

ผลของการใช้แผนผังความคิดเพื่อเพิ่มพูนความสามารถการพูด  
ภาษาอังกฤษของนักศึกษาระดับวิทยาลัยที่เรียน  
ภาษาอังกฤษในฐานะภาษาต่างประเทศ

วิทยานิพนธ์

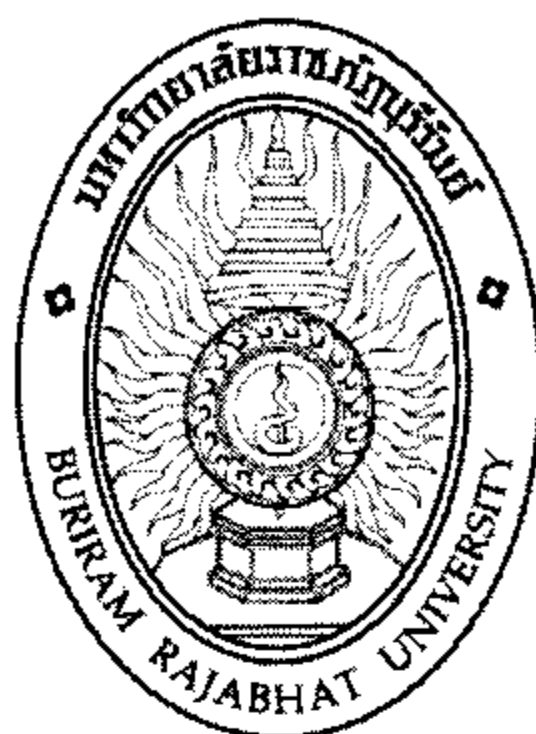
ของ

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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์เพื่อเป็นส่วนหนึ่งของการศึกษา  
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มีนาคม 2560

ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**EFFECTS OF USING MIND MAPPING TECHNIQUE TO ENHANCE  
ENGLISH SPEAKING ABILITY OF LAO  
EFL COLLEGE STUDENTS**

**Phouangphet Sounthalavong**

**A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts Program in English**

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ชื่อเรื่อง	ผลของการใช้แผนผังความคิดเพื่อเพิ่มพูนความสามารถการพูดภาษาอังกฤษ ของนักศึกษาลาวระดับวิทยาลัยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ		
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#### บทคัดย่อ

การวิจัยครั้งนี้มีความมุ่งหมายเพื่อ 1) ศึกษาประสิทธิภาพของแผนการจัดการเรียนรู้  
โดยใช้แผนผังความคิดเพื่อเพิ่มพูนความสามารถการพูดภาษาอังกฤษของนักศึกษาลาวระดับ  
วิทยาลัยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ 2) เปรียบเทียบความสามารถการพูด  
ภาษาอังกฤษก่อนและหลังการใช้แผนผังความคิดของนักศึกษาลาวระดับวิทยาลัยที่เรียน  
ภาษาอังกฤษในฐานะภาษาต่างประเทศ และ 3) ศึกษาความพึงพอใจของนักศึกษาโดยใช้แผนผัง  
ความคิดเพื่อเพิ่มพูนความสามารถการพูดภาษาอังกฤษของนักศึกษาลาวระดับวิทยาลัยที่เรียน  
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ง่าย เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการจัดการเรียนรู้ 4 แผน ใช้เวลา 24 ชั่วโมง

แบบทดสอบก่อนและหลังเรียนโดยจับสลาก 1 ใน 4 หัวข้อ (การสร้างแผนผังความคิดแล้วนำเสนอ)

และแบบสอบถามความพึงพอใจของนักศึกษาที่มีต่อการใช้แผนผังความคิด ข้อมูลที่ได้นำมา

วิเคราะห์โดยใช้สถิติ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test

ผลการวิจัย พบว่า

1. ประสิทธิภาพของแผนการจัดการเรียนรู้โดยใช้แผนผังความคิด มีประสิทธิภาพเท่ากับ 78.26 / 79.66 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้ที่ 75/75
2. ผลสัมฤทธิ์ทางการเรียนของนักศึกษาโดยใช้แผนผังความคิดหลังการเรียนมีคะแนนเฉลี่ยสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01
3. นักศึกษามีความพึงพอใจในการเรียนรู้โดยการใช้แผนผังความคิดเพื่อเพิ่มพูนความสามารถการพูดภาษาอังกฤษอยู่ในระดับมาก

**TITLE** Effects of Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students

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**THESIS ADVISORS** Assistant Professor Dr. Nawamin Prachanant Major Advisor  
Assistant Professor Dr. Akkaraphon Nuemaihom Co-advisor

**DEGREE** Master of Arts **MAJOR** English

**SCHOOL** Buriram Rajabhat University **YEAR** 2017

**Abstract**

The objectives of this study were 1) to determine the efficiency of the lesson plans used along with mind mapping technique to enhance English speaking ability of Lao EFL college students, 2) to compare the speaking ability before and after using mind mapping technique to enhance speaking ability of Lao EFL college students, and 3) to investigate the satisfaction of Lao EFL college students with mind mapping technique to enhance English speaking ability. The samples were 45 third year English major students at Savannakhet Teacher Training College, Lao PDR in academic year 2015-2016, selected by using simple random sampling technique.

The instruments included 4 lesson plans of 24 hours, pre-test and post-test of speaking performance within one of four topics (creating mind mapping to talk), and satisfaction questionnaire of students with using mind mapping. The obtained data

were analyzed by using percentage, mean, standard deviation, and dependent samples t-test. The findings were as follows:

1. The efficiency of the lesson plans used along with the mind mapping technique was 78.26/79.66 which was higher than the criterion set at 75/75.

2. The learning achievement of students' post-test mean score was higher than the pre-test mean score with statistically significant difference at .01 level.

3. The students' satisfaction in learning through using the mind mapping technique to enhance speaking ability in overall was at a more satisfactory level.

<b>ຊື່ເລື່ອງ</b>	ຜົນຂອງການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມທະວີຄວາມສາມາດໃນການປາກເວົ້າພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບວິທະຍາໄລໃນຖານະພາສາຕ່າງປະເທດ		
<b>ຜູ້ວິໄຈ</b>	ພວງເພັດ ສຸນທະລາວົງ		
<b>ທີ່ເປີກສາວິທະຍານິພົນ:</b>	ຜູ້ຊ່ວຍສາດສະດາຈານ ດຣ. ນະວະມິນ ປະຊານັນ	ທີ່ເປີກສາຫຼັກ	
	ຜູ້ຊ່ວຍສາດສະດາຈານ ດຣ. ອັກຄະຣະພິນ ເນື້ອໄມຫອມ	ທີ່ເປີກສາຮ່ວມ	
<b>ປະລິນຍາ</b>	ສິລະປະສາດມະຫາບັນດິດ	<b>ສາຂາວິຊາ</b>	ພາສາອັງກິດ
<b>ສະຖານທີ່ສຶກສາ</b>	ມະຫາວິທະຍາໄລຣາດສະພັດ ບຸຣິຣຳ	<b>ປີທີ່ພິມ</b>	2017

**ບົດຄັດຫຍໍ້**

ການວິໄຈຄັ້ງນີ້ມີຈຸດປະສົງເພື່ອ 1) ສຶກສາປະສິດທິພາບຂອງແຜນການຈັດການຮຽນຮູ້ໂດຍການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມທະວີຄວາມສາມາດໃນການປາກເວົ້າພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບວິທະຍາໄລໃນຖານະພາສາຕ່າງປະເທດ, 2) ປຽບທຽບຄວາມສາມາດໃນການປາກເວົ້າຂອງນັກສຶກສາກ່ອນ ແລະ ຫຼັງການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມທະວີຄວາມສາມາດໃນການປາກເວົ້າພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບວິທະຍາໄລໃນຖານະພາສາຕ່າງປະເທດ, ແລະ 3) ສຶກສາຄວາມພໍໃຈຂອງນັກສຶກສາໃນການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມທະວີຄວາມສາມາດໃນການປາກເວົ້າພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບວິທະຍາໄລໃນຖານະພາສາຕ່າງປະເທດ. ກຸ່ມຕົວຢ່າງຄັ້ງນີ້ມີນັກສຶກສາປີທີ 3 ຈານວນ 45 ຄົນຈາກວິທະຍາໄລຄູສະຫວັນນະເຂດ, ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ ໃນສົກຮຽນ 2015-2016 ໂດຍການຄັດເລືອກດ້ວຍການນຳໃຊ້ເຕັກນິກການສຸ່ມຕົວຢ່າງຮ່ວມ. ເຄື່ອງມືທີ່ນຳໃຊ້ໃນການວິໄຈຄັ້ງນີ້ມີ: ບົດສອນ 4 ບົດ ປະກອບດ້ວຍ 24 ຊົ່ວໂມງ, ບົດສອບເສັງກ່ອນ ແລະ ຫຼັງການສອນ(ຈົກສະຫຼາກເອົາ 1ໃນ 4 ຫົວຂໍ້, ມາສ້າງແຜນຜັງຄວາມຄິດແລ້ວມານຳສະເໜີ), ແລະ ແບບສອບຖາມຄວາມເພິ່ງພໍໃຈຂອງນັກສຶກສາໂດຍຜ່ານການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມທະວີຄວາມສາມາດໃນການປາກເວົ້າພາສາອັງກິດ. ຄະແນນທີ່ໄດ້ຮັບຈະຖືກວິເຄາະໂດຍການນຳໃຊ້ສູດອັດຕາສ່ວນ

ຮ້ອຍ, ຄ່າສະເລ່ຍ, ຄ່າບ່ຽງເບນ ມາດຕະຖານ, ແລະສຸດຊອກ Dependent Samples t-test. ຂໍ້ມູນ ທີ່ໄດ້ຈາກກິດຈະກຳໃນແຕ່ລະບົດຮຽນຖືກວິເຄາະເປັນການຕອບຄຳຖາມການວິໄຈ ແລະ ຕອບສົມມຸດຕິ ຖານທີ່ຕັ້ງໄວ້ໃນລະດັບ .05. ຜົນການວິໄຈຄັ້ງນີ້ມີດັ່ງນີ້:

1. ປະສິດທິພາບຂອງການນຳໃຊ້ແຜນຄວາມຈຳໃນການເພີ່ມທະວີຄວາມສາມາດຂອງນັກສຶກສາ ແມ່ນ 78.26/79.66, ຊຶ່ງສູງກວ່າເກນທີ່ກຳນົດໄວ້ຄື 75/75

2. ຜົນການຮຽນຂອງນັກສຶກສາທີ່ຮຽນດ້ວຍແຜນວາດຄວາມຈຳຫຼັງການຮຽນແມ່ນມີຜົນການ ຮຽນສູງກວ່າກ່ອນການຮຽນມີຄະແນນສະເລ່ຍຄວາມແຕກຕ່າງທີ່ສຳຄັນທາງສະຖິຕິທີ່ລະດັບ .01

3. ຄວາມພໍໃຈຂອງນັກຮຽນໃນການຮຽນຮູ້ໂດຍຜ່ານການນຳໃຊ້ແຜນວາດຄວາມຈຳເພື່ອເພີ່ມ ທະວີຄວາມສາມາດໃນການປາກເວົ້າພາສາອັງກິດໂດຍລວມຢູ່ໃນລະດັບຄວາມເພິ່ງພໍໃຈດີຫຼາຍ.



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Phouangphet Sounthalavong

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

## LIST OF ABBREVIATIONS

ASEAN	Association of South East Asian Nations
EFL	English as a Foreign Language
Lao PDR	Lao People's Democratic Republic
STTC	Savannakhet Teacher Training College
TOEFL	Test of English as a Foreign Language

มหาวิทยาลัยราชภัฏสุรินทร์  
Buriram Rajabhat University

# CHAPTER 1

## INTRODUCTION

### 1.1 Statement of the Problem

Without using language, it is hard to imagine how people can cooperate with each other. Speaking is one of the communication skills in globalization to exchange the knowledge with people worldwide including different such fields as politics, tourism, education, medicine, sports, vehicles, engineering, business, etc.

Furthermore, Lao People's Democratic Republic (Lao PDR) has opened its mind towards the English language, hoping to communicate with other member countries of the Association of South East Asian Nations (ASEAN) which Lao PDR joined in 1997. Therefore, English has become the first priority foreign language needed in both the public and private sectors (Siphong. 2008). In Lao PDR, English is considered as the first foreign language and is taught formally from elementary school up to the university level. Based on 2010 curriculum of Lao PDR, English has become a compulsory subject which is not only learned in secondary schools, colleges and universities but also in elementary schools. So elementary students have to learn the English language. Considering the importance of English, teachers must give more attention to the teaching and learning process in order that students become able to communicate using the target language in oral and written forms accurately and fluently.

However, many students achieve very low performance when communicating with others, especially with speaking skills. For example, the second year students can hardly introduce themselves fluently because of many reasons.

According to Insisiengmai (2014: 2), Lao EFL students' average score at Savannakhet Teacher Training College (STTC) was 1.75 out of four skills.

