oradee, Thanyalak. 2012. Developing Speaking Skill Using Three Communicative Activities (Discussion, Problem solving, and Role playing). *International Journal of Science and Humanity*. Vol. 2. No. 6. November 2012.
- Richards C. Jack and Rodgers S Theodore. 2001. *Approaches and Method in Language Teaching*. Cambridge: University Press.
- Rodgers, T. (2001). *Language Teaching Methodology*. ERIC Digest, Retrieved December 14, 2010, from <http://www.cal.org/ericell/digest/>.
- Romano Jhosep. *Creating Online Mind Mapping and Concept Maps*.
- Tomlinson, Brian. 2003. *Developing Material for Language Teaching*. London: Continuum.
- Ur, Penny. 2009. *A Course in Language Teaching: Practice and Theory*. Cambridge: University Press.
- W. Davies Martin, *Concept Mapping, Mind Mapping and Argument Mapping: What are the Differences and Do They Matter?* Australia: The University of Melbourne. [wmdavies@unimelb.edu.au](mailto:wmdavies@unimelb.edu.au).
- Zais, R. (1976). *Curriculum: Principles and Foundations*. New York: Harper & Row.
- Zeilik, M, Schau, C., Mattern, N., Hall, S., Teague, K. & Bisard, W. (1997). Conceptual astronomy: A novel model for teaching postsecondary science courses. *American Journal of Physics*, 65 (10): 987-996.