Therefore, new teaching approaches are required to motivate learners achieve the goal of speaking skills. In 2014, the average score report dropped by 1.94. This indicates their low speaking performance. What the researcher has faced from his own experience of working as an English teacher for more than 10 years is that most of the students have low English speaking ability, although they have learned many years. According to Insisiengmai's study and classroom observation, the important causes of the problem concern the background knowledge of students, the lack of learning and teaching strategies, and that teachers mostly use inappropriate teaching approaches.

According to Buzan (2005: 1), mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing ideas and note taking. It is an important technique that improves the way to record information, supports and enhances creative problem solving. It helps learners see the way that pieces of information fit together, as well as to record the facts contained in normal notes. It encourages creative problem solving, as the mind mapping hold information in a format that the students can imagine in order to remember and review. It is a good way to make the students understand more about the mind mapping that they will use speak. It makes it easier for the students to share their difficulties in speaking.

The skill of speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the immediate use of a number of abilities which often develop at different rates. Generally, there are at least four components of the skills of speaking concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur. 1987: 3).

Therefore, I myself as the researcher is interested in mind mapping approach to apply in the classrooms as the effective way to upgrade students speaking ability. This research will be also one of the model studies for the Lao teachers or relevant person to use in their English teaching to enhance English speaking ability.

## **1.2 Purposes of the Study**

1.2.1 To determine the efficiency of lesson plans used along with mind mapping technique to enhance speaking ability of Lao EFL college students to meet the criterion set at 75/75.

1.2.2 To compare the learners' speaking ability before and after using the mind mapping technique to enhance speaking ability of Lao EFL college students.

1.2.3 To determine the students' satisfaction toward mind mapping technique to enhance speaking ability of Lao EFL college students.

## **1.3 Research Questions**

1.3.1 What is the efficiency of lesson plans used along with mind mapping technique to enhance speaking ability of Lao EFL college students?

1.3.2 Does the use of the mind mapping technique enhance the speaking ability of Lao EFL college students after learning?

1.3.3 What is the satisfaction of Lao EFL college students towards the mind mapping technique to enhance speaking ability?

## **1.4 Research Hypothesis**

The English speaking ability of Lao EFL college students after learning through using mind mapping technique will be higher than before learning.

## **1.5 Significance of the Study**

This study focuses on the utilization of the mind mapping technique to enhance speaking ability of Lao EFL college students. The results of this study affords useful information for students, teachers, language learners who are interested in speaking skills and also for scholars who conduct the researches in the field of English skills.

1.5.1 Students who are going to be teachers can apply knowledge of using mind mapping technique to enhance speaking in their routine teaching or their career development.

1.5.2 English teachers can apply the mind mapping technique in their speaking classes to increase students' speaking ability.

1.5.3 This study can be used as a contribution to conduct further researches especially in colleges and universities.

## **1.6 Scope and Limitation of the Study**

### **1.6.1 Population and Samples**

The population of this study includes 138 students of the third year English normal course at STTC, Lao PDR, 47 of which are third-year “A”, 46 third-year “B” and 45 third-year “C” who enrolled in General English level 6 in the academic year 2015-2016. The samples are 45 students from third year “C”.

### **1.6.2 Study Variables**

The independent variable of this study is the mind mapping technique used to enhance speaking ability.

The dependent variables are the efficiency of using mind mapping, students’ speaking ability as a result of mind mapping, and the satisfaction towards mind mapping technique.

### **1.6.3 Duration of the Study**

This study was held in the second semester of academic year 2015-2016 which included 10 periods over 30 hours (24 hours for class lessons and 6 hours for classroom orientation, pre-test and post-test of speaking and questionnaire).

### **1.6.4 Contents of the Study**

The contents are from the text book of “General English” which is qualified by topics. Then researcher consults with his thesis advisors and experts, and selects 4 topics to create lesson plans. Each topic takes 6 hours. The topics are as follows:



1.6.4.1 Twelve months customs in Laos

1.6.4.2 Lao wood carving

1.6.4.3 Articles of the law

1.6.4.4 Litter is one problem in our society

## 1.7 Definition of Key Terms

1.7.1 **Speaking Skill** refers to the process which people communicate with each other using their ideas, thoughts, and feelings through the other forms of language (Nunan. 1999: 226). Speaking also requires practicing sounds, particularly in the early stage of language learning. It gives priority to the development of automatic speech habit. Speaking is a process of how learners convey their ideas using language as the result of learning development.

1.7.2 **Speaking Ability** refers to the ability of Lao EFL college students to express themselves after learning through using mind mapping technique to enhance English speaking ability. The ability to express oneself in real life situations (Richard. 2002: 17). In other words, good speaking ability requires expressing sequences of ideas fluently. Speaking ability is the communication improvement of the speakers and the listeners in various aspects such as: vocabulary, grammar, expressions, phrases, pronunciation, intonation, stressing, confidence to express their ideas and fluency.

1.7.3 **Mind Mapping** refers to four topics in general English book, creating mind mapping and talking of the third year Lao EFL college students. It is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and, of course, note taking. Mind mapping as a note taking technique can be

used for almost any subject and done in any language. It is an essential technique that improves the way to record information, and supports and enhances students' creative problem solving. It can be said that mind mapping is one of the essential or important technique to improve the student's creativity in problem solving (Buzan. 2005: 1)

1.7.4 **The Efficiency** refers to the third year "A" students' learning progress through using mind mapping techniques that shows in the statistics. The scores gained from class activities and post-tests are calculated to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

1.7.5 **Standard Criterion Set 75/75** refers to the mean scores that are used to find the efficiency:

1.7.5.1 **First Criterion 75** (efficiency of the process) is the percentage of the students' total mean scores from the activities scores of lesson plans for teaching English speaking through the use of mind mapping technique.

1.7.5.2 **Second Criterion 75** (efficiency of the outcomes) is the percentage of the students' mean scores from the performance test (post-test).

1.7.6 **Speaking Performance Test** refers to both pre-test and post-test scores using mind mapping technique to enhance English speaking ability of Lao EFL college students. It refers to ability of speaking, communicating or responding to other speakers. There are some examples of speaking performance such as: giving the report to the class, conducting a class debate, giving welcome a speech, role play, giving a lecture and so on.

1.7.7 **Satisfaction** refers to the Lao EFL college students' positive or negative attitude toward using mind mapping to improve their speaking skill. Elliot and Healy (2001) define that student satisfaction is a short-term attitude, derived from

the education of the receive education service. Furthermore, satisfaction is the feeling of the learners that indicates favorableness, pleasure, and gladness which learners reveal towards learning through the lessons using mind mapping technique.

**1.7.8 Lao EFL College Students** refers to the third year English normal course students at STTC, Lao PDR in academic year 2015-2016 who are training to be English teachers. They are mainly going to be lower secondary and upper secondary school English teachers.

## **1.8 Summary of the Chapter**

This chapter has presented numerous of aspects, namely background of study, purposes of study, research questions, significance of study, scope and limitation of study and definition of key terms. The next chapter will devote to the review of the related literature.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The main purpose of this chapter is to present the review of literature on essential issues related to the present study. The review comprises background information of Savannakhet Teacher Training College, speaking skills, the process of teaching speaking, mind mapping technique and previous studies related to the present study.

#### **2.1 English Teaching and Learning System in STTC**

According to Department of Teacher Training, Ministry of Education of Lao PDR, teaching and learning English was presented in STTC, of 8 teacher-training colleges in Lao PDR which produces the teachers, since 1994

##### **2.1.1 English Education Program**

In the past, STTC had many sub-programs namely: 12+4 program, 11+3+2 program, 11+3+2 program and 12+2 program but now only the 12+4 program is used. 12 means five years in primary school and seven years in secondary school and 4 means four years in college. English 12+4 program, which includes a bachelor's degree, takes 2,688 hours. It has a total of 153 credits. These graduates are mainly trained to be secondary school teachers.

### 2.1.2 General English 6

According to the Department of Teacher Training's curriculum, Ministry of Education in Lao PDR, the General English Book 6 was introduced in 2011. This book is for 12+4 program of normal course students of the sixth term. This subject consists of eleven units, which are taught 96 hours in one semester, or 6 hours a week. The credit is 4(2-4-2). General English Book 6 aims to develop students' four skills concluding writing, speaking, listening and reading.

### 2.1.3 Grade Requirements

Classroom participation and attendance	10%
Individual work assessment	10%
Group work assessment	5%
Mid-term test	25%
Final examination	50%
Total	100%

### 2.1.4 Grading Criteria

Sores	Grades
90-100	A
81-89	B+
75-80	B
68-74	C+
60-67	C
51-59	D+
45-50	D
0-44	0

## 2.2 Speaking Skills

### 2.2.1 Nature of Speaking

The skill of speaking is one of the aspects of studying English. This ability is described as the ability to use language in an ordinary voice, to express oneself in life situations, to report acts situation in specific words, to converse or to express a sequence of ideas fluently and make sense.

To speak fluently and to get the ideas understood by listeners requires a number of abilities to be posed by the teacher. The statement is also strengthened by linguist Harris (1977).

Furthermore, speaking is oral-language proficiency and a complex language skill that involve knowledge and vocabulary, grammar, pronunciation, and culture. Speaking is also used for many purposes, and each purpose involves different skill. According to Richard (2002: 201), when people use casual conversation, for example, a speaker's purpose may be to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time they spend with friends.

In some situations, many people use speaking to give instructions or to get thing done. They use speaking to describe thing, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, how the participants involved, what their specific roles and relationships are, and what kind of activity the speakers are involved in.

If people talk about the nature of speaking, they know about the definition of speaking itself. Speaking is the act of expressing thought, ideas, and feeling using an audible symbol or visible bodily action. To convey the meaning of a message requires different abilities, such as the ability to pronounce the words, the ability to organize the words into phrases or sentences, the ability to choose the words related to the topic, and the ability to convey the content of the messages. In conclusion, speaking is expressing thought, ideas, and feelings which uses the abilities of pronunciation of the words, of organization, of words into phrases or sentences, and of choosing the words related to the topic.

In order to be able to speak in another language so that someone understands, it is not usually necessary to reach a perfect level of competence and control. In fact, people can communicate orally with very little linguistic knowledge when they make good use of pragmatic and sociological cultural factors.

The linguistic, sociological cultural and discourse competences needed to ensure better oral communication include the following areas, all of which are part of discourse knowledge (Tri . 2012: 11).

1. Knowing the vocabulary relevant to the situation.
2. The ability to use discourse connectors well.
3. The ability to use suitable “opening phrase”.
4. The ability to comprehend and use reduced forms (reducing vowel, sounds is particularly important in English).
5. Knowing the syntax for producing basic clauses in the language.
6. The ability to use the basic intonation or tone patterns of the language.

7. The ability to use proper rhythm and stress in the language and to make proper pauses.

Then, what is the knowledge should people have in order to be able to speak in second language? In the second language process, they need to know how to articulate the sounds in a comprehensible manner, to have adequate vocabulary and how to master syntax of the language. Harmer (2003) states that, to speak a second language or foreign language well, L2 learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. This means that to be good foreign language learners, the learners should have achievement in both linguistic and communicative competence.

Richard and Willy (2002: 226) provide characteristics of communicative competence including:

1. Knowledge of grammar and vocabulary of the language.
2. Knowledge of rule of speaking  
e.g. : knowing how to begin the conversation, knowing what topic can be talked about in different types of speech events, knowing which address form should be used with different person one speaks to and in different situation.
3. Knowing how to use and respond to different types of speech acts such as requests, apologies, thanks and invitations.
4. Knowing how to use language appropriately.

To develop the student's speaking, the teacher can use these types of conversation as follows:

- 1) Guided conversation



In this case, the students may be encouraged to express themselves in simple ways under the guidance of the teacher. The main purpose of it is to train the students to have the courage to speak and to prepare them for their free conversation later.

## 2) Free conversation

This is conversation in which the students express their ideas in free a way, not depending on the direction or pattern given by the teacher. In this case, the students must be told in studying a foreign language, particularly English, that they do not need to be worried about making mistakes.

In speaking, the learners must have a feedback immediately between speaker and listener to reach the success in communication. The first preparation in speaking is conversation. The learners can communicate with others, spontaneously in utterance, by face to face directly, so it is easy to understand the purpose of the communication without asking previously.

Chaer (1994: 63-64) states that a communication using a language should pay attention to eight elements as follows:

1. Setting: the time and place that occurred in conversation.
2. Participants: the persons who are involved in conversation.
3. Ends: the purpose and the goals of conversation.
4. Act sequences: the form and the content of conversation.
5. Key: the manner of conversation.
6. Instrumentality: the line of the conversation, whether orally or not.
7. Norm: the behavior norm of the participants in the conversation.
8. Genres: the language variety used.

It is very important to master speaking. To master the speaking ability, the students must be trained to use English in conducting communication orally. The frequency in using the language will be determined by the accent in speaking ability. Without implementing the experience of learning the language in real life, it is difficult for the students to control their speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

The ability to speak a foreign language well is a very complex task if the learners try to understand the nature of what appears to be involved. The learners need linguistic competence as communicative competence involves being able to use the language appropriately in a given context. This means that the learners must also acquire the knowledge of how the native speaker uses the language in the context of structured interpersonal exchange, which involves many factors of communication.

### **2.2.2 Importance of Speaking**

Tri (2012: 21) states to develop spoken language is not simply a matter of learning skills such as pronouncing English sounds or being able to produce single utterances or phrases. The development of speaking is an ongoing and complex process of gaining knowledge and developing skills and strategies to interact with people in social interactions. From the very beginning levels of language learning students need to: 1) experience various kinds of spoken texts, 2) develop knowledge about how social and cultural contexts affect the type of spoken language used, 3) learn how to participate in different spoken interactions, 4) expand their knowledge resources and learn to use a range of spoken language strategies, 5) learn how different spoken texts are constructed, 6) develop greater control of the systems of vocabulary, grammar, phonology and intonation, 7) develop skills which will enable

them to predict what will occur in a conversation, and 8) improve their accuracy and fluency.

Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary (word choice), fluency and interactive communication. Pronunciation covers both individual sounds and word stress in sentences. The second refers to the ability to stress words in sentences and produce correct intonations. Grammatical accuracy deals with the accurate use of structures, or how the learner gets his/her utterance correct. Vocabulary deals with the ability to choose appropriate words. Fluency refers to the ability to express ideas smoothly without hesitation, repetition, or inappropriate pause. Interactive communication concerns the ability to get the meaning across and the ability to keep the conversation going (Tri. 2012: 22).

In short, developing speaking skills means developing all of eight components as mention above.

### **2.2.3 Aspects of Speaking Abilities**

The skill of speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the immediate use of a number of abilities which often develop at different rates. Generally, there are at least four components of the skills of speaking concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur. 1987: 3).

#### **2.2.3.1 Comprehension**

Oral communication certainly requires a subject to respond to speech as well as to initiate it.

### 2.2.3.2 Grammar

To arrange a correct sentence in conversation or speech, grammar is necessary for students to learn and understand. It is in line with the explanation suggested by Heaton (1978: 5) that student's ability to use structure and to separate appropriate grammatical from inappropriate ones. The value of grammar also learns the correct way to gain expertise in a language in oral and written form.

### 2.2.3.3 Vocabulary

One cannot communicate effectively or express their ideas both orally and in written form if they do not have enough vocabulary. So, vocabulary means the appropriate diction which is used in communication.

### 2.2.3.4 Pronunciation

To produce clearer language when they speak, students need to learn pronunciation. It deals with the phonological that determine how sounds vary and pattern in a language.

### 2.2.3.5 Fluency

Fluency can be indicated as the ability to speak fluently and accurately. Fluency in speaking is the purpose of many language learners. Symbols of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These signs indicate that the speaker has not spent a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

Speaking is to use words in an ordinary voice, uttering words; knowing and being are to use language; expressing oneself in words; making speech. While skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to use words or a language to express oneself in an ordinary voice. In brief,

the speaking skill is the ability to perform linguistic knowledge in real communication. The ability functions to express our ideas, feeling, thoughts, and needs orally (Hornby. 1995: 826). It is the reason why the language is very important in daily activities. It is impossible for learners to do many activities without language.

In conclusion, generally, there are at least four components of the skills of speaking concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

#### **2.2.4 Elements of Speaking**

In speaking, it is very important for students to acquire the ability to express their ideas and opinions. So, this competency should be learned by the learners of language. The followings are the language features of speaking according to Harmer (2001: 269-271) connected speech, expressive devices, lexis and grammar and negotiation language.

2.2.4.1 Connected speech is modification in sounds production or utterances such as assimilation, omission, addition, or weakening (through contraction and stress patterning).

2.2.4.2 An expressive device is the alteration of the speed, volume, and stress of utterances to show feeling. The use of this scheme contributes to the ability to convey meaning.

2.2.4.3 Lexis and grammar are necessary for the teacher to get support of certain words and language function, such as agreeing or disagreeing, surprise, and onward. Those make students can produce at various stages of an interaction.

2.2.4.4 Negotiation language is used to clarify and to show the structure what learners are saying. Therefore, those elements are completely significant for

the speaking ability. If the learners can learn all of those elements, there are not any problems in speaking or to understand other people's speech.

In conclusion, the language features of speaking should be learned by these four features namely: connected speech, expressive devices, lexis and grammar.

### **2.2.5 Characteristics of Successful Speaking Abilities**

Understanding the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan. 1991: 39).

According to Harmer (1998: 88), speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher's guidance can inspire them into further study. So, good speaking can should be highly motivating. Many speaking tasks (discussion, role-playing, problem-solving, presentation etc.) are naturally enjoyable in themselves.

On the other hand, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown. 2001: 270). The statement is supported by Munjayanah (2004: 16) who mentions that when people want to speak fluently, sometimes they have difficulties. In order that they can carry out successful speaking, they have to fulfill some characteristics of a successful speaking activities as follows:

1. Learners talk a lot. Should give them opportunities to practice speaking a lot. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by giving a chance to only active participants. All get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high. Learners are enthusiastic to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are appropriate, easily understandable for teaching others and of acceptable level of language accuracy.

From the explanation above, a successful speaking activity is done when the students' talk a lot, they are active, there is high motivation, and they are comprehensible to each other.

### **2.2.6 Process of Teaching Speaking**

Getting students to speak in the classroom is the important thing in teaching a foreign language. This situation automatically represents students' ability in real life speaking. That is why in teaching a foreign language in this case teaching English, teachers need an activity called teaching speaking.

The speaking activities often used are discussions, information gap, role play, debate, retelling stories, presentation (Aqariza. 2009). An English teacher tries to teach speaking well. They should not ignore the process of teaching speaking itself, because it takes practice to become a good speaking teacher. In this section, the processes related to teaching speaking will be discussed.

To avoid misunderstanding between students and teacher, teachers' explanations need to be often as clear to their students as they are accepted the knowledge. As a point of information, in the teaching speaking process, the teacher's preparation is very important as Ur (1996) stated that some simple activities, for instance, organizing for a while words that will be used, illustration that will be

provided. Then, writing out the words is very helpful in order to systematically prepare for the teaching activity.

At the beginning of the teaching and learning process, there is teacher-student interaction session. To make this session successful, first of all the teacher has to make sure that he or she gets the class's full attention. It is necessary to make the students involved so they avoid missing primary information; because if this occurs, they may find themselves confused. An interaction between teacher and students can be produced through this part of classroom interaction: the cycle of initiation – response - feedback (Lynch. 1996: 107).

Teacher - Is the word 'difficult' correct? : [Initiation]

Students - Yes: [Response]

Teacher - Yes, the word 'difficult' is correct: [Feedback]

The design above is simply representing a situation in one classroom.

Designs of interaction in classrooms differ from place to place, influenced by local educational norms and also from time to time, as methodological fashions come and go.

Ur (1996: 16) states that to make it successful, the teacher has to conduct several essential things. First, present the information more than once to give students more than one opportunity to see what they have to do. Second, teacher should be brief in giving information. Material is very important because the students probably cannot listen long and have full concentration on the teacher. Third, it will be better if the teacher organizes the explanation with an illustration. This helps make teacher's explanation clear to the students and minimizes misunderstanding between them. In the teaching speaking process, students' interactions are sometimes found if the



activity counts the students one by one on interacting each other, such as group work discussion, information gap, role play and so on.

The advantage of this session is that students are able to express a wider range of language functions of speaking ability. In group work and in pair work discussions, students are able to expand their answers better than in whole class work with a teacher. Besides, students are correcting each other's errors. Last but not least, giving feedback is part of the teaching speaking process. After explaining, it is necessary for the teachers to check students' understanding. The effective ways are to ask them to do something that will show their understanding to use their own words or to provide further illustration of their own idea. On the other hand, student - student feedback is also getting more attention because of its functions (Lynch. 1996: 107).

It increases students' speaking opportunity.

1. It develops a conscious focus on language form.
2. It encourages them to express their own judgments on language points.
3. It is an acknowledgement that different individuals know more about specific areas than others.
4. It provides an opportunity for real communication.

In short, different scholars have different point of view to teach speaking including: speaking activities, understanding between teacher and students, interaction, presentation of the information and language functions of speaking ability.

## **2.2.7 Teaching and Learning Speaking**

### **2.2.7.1 Teaching Speaking**

The teaching of English is very important. Today English is the world's most widely-studied foreign language. Most English study is focused on communicative proficiency rather than grammar structure. Now, speaking has become the objective of English teaching. To make students speak English fluently, a teacher has a big role in determining the student's mastery of English speaking.

The important thing is how to build up the motivation of the students in language learning. In general, the students are highly motivated, but it is primarily motivation toward practical use of the language. Harmer (1998: 8) suggests that integrative motivation of the students is more powerful than instrumental motivation in learning foreign language. Some students study a foreign language because they want to know more about people who speak English very well and to be successful in using foreign language. This will largely depend on understanding of the culture and people, and empathy with them.

Speaking skill is playing a very important role in language learning, including foreign language teaching (Richard. 2002: 201). As speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts, beside the ability to speak a second of foreign language well is very complex task because speaking is used for many different purposes, and each purpose involves different skill. For example, when people use casual conversation, their purposes may be to establish social contact with each other or to establish rapport or to engage in the harmless chitchat that occupies most of the time learners spend with friends.

When teaching English, the following speaking skills might be seen as significant (Tri. 2012):

1. The ability to agree and disagree.
2. The ability to identify people and places.
3. The capability to express preference.
4. The skill to express opinions.
5. The ability to ask for and give suggestions.
6. The ability to report what people are asking and saying.
7. The ability to summarize a conversation.

Interaction activities are also important and can be used in a speaking class twice. For example, the processing of information by engaging in problem solving tasks. Such an activity may include placing items in a hierarchy of importance, deciding schedules, deciding a price range to spend on gifts, or developing a story from random picture cues. Problems may arise from the restricted cooperation because of the students' limited vocabulary. However, as students move towards a monologue (or one person speaking, as learners they may begin by not speaking smoothly), the teacher must focus on having students use language in order to complete a task rather than practicing language as its own target.

In discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. In some situations, people use speaking to give instructions to get things done, to describe things, to complain about people's behavior, to make polite request, etc. Each of these different purposes of spoken language reflects the contexts or situations in which speech occurs.

This implies that whenever communication takes place, it involves speaking, and whenever speaking occurs, it certainly uses language.

### **2.2.7.2 Learning Speaking**

Tarigan (1990: 133-134) has classified language learners into four types.

First, concrete learners prefer to learn by practicing or applying directly. Second, the analytical learners feel more pleasure to study by themselves. Next, communicative learners study by conducting observations or communicating with native speakers. Finally, authority oriented learners feel more pleasure when the teacher explains from the books, and they have the authority to study (they are independent to study material from teacher).

Beside that, the learners must know the learning speaking process, too. The learning process is a process of gaining knowledge (Oxford Learner Dictionary. 1991: 237). Therefore, the learning speaking process is a process in which students gain knowledge in producing sounds to communicate with others and other sides. They produce sounds to give responses back in order to make each other understand what they want to express. In the learning speaking process, the learners must focus on pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Brown (1997: 78), the characteristics of good language learners are as follows:

1. Conclude their own way, taking change of their learning
2. Organize information about language
3. Create developing a “feel” for language by experimenting with its

grammar and words.

4. Make their own opportunities for practice in using their language inside and outside the classroom.
5. Learn to live with uncertainty without getting flustered and continuing to talk or listen without understanding every word.
6. Use memories and other memory devices to recall what has been learned.
7. Use linguistic knowledge, including knowledge of their first language, in learning a second language.
8. Learning certain tricks that help conversation going.
9. Learn different styles of speech and writing and to vary their language according to the formality of the situation .

If students can fulfill all of the above characteristics, it can be said that they can speak well. On the other hand, if the learners cannot fulfill the characteristics above they will be poor speakers.

### **2.2.8 A Whole Class Teaching**

Whole-class teaching is still the most common teacher-student teaching interaction in many cultures. Although it has many limitations, whole class grouping has its own advantages and disadvantages. Its advantages are that groups of students allow everyone to be involved in the same activity. This gives the teacher and students something to talk about and can be used as a reason to join together in discussion. It is also a good solution for giving explanations and instructions. Moreover, it is also easy to get broad understanding of students' improvement this way. Besides such advantages, there are also some disadvantages of whole class teaching. In this situation, everyone has to do the same thing at the same time and at

the same place. Furthermore, individual students do not have a lot of chances to share their own opinion or participate in front of the whole class like this. It may be due to certain factors such as reluctance of risk of failure. Even, it based on transferring knowledge from teacher to students, means that it less activity of student discovers (Harmer. 2001: 114). This might discourage students to take responsibility for their own learning.

### **2.2.9 Students on Their Own**

It is unlikely whole class teaching because it is based on their working in a design of individualized learning. This can cover all students doing exercises on their own in class, or activities like their own learning in self-access centers or other out of class environments. We can underscore its advantages; among them are the ability to promote students to help themselves, improving skills or self-dependence, reducing noisy or confusing situations. It is also an effective way to decrease stress on students rather than performing in a whole class setting or talking in pairs or groups. Yet, studying individually also has disadvantages. For instance no sense of belonging is developed here. Also, it will also cost more time, energy and materials in preparation.

### **2.2.10 Pair Work**

Pair work believes to be an activity that promotes students' independence and self-government. This is because, in this activity, students can practice language together, read a text, do information gaps, discuss the topic or listen for the gist. It is relatively quick and easy to organize and students are guaranteed to belong in a relaxed and friendly place (Aqariza. 2009: 15). However, some disadvantages are also involved. It is possible to make the teacher lose control of class because of noisy

situations and because it tends to be difficult to organize. Besides, some students may have a bit of a problem with their partner or may feel more comfortable with the individual attention of the teacher rather than interact with others who may be just as linguistically as weak as they are.

### **2.2.11 Group Work**

Like pair work, group work activity is also able to promote students' independence and develop students' cooperation. Thus, it is less problematic because it consists of more than two people. In this activity, students will feel comfortable to share their opinions and evaluate each other's performance, both negative and positive. It has more chances for students to have preparation in selecting their level of participation than in whole class teaching. Unfortunately, not all students enjoy it since they would rather the focus be on teacher attention than work with their peers. In addition to this, it creates a greater chance for individual students to become passive whereas others may dominate (Aqariza. 2009: 16).

### **2.2.12 Characteristics of Effective Teaching Speaking**

During lessons, students and teacher have the same expectation: be successful in the speaking activity. The researcher tries to discuss the characteristics of a successful speaking activity through this section. In fact, people consider the teaching speaking of speaking class as students' opportunities to practice their communication skills orally; although sometimes we find a certain number of students dominate the class while others tend to be passive as caused by many factors. Good teaching of speaking provides rehearsal opportunities, tasks and various

elements of language activation. These encourage the students to gain words and phrases fluently without using a lot of intentional thought.

One criterion of a good teaching speaking activity is if the speaking class provides stimuli and sufficient time that makes the students talk a lot. Thus, the teacher is not the only one dominant here. Other, no dominant action by a minority talkative participants (Ur. 1996: 121; Harmer. 2007: 123). Contributions are impartially and evenly distributed in each classroom discussion.

Next, the thing that should be focused on by the teacher, as the third representation of a successful speaking activity is that students are highly motivated. They are so enthusiastic to speak and be involved, because of the interesting topic or material, or because they are attracted by the technique used by the teacher. Or perhaps, they want to contribute to accomplish an assignment objective. Furthermore, this is the fourth criterion of a successful speaking activity stated in a Course in Language Teaching: language is of an acceptable level. This means students understand each other's speech because they are expressing themselves in relevant language and it is easy to understandable each other. Hence we can conclude that they speak through acceptable level of language accuracy.

### **2.2.13 Problems of Speaking Activities**

There are many problems faced by the learners in speaking activities. According to Ur (1991: 121), there are four problems faced by the learners in conducting speaking activities.

#### **2.2.13.1 Inhibition**

Unlike reading, writing, and listening activities, speaking requires some active responses from the audience. Learners are often inhibited about trying to say



things in a foreign language in the classroom. They are worried about making a mistake and afraid of losing face, or are simply shy of their unconfident speech .

#### 2.2.13.2 Nothing to say

Even if they are not inhibited, learners often hear learners complain that they cannot think of anything to say. They have no motivation to express themselves beyond the guilty feeling that they should be speaking.

#### 2.2.13.3 Low and uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

#### 2.2.13.4 Mother tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier. It feels unnatural to speak to one another in a foreign language, and because they feel more exposition when they are speaking in their mother tongue. When they are talking in small groups, it can be quite difficult to get some groups of students; particularly the less disciplined or motivated ones, to keep to the target language.

Based on the problems of speaking activities above, the most influential of problems are inhibition, because fluency of speaking is based on speaking habit, but the students cannot think that the other factors are unimportant.

### 2.2.14 Assessing Speaking Ability

Brown (2001: 406-407) proposes the oral proficiency scoring categories as a holistic scale with six levels as follows:

**Table 2.1**

**Oral Proficiency Scoring Categories**

Categories	Criteria	Level
Grammar (20%)	Errors in grammar are frequent, but speaker can be understood by a native speaker who is used to dealing with foreigners attempting to speak his language	<b>E(0-54)</b>
Vocabulary (20%)	Speaking vocabulary is inadequate to express anything but the most elementary needs	
Comprehension (20%)	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.	
Fluency 10%	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	
Pronunciation 10%	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	

**Table:2.1 (Continued)**

<b>Categories</b>	<b>Criteria</b>	<b>Level</b>
Task 20%	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel and minimum courtesy requirements. (Should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases and tell time.)	<b>D(55-64)</b>
Grammar (20%)	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	
Vocabulary (20%)	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	
Comprehension (20%)	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	
Fluency 10%	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	
Pronunciation 10%	Accent is intelligible though often quite faulty.	

**Table:2.1 (Continued)**

<b>Categories</b>	<b>Criteria</b>	<b>Level</b>
Task 20%	Able to satisfy routine social demands and work requirements; need help in handling any complications or difficulties.	
Grammar (20%)	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations in practical, social, and professional topics.	
Vocabulary (20%)	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to search for a word.	
Comprehension (20%)	Comprehension is quite complete at a normal rate of speech.	
Fluency 10%	Can discuss particular interests of competence with reasonable ease. Rarely has to search for words.	
Pronunciation 10%	Errors never interfere with understanding and rarely disturb the native speaker. Accent may	

C(65-74)

**Table:2.1 (Continued)**

<b>Categories</b>	<b>Criteria</b>	<b>Level</b>
	be obviously foreign.	
Task 20%	Can participate effectively in most formal and informal conversation on practical, social, and professional topics.	
Grammar (20%)	Able to use the pertinent language accurately for professional needs. Errors in grammar are quite rare.	
Vocabulary (20%)	Can understand and participate in any conversations within the range of his experience with a high degree of precision of vocabulary.	
Comprehension (20%)	Can understand any conversation within the range of his experience.	
Fluency 10%	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.	<b>B(75-84)</b>
Pronunciation 10%	Errors in pronunciation are quite rare.	
Task	Would rarely be taken for a native speaker but	

Table:2.1 (Continued)

Categories	Criteria	Level
20%	can respond appropriately even in unfamiliar interpreting from and into language.	
Grammar (20%)	Equivalent of that of an educated native speaker.	A(85-100)
Vocabulary (20%)	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	
Comprehension (20%)	Equivalent to that of an educated native speaker.	
Fluency 10%	Has complete fluency in the language such that his speech is fully accepted by educated native	
Pronunciation 10%	Equivalent to and fully accepted by educated native speakers.	
Task 20%	Speaking proficiency equivalent to that of an educated native speakers.	

As shown in Table 2.1 above, the rubrics of spoken test are a combination of holistic and analytic rating scales. Analytic scale contains a number of criteria of levels includes: vocabulary, comprehension, fluency, pronunciation, and task.

In addition, another integrated speaking rubrics, proposed by TOEFL iBT Test (Tri. 2012) are widely used to evaluate students' speaking ability shown in Table 2.2 below:

**Table 2.2**

**Integrated Speaking Rubrics**

<b>Score</b>	<b>General description</b>	<b>Delivery</b>	<b>Language use</b>	<b>Topic development</b>
4	The response fulfills the demands of the task, with at most minor lapse in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapse or minor difficulties with pronunciation or intonation. Pace may vary at times as	The response demonstrates good control of).basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas.	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor

Table:2.2 (Continued)

Score	General description	Delivery	Language use	Topic development
		the speaker attempts to recall information. Overall intelligibility remains high.	Contains generally effective word choice. Though some minor (or obscure meaning	omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at this times.	The response demonstrates fairly automatic, and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use	The response is sustained and conveys, relevant information required by the task. However it exhibits some incompleteness, in accuracy, lack of specificity with respect to content, or choppiness in



Table:2.2 (Continued)

Score	General description	Delivery	Language use	Topic development
		Overall intelligibility remains good, however.	of vocabulary or grammatical structures used. Such limitations do not seriously interfere with the communication of the message.	the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contains inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors).	The response conveys some relevant information but I clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or

Table:2.2 (Continued)

Score	General description	Delivery	Language use	Topic development
	is characterized by at least two of the following:	not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	This result in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity expression may only be evident at the phrasal level.	familiarity with the stimulus is necessary to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure	Rang and control of grammar and vocabulary severely limit (or prevent) expression of ideas and	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague

**Table:2.2 (Continued)**

<b>Score</b>	<b>General description</b>	<b>Delivery</b>	<b>Language use</b>	<b>Topic development</b>
	two of the following:	meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pause and hesitations.	connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

As shown in Table 2.2, there are five main parts to evaluate speaking ability, namely general description, delivery, language use and topic development. The grading criteria consists of levels from excellent to weak, 4 to 0. 4 means excellent and 0 means weak.

## **2.3 Mind Mapping**

### **2.3.1 Definition of Mind Mapping Technique**

Mind mapping / concept mapping is a process which identifies concepts within an oral or written text, organizes these conceptions hierarchy from the most

general to the most specific concepts, and illustrates by using linking words the meaning relationships between concepts (Phail; cited in Buzan. 2007: 36). The diagram produces maps of the hierarchical arrangement of the identified concept and the relationship between these concepts. On a concept map, concepts are represented by boxes or circles which are joined with lines and arrows. The linking words are written on or near the line which link the concept. The linking words are particularly important because they provide an indication of what the learner understands and the depth of that understanding.

Mind mapping is a diagram used to represent words, ideas, tasks or other items linked to and around a central key word or idea. Mind maps may also aid recall of existing memories. The elements of a given mind map are arranged intuitively according to the importance of the concepts, and are classified into groupings, branches or areas, with the goal of representing semantic or other connections between portions of information. Mind maps may also aid recall of concept mapping. Invented by Buzan (2005: 1), mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind mapping as a note taking technique can be used for almost any subject and done in any language. It is especially useful for students in tertiary education and beyond, and this is because the more advanced the studied material, the greater the need to condense and simplify it in a form that is easy to learn.

Based on the explanation above, mind mapping technique can make the students more creative and easily develop their mind. They are also interested to learn by using mind mapping technique.

### 2.3.2 Characteristics of Mind Mapping Techniques

The five essential characteristics of mind mapping based on Buzan (1993:

2) are as follows:

1. The mind idea, subject or focus is formed in a central image.
2. The main themes radiate from the central images as 'branches'
3. The branches comprise a key image or key word drawn or printed on its associated line.
4. Topics of lesser importance are represented as 'twigs' of the relevant branch.
5. The branches form a connected nodal structure.

To sum up, to get a good teaching and learning process, the researchers must fulfill all of the five characteristics of mind mapping.

### 2.3.3 Principles of Teaching Using Mind Mapping

In the implementation of the mind mapping strategy in teaching and learning process based on Suparlan (cited in Buzan. 2007: 49), there are four principles as follows:

1. The teacher distributes a text to the students.
2. The students find out the keywords in each subtopic.
3. The students make a scheme or concept in a map form.
4. Students explain the relationship of each concept.

The principles to construct mind mapping are few and easy to understand.

The best way to learn it is by practicing. After a short time, learners will do it automatically. If it is difficult for adults, it is because they think linearly and take notes in a linear way (using the left hemisphere of the brain). To make mind mapping,

they have to draw ideas from the center of the paper and move in a radial and parallel way; to do that learners have to use both their creative and their logical brain. With some experience they develop their own style, own pallet of colors, symbols, and their own icons, etc.

A mind mapping usually contains the following elements (Buzan. 2004: 10):

1. The subject or the problem that has to be studied or analyzed will be placed in the center of the paper.
2. Keywords (names or verbs) are used to represent ideas; as far as possible only one word is used in a line.
3. The keywords are connected to the centrum through a main branch and sub branches.
4. Colors and symbols are used to emphasize ideas or to stimulate the brain to identify new relations.
5. Let ideas and thoughts fly free, avoiding too much evaluation during the period of elaboration of the map.

From the explanation above, both of the teacher and the students need the techniques which are planned well to get the best result in teaching using mind mapping.

#### **2.3.4 How to Implement the Mind Mapping Techniques**

The complete mind mapping may have mind topic lines radiating in all directions from the center. Sub-topics and facts will branch off these, like branches and twigs from the trunk of a tree. Learners do not need to worry about the structure

produced, as this will involve as they learn to develop their mind mapping. The steps and purposes for mind mapping are provided below (Buzan. 2004: 21-23):

1. Write the topic in the middle of paper, and use single word or simple phrase for information; it gives freedom of brain to explore our mind.
2. Use picture (symbol) from the central idea, because using a picture can help our imagination to open our mind.
3. Use colors: color gives mind mapping life, helps the creative brain, and is enjoyable.
4. Connect the branch of mind to the central picture, make cross-linkages continuously. It can help us understand and is memorable, on part of the subject connect to others.
5. Make curved lines because straight lines make the brain bored, a curved branch makes the tree more attractive.
6. Use a key for every line because a single word key gives the power and flexibility for mind mapping.
7. Use pictures: pictures can help to remember information more effectively than words.

After reading the steps above, the researcher gets the conclusion that the map must be interesting, colorful, and enjoyable to learn. So, the students can make mind mapping more creative.

### **2.3.5 Advantages of Mind Mapping**

Aquariza (2009: 19) mentions that the advantages of using mind mappings are to help the students as the map that is more easily converted into a draft.

Then the students can see the relationship between ideas, and it encourages them to

group certain ideas together as they proceed. In addition, the advantages of using mind mapping will assist the brain's ability to concentrate, allowing the essence of the material to become evident, making connections between ideas easy to see, and boosting our confidence in our ability to learn.

According Buzan (2007: 36), mind mapping is useful for a number of reasons:

1. Information is organized in a logical, meaningful way which helps learners to: understand new knowledge and link it to their existing knowledge about the topic, memorize, and recall topic knowledge.
2. Learners can express freestanding ideas in identifying key concepts in oral and written text.
3. It assists learner in identifying key concepts in oral and written texts.
4. It helps to find out what learners know and understand about a topic before teaching.
5. It is important to evaluate learners' knowledge after teaching a topic.

The advantages of mind mapping include its "free-form" and unconstrained structure. There are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal structure or format. Mind mapping, thus, promotes creative thinking, and encourages "brainstorming".

An addition, Davis (2010: 8-9) states that mind mapping can help the learners in planning, communication, to be more creative, economize the time, problem solving, attention centered arranged and explaining things, to memorize, study more quickly and efficiently, and see "all the picture".



According to Davis (2010: 9), mind mapping will activate all of the brain, finishing the brain for the low mental, enable to the teachers centered on the topic, help learners to show the connection between parts of information that are separate, give clear explanation to all in detail, enable us to make concept grouping to help learners compare, and require us to center attention on the topic which helps shift information from short term memory to long term memory.

It can be concluded that mind mapping gives many advantages to the students in order to become critical thinkers, to open their mind, and to explore the topic to be good speakers. Besides that, the teachers need to help their students with various activities.

### **2.3.6 Teaching Speaking Using Mind Mapping Technique**

A mind or concept mapping is a way of recording information. It allows the students to organize their ideas either as a class, small group or individually. A mind mapping is often associated with brainstorming and is useful for drawing connections between ideas and concepts, assisting in the further research of a topic (Kuring-gai campus. 2015).

#### **2.3.6.1 Planning**

- 1) Select a form of mind mapping which is appropriate to the topic.
- 2) Determine whether a class, group or individual mind map is the most appropriate.
- 3) Decide, or have students decide on the most useful concepts around which the mind map is to be developed.

### **2.3.6.2 Managing**

1) The mind mapping technique can take different forms, making very simple connections to a main idea in stage 1, or containing a range of ideas and 'sub' ideas linked in various ways in stages 2 and 3. Mind mapping can include pictures and word or other appropriate document but must be short and clear.

2) Identify and communicate to students need and use of a mind mapping.

3) Model how to create and interpret mind maps.

4) Give students time to develop their own mind mapping and make connections in their own ways.

5) Display mind mapping for students to refer to and use.

6) Explain that mind mapping can be used in a variety of ways as the basis for information reports, to provide the basis for organizing information, as topics for further investigation.

The teaching technique will be used to create a good atmosphere to learn depend on the conduction in planning and managing. Good planning and managing will affect the teaching and learning process in the speaking class.

## **2.4 Satisfaction**

### **2.4.1 Definition of Satisfaction**

First of all, it is necessary to define the notion of satisfaction and especially students' satisfaction. Satisfaction is a fulfillment of need or desire, the pleasure obtained by such fulfillment.

Oliver and Richard (1980: 482) define satisfaction as a post choice evaluation judgment concerning a specific purchase decision, or in another way, it can be approximated by the equation: satisfaction-perception of performance-expectation.

Zeithaml et al. (1990) define satisfaction as an overall judgment, perception or attitude on the superiority of service. The judgment is based on the discrepancy between expectations and actual experiences of customer.

Grossman (1999) states that students could be treated like a customer or a client within the college and in that case, the college serves the students better to fulfill their expectations and needs.

Champreecharat (2000: 52) states that satisfaction is person's feeling toward positive performance namely love, favor, satisfy, and a positive attitude to work which occur from need response.

According to Giese and Cote (2000: 3), satisfaction is a summative, effective and variable intensity response centered on specific aspects of acquisition which takes place at the precise moment when the individual evaluates the objectives.

Saengchai (2000: 11) shows that satisfaction of performance is feeling that performers have attitude toward performance. This feeling will motivate them to focus on their work and love to do it. Furthermore, they are willing to do and try to find the defective performance process that helps them perform well.

Elliot and Healy (2001) define the students' satisfaction is a short-term attitude, derived from the evaluation of the received education service.

Khinna (2003: 29) claims that satisfaction to performance is the performers' thinking or attitude toward their performance including process,

components, and factors of work. If the result shows positive performance, it presents good satisfaction toward performance. They will devote labor, spirits, money and wisdom to work a lot. In contrast, if performers have negative feeling, it indicates negative satisfaction toward performance. Therefore, administrator supports satisfaction of performance in order to motivate the performers to show their happiness and achievement.

In conclusion, satisfaction is one's feeling toward something he or she does and it also occurs in the mind and affects to the action. Many researchers have conducted the instruments to find out students' satisfaction and motivation toward using the mind mapping technique in their researches.

## **2.5 Efficiency**

### **2.5.1 Definition of Efficiency**

The efficiency of lessons refers to the quality of the lessons by using the mind mapping technique that is created through a variety of content to improve speaking. The content of a lesson helps and instructs students' learning efficiently (Phromwong, 1978).

### **2.5.2 How to Find out the Efficiency of the Lessons by Empirical Approach**

The content of the lesson is tried out with the participants who are selected as samples in this study. Most of the lessons are calculated in percentage of exercise, and learning process (Kitrakarn, 2002). There are two numeric values as follows:

$$E_1/E_2 = 80/80, E_1/E_2 = 85/85, E_1/E_2 = 90/90.$$

$E_1/E_2 = 80/80$  has shown different criteria of calculating. The first criteria set 80 means the efficiency of the process, which calculates the percentage of learners' mean scores from exercise scores in the lessons. The second criteria set 80 means the efficiency of the outcome, which is the percentage of learners' total scores from the achievement test (Post-test). The statistical formulas present as follows.

$$E_1 = \frac{\sum X}{N} \times 100$$

$E_1$  = Efficiency of the Process

$\sum X$  = Total Scores of Post-test

$N$  = Number of Samples

$A$  = Total Score of the exercises in the Lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

$E_2$  = Efficiency of the Outcomes

$\sum F$  = Total Scores of Students who pass the Post-test

$N$  = Number of Samples

$A$  = Total Score of the Post-test in the Lessons

The standard for the lessons' efficiency should be no less than 75/75, 80/80, 85/85 or 90/90 depending on the contents of the subject related to skill or learners' attitude, and 80/80, 85/85 or 90/90 are about the subjects related to cognition. The level of error is accepted at 2.5%.

The lessons' efficiency refers to the level of the lesson, and how it is employed in classroom activities in order to help students' learning. In addition, it can lead students' satisfaction with a teacher who teaches them.

Srisa-ard (2002) states that the development of teaching and learning is unavoidable to use the trial to find the efficiency of the lessons. Finding the efficiency, the criterion usually uses 80/80 which consists into two approaches as follows:

1. The most students (80%) can have learning outcomes at a high level (80%). In this situation the innovation would use less time in teaching one content. The criterion 80/80 refers to the number of students no less than 80% of students who score at least 80% of the total scores.
2. At the end of the procedure, this is in high level (80%). In this case, teaching would include a lot of content. The criterion 80/80 has the meaning, namely, the first criterion set 80 is the efficiency of the process ( $E_1$ ), and the second criterion set 80 is the efficiency of the overall effect ( $E_2$ ).

Srisa-ard (2002) introduces the concepts of determining the criterion as follows: 90/90 refers a high efficiency that research can set it by himself, but it would have problems for the efficiency cannot be achieved the goal. It is not easy for students to get an average of 90%. Therefore, the criterion set 90/90 is not determined in most research. It is accepted to set lower than 80 in both the process and the outcome. The criterion set 70/70 means the teaching materials developed are effective and can be used for most students in order to improve their learning in high levels. The criterion set 50/50 or 60/60 shows that the students can improve their average score on one half or more than 60%.

The criterion set 80/80 is not interpreted by the comparison. The criterion 80% is the overall process and results. The 80/80 separates the efficiency of the process. The researcher can set two parts, which does not equal as the criterion set 70/80. 70% means the efficiency of the process and 80% means the overall efficiency.

## **2.6 Previous Studies Related to the Present Investigation**

According to the previous research, many research found that using mind mapping technique to enhance English speaking ability is more sufficient than traditional teaching. There are number of studies done by Thai and foreign researchers. These studies are summarized and presented as follows:

Aquariza (2009) studied the use of mind mapping in speaking skill at RSBI Class SMA Negeri I Sidoarjo. This study purposed to examine the use of mind mapping improved speaking ability. The samples were 28 first grade students of RSBI class. There were four instruments to collect the data. First was documentation related to lesson plan and syllabus, second was non participant observation, third was the interview of the teacher, and fourth was the questionnaire for the students. The results shown using mind mapping in teaching speaking was very helpful to regulate students' ideas and to stimulate the group presenters to extend the statement using their own words. It was interesting for them, because of its simple form and because it was relatively easy to understand.

Ghonsooly and Hosienpour (2009) investigated the effect of concept mapping on speaking fluency of Iranian intermediate EFL students. 80 second term EFL University students were randomly selected and were randomly assigned to a

control and experimental group. They employed concept mapping in the experimental group for twenty-two sessions. When the treatment over proficiency, a test was administered to the students as a post-test. The two classes were taught for twenty two sessions of forty minutes during eight weeks. In each session, the control group studied a conversation. In addition, students' random and spontaneous comments about their problems and their possible appreciation of the concept mapping technique throughout the whole course were recorded for further analysis. The distributions of scores for each variable by all subjects were examined and the results showed that concept mapping had a statistically significant effect on speaking fluency of intermediate EFL students.

Tri (2012) examined the research on using mind mapping technique to improve the students' speaking ability of the seventh grade students at SMP Negeri 3 Kedungwaru Tulungageung. The purpose of the study was to find out how the mind mapping technique can improve the students' speaking ability. The research design used in this study was classroom action research. The data were collected by using unguided observation, interview, and a questionnaire check list. In the pre-research, the results found out that the students rarely speak in English. The students had not actively been involved in speaking practice, so they were not interested in speaking using the target language. The study focused on how to increase their speaking habit. This research was 2 cycles: in the first cycle, the researcher used still picture maps in teaching speaking using mind mapping technique, in the second, the researcher used revised teaching techniques and strategies by using mini pictures of mind mapping. The results of the action research cycle 1 and cycle 2 showed that the students' speaking ability had improved through the implementation of mind mapping.



Nasution, Zainil and Kusni (2013) conducted the research on improving students' speaking skill using descriptive texts through mind mapping. The students had difficulties in the speaking test especially describing objects orally. 44 students of grade X-1 computer and network technic program (TKJ) at SMK N1 Panyahunan participated in the research. Two different kinds of data were used: qualitative and quantitative by using 4 different types of data collection instruments namely: 1) observation checklists on students, teacher and steps of teaching, 2) field notes, 3) interview, and 4) speaking test. A rubric for students' speaking from Hughes (2003) was used. The results showed that the mind mapping technique of descriptive texts could improve the teaching and learning process in teaching speaking. At the end of the class, students were able to perform describing objects orally in front of the class.

Anggraeni (2014) examined the effect of the mind mapping technique towards the students' speaking ability at 7<sup>th</sup> grade of SMPN 4 Bandar Lampung. The main objective of this research aimed at identifying whether the use of mind mapping was effective in improving the students' speaking achievement. The population included the first year students of SMPN 4 Bandar Lampung in academic year of 2013-2014 with a total number of 234 students. Out of population, 52 students were taken as sample. There were two groups, each of which consisted of 26 students. One class became the experimental group, while the other one became the control group. Different treatments were given to both groups: mind mapping was given to the experimental group while the control group was taught by traditional teaching. The test of speaking was the instrument, administered in two sections: pretest and posttest. The score obtained were analyzed by using a t-test formula.

The experimental data revealed two important results. First, adopting a technique of mind mapping technique could significantly improve the students' speaking ability because it was supported by pictures and colors. Results obtained from experimental group revealed that mind mapping performed better on the post test. Second, the final findings of this research were formulated. From the t-test calculation of the pre-test of experimental group, the result was 1856.4 and the post-test was 5644.82 with the achievement until 19.5%. Whereas in the control, group the result of pre-test was 1856.6 and the posttest were 1952.3 with the achievement 4.9%. The result of this study showed that the students taught by the mind mapping technique got better score than those who were not. It could be seen that the students' speaking ability in the experimental group after treatment was significant. By calculating the scores to the t-test, the result was p value 1% = 2, 68, p-value 5% = 2, 01. Moreover, the t-test value was 7. 6. It described clearly that the t-test value was greater than the p-value. This meant that the application of mind mapping technique was very effective. Therefore, it could be concluded that mind mapping technique improved the students' speaking achievement.

## **2.7 Summary of the Chapter**

This chapter has presented theories of speaking skills from different scholars including: nature of speaking, theories of teaching and learning speaking, criteria of assessing speaking ability, the nature of mind mapping and the review of the previous studies. The next chapter will describe of the research methodology.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter introduces the approach taken to conduct and evaluate the development of the four lessons in speaking ability of Lao college students toward using mind mapping technique. The chapter starts with population and samples, followed by the research instruments, construction of research instrument, data collection procedures, data analysis, and statistics used to analyze the data.

#### **3.1 Population and Samples**

The population of this research included 138 third year English major students from 3 classes of normal course who enrolled on General English 6 in second semester of academic year 2015-2016 at STTC, Lao PDR.

The samples of this research were 45 third year “C” students, who enrolled in General English 6 in the second semester of academic year 2015-2016 at STTC, Lao PDR. The samples were selected by using simple random sampling technique by using classrooms as a sampling unit.

#### **3.2 Research Instruments**

The main instruments used in this research were as follows:

### **3.2.1 Lesson Plans**

According to the third year “C” English normal course schedule of academic year 2015-2016, General English Subject was taught two periods per a week which included three hours per each period. Therefore, the four lesson plans were conducted by the researcher as follows:

Lesson Plan 1: Twelve months customs in Laos

Lesson Plan 2: Lao wood carving

Lesson Plan 3: Articles of the law

Lesson Plan 4: Litter is one problem in our society

### **3.2.2 Performance Tests (Pre-test and Post-test)**

Performance tests of using mind mapping were conducted by the researcher. Pre-test and Post-test were each student chose one of four topics to create a mind mapping for 2 minutes then present for 3 minutes.

### **3.2.3 Satisfaction Questionnaire**

The questionnaire on students’ satisfaction towards mind mapping to enhance students’ speaking ability was made by the researcher. There were 3 parts of this questionnaire form. The first part was about personal information which was included gender, age, and the time of starting to learn English. The second part consisted of 15 statements of students’ satisfactions toward the lessons, and the last part was comments or suggestions of students.

### **3.3 The Construction of Research Instruments**

The procedures of research instruments construction and determination of the instruments' quality clarify were as follows:

#### **3.3.1 Four Lesson Plans of Using Mind Mapping Technique to Enhance Speaking Ability**

The lesson plans in speaking using mind mapping for the third year students at STTC, Lao PDR were conducted as following steps:

3.3.1.1 The researcher studied and analyzed the cause of problems while teaching and learning speaking from observation students' speaking performance.

3.3.1.2 The researcher studied English Language Curriculum (2010) for the third year students on General English 6 about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards, indicators, learning areas, strands, and learning standard of foreign languages.

3.3.1.3 The researcher studied and reviewed the principles and theories of constructing the lesson plans.

3.3.1.4 The researcher chose the appropriate contents and designed the purposes, objectives and contexts of lesson plans based on English Language Curriculum (2010) for the third year students on General English 6.

3.3.1.5 The researcher conducted four lesson plans as follows:

1) Lesson plan 1: Twelve months custom in Laos ( Speaking lesson using mind mapping technique to make plans, a model mind mapping plan, picture of the festivals in Lao, PDR)

2) Lesson plan 2: Lao wood carving (Speaking lesson using mind mapping technique to discuss about Lao wood carving, pictures of different types of wood carving.)

3) Lesson plan 3: Articles of the law (Speaking lesson using mind mapping technique to explain or discuss about articles of the law, some phrases of the law in some articles).

4) Lesson plan 4: Litter is one problem in our society (Speaking lesson using mind mapping technique to talk about litter in society. Different pictures of different places with different kind of litter).

3.3.1.6 The lesson plans were given comments and examined by the thesis advisors about content validity quality with overall pictures. Then the researcher improved the lesson plans based on their suggestions.

3.3.1.7 The lesson plans were examined by 3 experts about contents validity quality by using five-point Likert scale as follows (Srisa-ard. 2002:102)

5 marks for the most appropriate

4 marks for more appropriate

3 marks for moderate appropriate

2 marks for less appropriate

1 mark for the least appropriate

Therefore, the instruments of the lessons presented validity. The names of three experts were as follows:

1. Dr. Surachai Piyanukool, the English lecturer at Buriram Rajabhat University, Thailand.

2. Mrs. Phonesukha Insisiengmai, the English lecturer at Savannakhet Teacher Training College, Lao PDR.

3. Ms. Megan Fry, the American volunteer at Savannkhet Teacher Training College, Lao PDR.

3.3.1.8 The researcher analyzed the scores from the experts to find out the mean scores and compared with these criteria (Srisa-ard. 2002: 99-103)

Scale	Meaning
4.51-5.00	The most appropriate
3.51-4.50	More appropriate
2.51-3.50	Moderate appropriate
1.51-2.50	Less appropriate
1.00-1.50	The least appropriate

Appropriate scores at 3.50 and over consider that the lessons can be utilized. It indicated that the mean score was 4.38 (See Appendix E).

3.3.1.9 The researcher improved the lesson plans according to the experts' suggestions and proposed them to check again.

3.3.1.10 The lesson plans were tried out with 47 students from one class of third year students who were not the samples in order to find out the weak points and then improved the lesson plans before using with the samples (See Appendix C).

To appraise the efficiency of lesson plans, there were three steps to perform. The three steps of the pre-trials were as following (Phromwong. 1978):

1) The Individual Trail

Lesson plans were utilized with 3 different proficiency level students, namely 1 high, 1 moderate, and 1 low proficient students at STTC, who were not

the samples in the research. The criteria of discrimination to divide the students into different levels of English learning achievement were: 1) the student who had got grade 3.5, 4 (B+, A) in English in the second semester of the academic year 2014-2015 was high proficient student, the student who got the grade 2, 2.5, 3 (C, C+, B) was moderate proficient student, and the student who had got grade 1, 1.5 (D, D+) was low proficient students; and 2) the three students were allocated to carry out pre-test 5 minutes per each student, while the students were studying the lessons, they were requested to do the exercises. After that, they were requested to do post-test and the questionnaire about satisfaction toward using mind mapping to enhance speaking ability. Then the researcher improved the lesson plans based on students' comments.

#### 2) The Small Group Trail

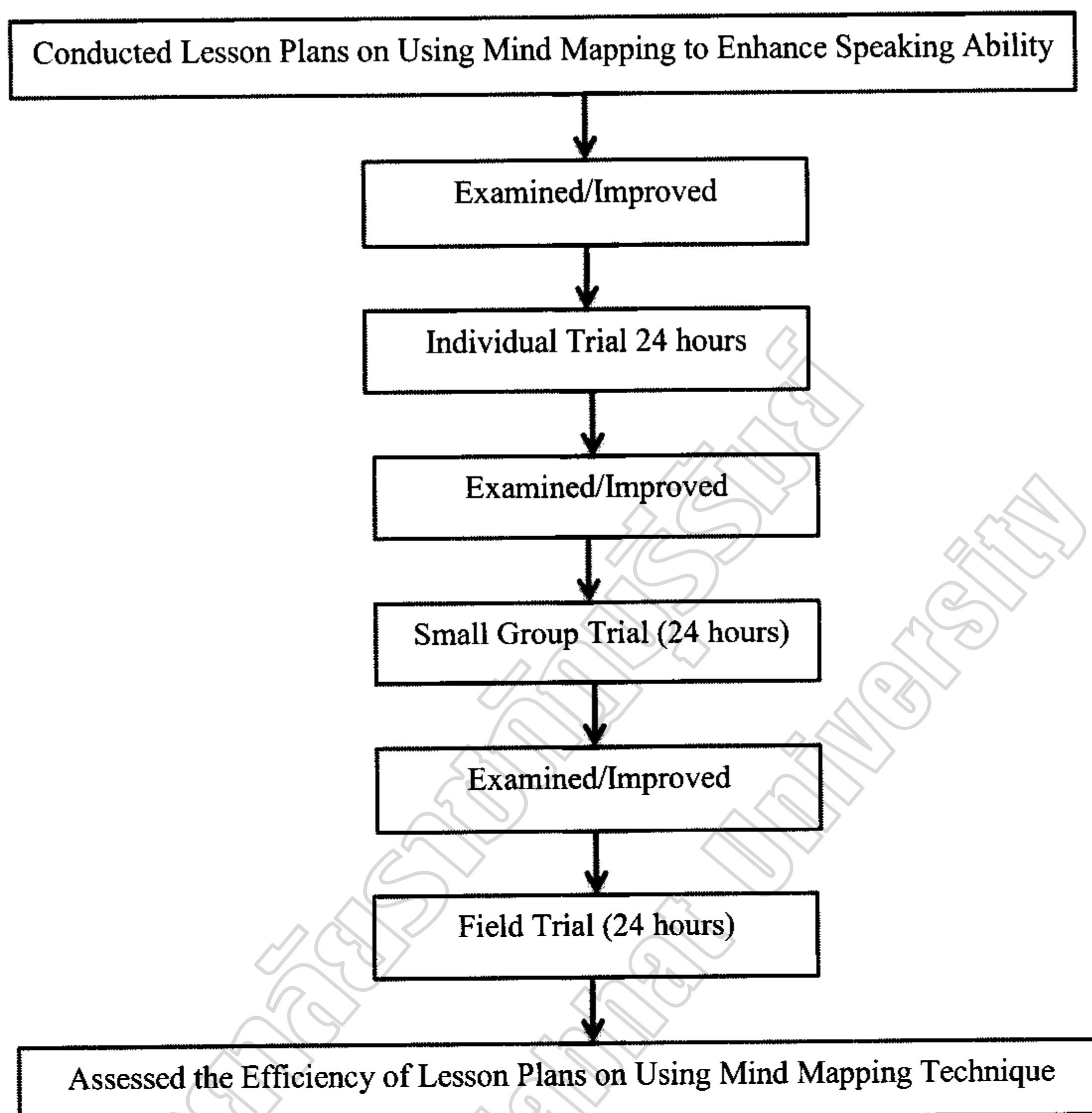
Lesson plans were utilized with 9 different proficiency level students, namely 3 high, 3 moderate and 3 low proficient students who were not the samples in the research. The criteria of discrimination divided the students into different levels of English learning achievement were: 1) the students who got grade 3.5, 4(A, B+) in English in the second semester of the academic year 2014-2015 was high proficient student, the student who got the grade 2, 2.5, 3 (C, C+, B) was moderate proficient student, and the student who had got grade 1, 1.5 (D, D+) was low proficient students, and 2) the nine students were allocated to carry out pre-test for 5 minutes per each student. While the students were studying the lessons, they were requested to do the exercises. After that, they were requested to do post-test and the questionnaire about satisfaction toward using mind mapping to enhance speaking ability. Then the researcher improved the lesson plans based on students' comments.



### 3) The Field Trail

In this step, there were 29 students with three different proficiency levels of English achievement participated from 1 class of third- year students at STTC, who were not the samples in this research. They took pre-test for 5 minutes per each student. Then they learned the lessons for 8 periods of 24 hours. After learning, they took post-tests for 10 minutes of each student and did the questionnaire about satisfaction toward using mind mapping technique to enhancing English speaking ability. The scores of the activities in the lessons using mind mapping technique to enhance English speaking ability and the post-test scores from the field trail were decided to find out the efficiency of the lesson based on 75/75 standard level (Phromwong, 1978).

To conduct this research, the assessments of efficiency of lesson plans were performed as shown in the following figure.



**Figure 3.1:** Steps of Trying out Lesson Plans

**Source:** Suwanbenjakul (2002: 52)

The researcher conducted the complete lesson plans to use with the samples (See Appendix C).

### 3.3.2 The Performance Tests

Pre-tests and post-tests consisted of speaking performance that required students to speak according to the topics. The samples did both pre-test and post-tests,

which were the same parallel tests. The pre and post-tests constructed by the researcher as following steps:

3.3.2.1 The research studied a syllabus for college level on General English 6 and the contents of speaking using mind mapping technique for third-year students.

3.3.2.2 The researcher studied the literature reviews on how to construct the tests.

3.3.2.3 The researcher conducted the speaking tests using mind mapping technique. A pre-test was chosen one of four topics to create a mind mapping then present.

3.3.2.4 The test were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using IOC formula as follows (Phattiyathanee. 2000).

- +1 = When it is sure that the validation of the hypothesis is coincident.
- 0 = When it is not sure that the validation of the hypothesis is coincident.
- 1 = When sure that items of the test are not coincident with objectives.

The researcher calculated the IOC index, and chose the topic with the IOC index between 0.5-1.00 for the test. It shows that the Index Items of Congruence (IOC) is 0.67-1.00 (See Appendix G).

3.3.2.5 The test was tried out with students in another class, who studied in the third year that were not sample at STTC in the academic year 2015-2016.

3.3.2.6 The researcher conducted the complete tests to use with the samples.

### 3.3.3 Satisfaction Questionnaire

The researcher designed and created the questionnaire concerning with students' satisfaction toward using mind mapping to improve speaking which consisted of 3 main parts as follows:

Part 1: Personal information. The samples were required to answer the questions about gender, age, and time of starting English learning. This part was in the form of check list.

Part 2: Information of Satisfaction Questionnaire. This part consisted of 15 statements of five point rating scale questionnaire with Likert's rating scale questionnaire. It was to elicit the learners' satisfaction toward using mind mapping to improve speaking of third year "C" students at STTC academic year 2015-2016. The 5-point Likert scales used for their rating for their attitudes (Srisa-ard. 2002: 102) were as follows:

Scale	Meaning
5	The most satisfactory
4	More satisfactory
3	Moderately satisfactory
2	Less satisfactory
1	The least satisfactory

Part 3: This part was about additional information or other opinion in teaching and learning the lessons by using mind mapping technique. The questions were open-ended in which the samples could write their comments or suggestions to the questionnaire.

The questionnaire was conducted and developed gradually by the researcher as follows:

3.3.3.1 The researcher reviewed the literature on satisfaction, how to construct the satisfaction questionnaire as explicated by Likert's rating scales and studied the questionnaire already used in topic related research.

3.3.3.2 The researcher gathered and arranged the issues concerning students' satisfaction learning speaking toward using mind mapping technique (See Appendix H).

3.3.3.3 A draft questionnaire was constructed focusing on learning speaking toward using mind mapping technique.

3.3.3.4 The researcher proposed the statements to the thesis advisors before creating 15 statements based on the issue compiled from learning speaking toward using mind mapping technique.

3.3.3.5 The statements were examined by 3 experts to check for correctness and appropriateness. There were five scales as follows (Srisa-ard. 2002: 102).

Strongly agree	5 scores
Agree	4 scores
Uncertain	3 scores
Disagree	2 scores
Strongly disagree	1 scores

The researcher calculated the obtained data to find out the mean scores. The appropriate scores at 3.5 and upper were considered. . It shows that the mean score was 4.49 (See Appendix I).

3.3.3.6 The researcher organized the statements and tried out with the third year students who were not the samples at STTC, Lao PDR.

### 3.4 Data Collection Procedures

This study was designed as one group pre-test post-test design. The group was third year “C” normal course students at STTC as shown in the Table 3.2 below.

**Table 3.1**

**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	T <sub>1</sub>	X	T <sub>2</sub>

As shown in the Table 3.1, T<sub>1</sub> was pre-test, X is included teaching, learning and mini-test of 4 lessons and T<sub>2</sub> was posttest.

To collect the data, the researcher used lesson plans, performance tests (pretest and posttest) and satisfaction questionnaire. The details and procedures of data collection were shown as follows:

3.4.1 The pre-test was used to all of the samples at the first 3 hours of the class. The test was each student chose one of four topics to create the mind mapping for 2 minutes then present for 3 minutes.

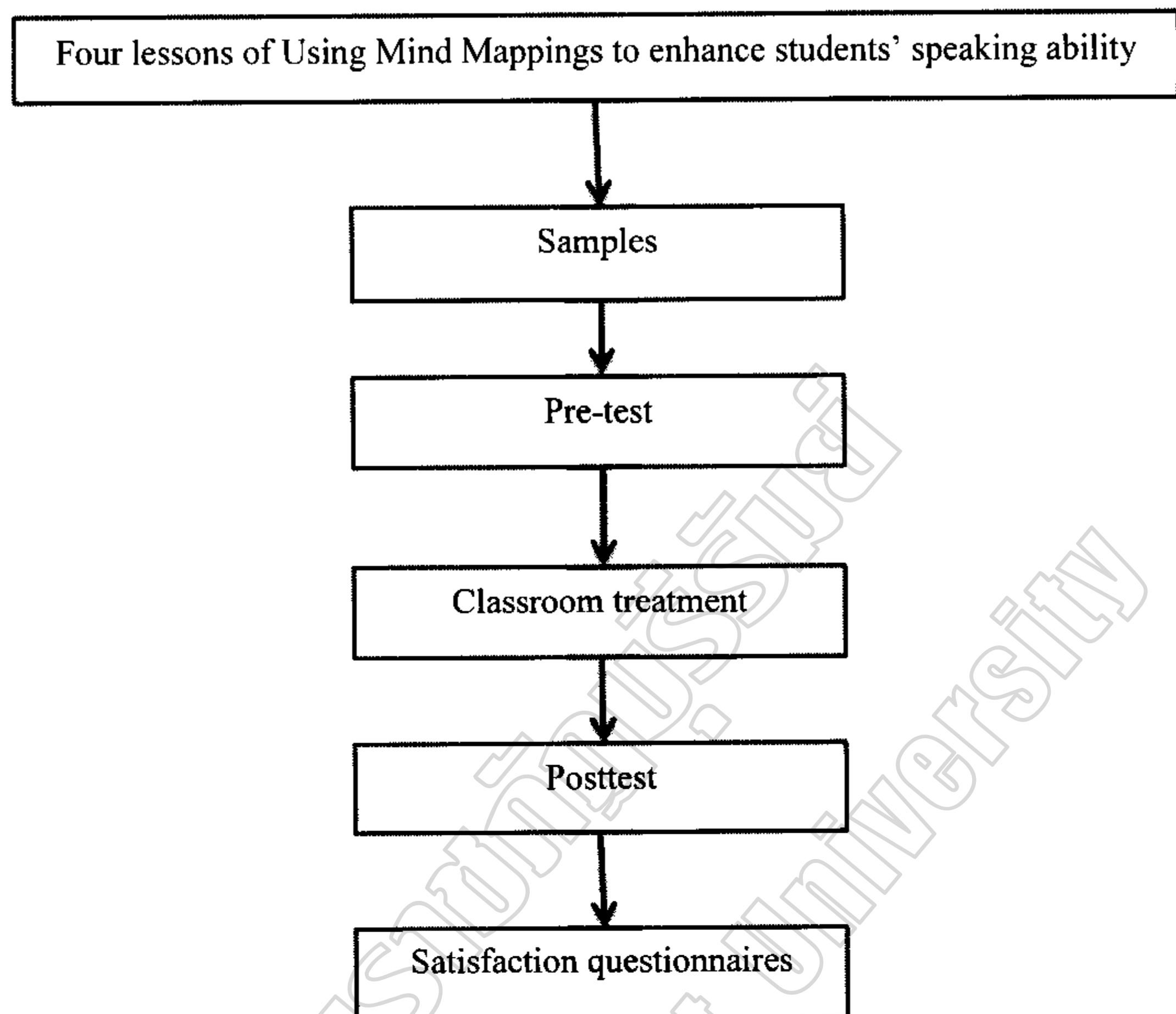
3.4.2 The samples were oriented to understand the mind mapping technique lessons.

3.4.3 Mind mapping teaching and learning activities were implemented with the samples.

3.4.4 The post-tests were done at the end of the course.

3.4.5 After the post-test, all students were asked to fill out the questionnaire in order expect to get the satisfaction toward using mind mapping to enhance speaking ability through the course.

The steps of data collection would be shown below:



**Figure 3.2** Steps of Data Collection

Source: Insisiengmai (2014: 65)

### 3.5 Data Analysis

The data were analyzed and deduced procedures by using various data analysis methods as follows:

#### 3.5.1 Pre-test and Post-test scores

The speaking performance test was scored by 3 teachers: a researcher, an experience English teacher and a native speaker. The researcher used a video recorder



to record what they presented and scored them later. The speaking performance from the students were scored based on the following rubrics.

**Table 3.2**

**Oral Proficiency Scoring Categories Adapted (Brown, 2001: 406-407)**

Categories	Score levels				
	10-9	8-7	6-5	4-3	2-1
<b>Grammar</b>	Equivalent of that of an educated native speaker.	Able to use the language accurately pertinent to professional needs. Errors in grammar are quite rare.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations in practical, social, and professional topics.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Errors in grammar are frequent, but speaker and be understood by a native speaker used to dealing with foreigners attempting to speak his language
<b>Vocabulary</b>	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms	Can understand and participate in any conversations within the range of his experience with a high degree of. Precision of vocabulary	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and	Has speaking vocabulary sufficient to express him or herself simply with some circumlocution s	Speaking vocabulary inadequate to express anything but the most elementary needs

Table: 3.2 (CONTINUED)

Categories	Score levels				
	10-9	8-7	6-5	4-3	2-1
	, and pertinent cultural references		professional topics. Vocabulary is broad enough that he rarely has to grope for a word.		
<b>Comprehension</b>	Equivalent to that of an educated native speaker. Has complete fluency in the language such that his speech is fully accepted by educated native speaker.	Can understand any conversations within the range of his experience. Able to use the language fluently on levels normally pertinent to professional needs. Can participate in any conversations within the range of his experience with a high degree of fluency	Comprehension is quite complete at a normal rate of speech. Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge). Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase. (No specific fluency description. Refer to other four language areas for implied level of fluency.)

Table: 3.2 (CONTINUED)

Categories	Score levels				
	10-9	8-7	6-5	4-3	2-1
Fluency	Equivalent to and fully accepted by educated native speakers	Errors in pronunciation are quite rare	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Accent is intelligible though often quite faulty	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language

1) To evaluate the students' speaking ability before and after using mind mapping approach, pre-test and post-test scores were figured to find out the percentage (%), mean ( $\bar{x}$ ) and standard deviation (S.D)

2) The scores gained from each lesson mini-tests and post-test were calculated to find out the efficiency of process ( $E_1$ ) and the efficiency of outcomes ( $E_2$ ), respectively.

3) Dependent samples t-test was used to compare the difference between the pre-test and post-test mean scores to find out the significant difference set at .05 level.

### 3.5.2 Students' Satisfaction

To evaluate students' satisfactions toward mind mapping to improve speaking ability after learning four lessons, the scores from questionnaire were calculated to compute for mean ( $\bar{x}$ ) and standard deviation (S.D). The following criteria used for interpretation (Srisa-ard, 2002: 103) were as follows:

Scale	Meaning
4.51 – 5.00	The most satisfied
3.51 – 4.50	More satisfied
2.51 – 3.50	Moderately satisfied
1.51 – 2.50	Less satisfied
1.00 – 1.50	The least satisfied

## 3.6 Statistical Procedures

### 3.6.1 Statistics Used to Find out the Quality of Instruments

3.6.1.1 The performance tests from trying out (IOC) the formula (Phattiyathanee, 2003: 220)

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between question and objective

$\sum R$  = Total scores of experts' opinion

N = Number of experts

### 3.6.1.2 Discrimination of each item for five-point rating scale

questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2002: 110)

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$r_{xy}$  = Correlation coefficient between variable X and variable Y

X = Total scores of variable X index

$\sum Y$  = Total scores of variable Y index

$\sum XY$  = Total of multiplied result between variable X and variable Y

$\sum X^2$  = Total scores of variable X index's square

$\sum Y^2$  = Total scores of variable X index's square

N = Number of a pair of variables index or number of samples

## 3.6.2 Statistics Used to Analyze the Data

### 3.6.2.1 Percentage (Srisa-ard. 2002: 104)

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the data

$N$  = Numbers of total frequency

### 3.6.2.2 Mean ( $\bar{x}$ ) (Srisa-ard. 2002: 105)

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$  = Mean

$\sum x$  = Total scores in group

$N$  = Number of scores in group

### 3.6.2.3 Standard Deviation (S.D.) (Srisa-ard. 2002: 106)

$$\text{S.D.} = \sqrt{\frac{\sum (x - \bar{x})^2}{N-1}}$$

S.D. = Standard Deviation

$x$  = Score of each item

$\bar{x}$  = Mean

$N$  = Number of scores in group

$\sum$  = Total scores

3.6.2.4 The differences between pre-test and post-test mean scores calculated by dependent samples t-test formula (Srisa-ard. 2002: 112).

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}$$

t = Statistical index used to compare with critical index to find out a significant difference

D = Different result of minus between a pair of scores

n = Number of samples or a pair of scores

### 3.7 Summary of the Chapter

This chapter has presented research procedures included: research instruments, data statistical procedures, and data analysis. The next chapter, the result of the study is indicated.

## **CHAPTER 4**

### **RESEARCH RESULTS**

This chapter shows the results of the research from three main research questions that were collected in Savannakhet Teacher Training College, Lao PDR. The results present step by step as follows: The result of Research Question 1 shows the efficiency of the lesson plans using mind mapping technique to enhance English speaking ability of Lao EFL college students. The Research Question 2 shows if the use of mind mapping technique improve English speaking ability of Lao EFL college students and the Research Question 3 shows the satisfaction toward using mind mapping technique to enhance English speaking ability of Lao EFL college students. The speaking results were collected by using quantitative methods, namely pre-test, mini-test at the end of each lesson in four topics, post-test, and questionnaires to test students' satisfaction toward using mind mapping technique. Moreover, qualitative methods, namely open-end questions were attached at the end of the questionnaires.

#### **4.1 Research Question One: What is the Efficiency of Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students?**

This section presents the results of quantitative data collecting from four lesson plans. The achievement test utilized in this study to determine the efficiency of the lesson plans for the third year normal course students based on the criterion set 75/75. The results were gathered from mini-test in each lesson. The test was 50 points



of individual test focused on speaking ability by using speaking rubric that adapted from (Brown. 2001: 406-407). Table 4.1 below shows the percentage, mean and standard deviation of students' speaking ability.

**Table 4.1**

**The Efficiency of the Lesson plans Using the Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students at STTC (n=45)**

No	Activities Scores of Learning through Using Mind Mapping Technique of Four Lessons					Post-test (50)
	1(50)	2(50)	3(50)	4(50)	Total(200)	
1	37	36	37	38	148	39.33
2	38	37	38	37	150	41.67
3	36	38	38	39	151	38.33
4	37	36	36	36	145	37.67
5	36	39	39	38	152	38.67
6	38	37	37	39	151	40.33
7	37	35	39	37	148	38.33
8	37	38	36	36	147	39.00
9	39	39	39	38	155	40.33
10	38	37	38	39	152	38.33
11	37	39	38	38	152	38.67
12	36	40	37	39	152	38.67
13	38	34	38	38	148	38.33
14	39	38	39	37	153	39.67
15	41	42	42	42	167	42.00
16	37	40	40	40	157	40.33
17	42	43	44	43	172	43.00
18	38	37	38	37	150	37.67
19	37	38	40	38	153	38.00
20	36	36	37	37	146	37.67

Table 4.1 (Continued)

No	Activities Scores of Learning through Using Mind Mapping Technique of Four Lessons					Post-test (50)
	1(50)	2(50)	3(50)	4(50)	Total(200)	
21	44	45	46	44	179	43.33
22	41	43	44	40	168	42.00
23	39	36	36	36	147	36.67
24	38	38	40	37	153	38.00
25	37	37	36	38	148	39.00
26	37	38	39	39	153	41.00
27	36	37	40	37	150	38.00
28	38	36	37	37	148	38.67
29	39	37	36	38	150	37.67
30	45	46	47	45	183	44.00
31	43	43	42	44	172	40.33
32	42	42	41	43	168	42.00
33	42	44	41	43	170	41.00
34	45	46	46	46	183	44.00
35	36	38	37	37	148	39.67
36	36	37	36	36	145	37.67
37	37	36	37	38	148	38.33
38	44	45	45	44	178	44.00
39	39	43	43	43	168	39.67
40	37	36	37	34	144	39.33
41	38	37	38	39	152	40.67
42	42	45	44	46	177	43.67
43	37	36	36	38	147	36.33
44	40	41	41	40	162	41.00
45	37	38	39	39	153	40.00
<b>Total</b>	<b>1743</b>	<b>1759</b>	<b>1774</b>	<b>1767</b>	<b>7043</b>	<b>1792.35</b>
<b>— X</b>	<b>38.73</b>	<b>39.09</b>	<b>39.42</b>	<b>39.27</b>	<b>39.13</b>	<b>39.83</b>

**Table 4.1 (Continued)**

No	Activities Scores of Learning through Using Mind Mapping Technique of Four Lessons					Post-test (50)
	1(50)	2(50)	3(50)	4(50)	Total(200)	
S.D.	2.62	3.29	3.08	2.97	2.38	2.06
%	77.47	78.18	78.84	78.53	78.26	79.66

As shown in Table 4.1, the efficiency of the lesson plans using the mind mapping technique to enhance English speaking ability of Lao EFL college students at STTC conducted by the researcher was 78.26/79.66 which was higher than the criterion set 75/75. It indicates that students who have learned English through using mind mapping technique have received mean scores from the exercises of four lessons at 78.26% and the total mean scores from the achievement test after learning at 79.66%.

#### **4.2 Research Question Two: Does the Use of Mind Mapping Technique Enhance English Speaking Ability of Lao EFL College Students before and after learning?**

This section presents the results of the analysis of the quantitative data from the achievement tests in speaking lessons used in this study to compare students' learning achievement before and after learning speaking lesson of Lao EFL college students. The pre-test and post-test scores were only one topic chosen from four to create mind mapping and talk were used to detect the statistically significant difference as shown in Table 4.2 and 4.3, respectively.

Table 4.2

## Difference between Pre-test and Post-test Mean Scores

No	Pre-test	Post-test	Difference	Double Difference ( $D^2$ )
1	29.00	39.33	10.33	106.71
2	27.67	41.67	14.00	196.00
3	24.67	38.33	13.00	186.60
4	27.33	37.67	10.34	106.92
5	30.33	38.67	8.34	69.56
6	26.67	40.33	14.00	196.00
7	28.00	38.33	10.33	106.71
8	27.67	39.00	11.33	128.37
9	28.67	40.33	11.66	135.96
10	26.00	38.33	12.33	152.03
11	27.67	38.67	11.00	121.00
12	28.33	38.67	10.34	106.92
13	29.00	38.33	9.33	87.05
14	26.33	39.67	13.34	177.96
15	32.33	42.00	9.67	93.51
16	27.33	40.33	13.00	169.00
17	34.00	43.00	9.00	81.00
18	26.00	37.67	11.67	136.19
19	28.67	38.00	9.33	87.05
20	26.00	37.67	11.67	136.19
21	37.67	43.33	5.66	32.04
22	33.67	42.00	8.33	69.39
23	24.33	36.67	12.34	152.28
24	27.67	38.00	10.33	106.71
25	28.67	39.00	10.33	106.71
26	28.33	41.00	12.67	160.53
27	26.67	38.00	11.33	128.37
28	28.67	38.67	10.00	100.00

Table 4.2 (Continued)

No	Pre-test	Post-test	Difference	Double Difference ( $D^2$ )
29	27.00	37.67	10.67	113.85
30	38.67	44.00	5.33	28.41
31	28.33	40.33	12.00	144.00
32	33.00	42.00	9.00	81.00
33	33.00	41.00	8.00	64.00
34	35.00	44.00	9.00	81.00
35	29.67	39.67	10.00	100.00
36	27.00	37.67	10.67	113.85
37	25.00	38.33	13.33	177.69
38	36.00	44.00	8.00	64.00
39	37.00	39.67	2.67	7.13
40	30.00	39.33	9.33	87.05
41	29.67	40.67	11.00	121.00
42	37.00	43.67	6.67	44.49
43	27.00	36.33	9.33	87.05
44	33.00	41.00	8.00	64.00
45	27.67	40.00	12.33	152.03
<b>Total</b>	<b>1,331.36</b>	<b>1,792.35</b>	<b>460.99</b>	<b>4,967.25</b>
$\bar{x}$	<b>29.59</b>	<b>39.83</b>	<b>10.24</b>	<b>110.38</b>

As revealed in Table 4.2, it indicates that the students who learned English speaking lessons through using mind mapping technique had pre-test mean score at 29.59 and post-test mean score at 39.83. The comparison of the speaking ability between pre-test and post-test mean scores of using mind mapping technique enhance speaking ability of Lao EFL college students after learning is shown in Table 4.3 below:

**Table 4.3****Comparing the Difference between Pre-test and Post-test Mean Scores**

<b>Achievement</b>	<b>No</b>	<b>Total Scores</b>	$\bar{x}$	<b>S.D.</b>	<b>t-test</b>
Pre-test	45	50	29.59	3.71	29.14**
Post-test	45	50	39.83	2.06	

**\*\*Significant difference at .01**

As shown in the table above, the dependent sample t-test was conducted in order to find whether there was a significant difference in using mind mapping technique to enhance English speaking ability of Lao EFL college students. The result reveals that there was statistically significant difference between the pre-test and the post-test in learning English through using mind mapping technique at a .01 level.

### **4.3 Research Question Three: What is the Satisfaction of Lao EFL College Students toward Using Mind Mapping Technique to Enhance English Speaking Ability?**

This section shows the satisfaction toward the lesson plans using mind mapping technique to enhance English speaking ability of Lao EFL college students by using learners' satisfaction questionnaires. The samples chose the level of their satisfaction in the questionnaires, ranking from the least satisfactory (1), less satisfactory (2), moderate satisfactory (3), more satisfactory (4) and the most satisfactory (5). Mean, standard deviation, level of satisfaction were shown in Table 4.4.

**Table 4.4**

**Learners' Satisfaction toward Lesson Plans of Using Mind Mapping Technique to Enhance English Speaking Ability of EFL Lao College Students**

Statements	$\bar{X}$	S.D.	Levels
1. I enjoy the activities provided in the four lessons.	4.27	0.45	More satisfactory
2. I learn from four lesson plans and could apply them in my daily life.	4.47	0.50	More satisfactory
3. Practicing various activities from four lesson plans is interesting.	4.73	0.45	The most satisfactory
4. The four lesson plans are understandable and easy to do.	4.11	0.32	More satisfactory
5. The contents and activities are relevant.	4.16	0.71	More satisfactory
6. The contents and activities are suitable with my English level.	3.69	0.60	Satisfactory
7. Learning through using mind mapping technique helps improve my speaking ability.	4.80	0.40	The most satisfactory

**Table 4.4 (Continued)**

Statements	$\bar{X}$	S.D.	Levels
8. Learning through using mind mapping technique helps me to understand the contents well.	4.67	0.52	The most satisfactory
9. The examples in the contents and activities of the lessons are interesting.	4.76	0.43	The most satisfactory
10. Learning the four lessons about speaking using mind mapping is useful for my future.	4.82	0.39	The most satisfactory
11. I feel motivated when learning English by doing and practicing the lessons.	4.31	0.70	More satisfactory
12. Learning through lessons will enhance my learning.	4.62	0.49	The most satisfactory
13. Learning through mind mapping technique can help improve my critical thinking.	4.76	0.43	The most satisfactory
14. Learning four lesson plans through using mind mapping technique has improved my speaking.	4.36	0.68	More satisfactory
15. I have a positive attitude toward	4.80	0.40	The most



Table 4.4 (Continued)

Statements	$\bar{X}$	S.D.	Levels
learning English after learning four lesson plans.			satisfactory
<b>Grand Total</b>	<b>4.49</b>	<b>0.50</b>	<b>More satisfactory</b>

Table 4.4 shows that students were more satisfied towards using mind mapping technique in overall ( $\bar{x} = 4.49$ , S.D. = 0.50). It is noticeable that the three highest mean scores were no. 10 "Learning the four lessons about speaking using mind mapping is useful for my future." ( $\bar{x} = 4.82$ , S.D. = 0.39), followed by no. 7 "Learning through using mind mapping technique helps improve my speaking ability and no. 15 "I have a positive attitude toward learning English after learning four lesson plans" ( $\bar{x} = 4.80$ , S.D. = 0.40), which had the same value, respectively. In contrast, the three lowest mean score were no. 6 "The contents and activities are suitable with my English level." ( $\bar{x} = 3.69$ , S.D. = 0.60), followed by no. 4 "The four lesson plans are understandable and easy to do." ( $\bar{x} = 4.11$ , S.D. = 0.32), and no. 5 "The contents and activities are relevant." ( $\bar{x} = 4.16$ , S.D. = 0.71), respectively.

Furthermore, almost of them gave positive comments in open-ended questions that using mind mapping technique makes the lesson more interesting because they can imagine and remember what to say. Mind mapping could help them

to get the ideas, remind the words or phrases which supported by pictures, words or colors. It is a good technique to practice speaking because they had to create the sentences by their own ideas included some words or grammar.

However, some weak students faced some problems during the class. For examples, they are lack of vocabulary and grammar which make them difficultly to talk. Overall, it could be noticed that students have positive attitudes toward using mind mapping technique to upgrade their speaking abilities

#### **4.4 Summary of the Chapter**

In short, this chapter proposes the findings and data analysis of this study. The results of each question are expressed from the question one to three. Detailed summary of the findings, discussion, and implications for instruction are presented in the next chapter.

## CHAPTER 5

### CONCLUSION AND DISCUSSION

This study aims to invent the four lessons using mind mapping technique to enhance English speaking ability. This chapter discusses the results of data analysis under the following topics: 1) summary of the findings; 2) discussion of the findings; 3) pedagogical implications; and 4) suggestions for the future research.

#### 5.1 Summary of the Findings

This study aimed: 1) to determine efficiency of lesson plans using mind mapping to enhance speaking ability of Lao EFL college students to meet the criterion set at 75/75; 2) to compare the learners' English speaking ability before and after using mind mapping technique to enhance English speaking ability of Lao EFL college students; 3) to determine the students' satisfaction toward using mind mapping technique to enhance speaking ability of Lao EFL college students. The research hypothesis was that students who learned from four lessons have higher learning achievement of English speaking ability on post-test mean score than in pre-test mean score. The samples in this study were 45 third-year "C" students who took on General English Subject Course 6 in second semester of academic year 2015-2016 at Savannakhet Teacher Training College, Savannakhet Province, Lao PDR. The researcher taught 2 classes (class "A" and class "C"). Class "C" was the sample group, selected by using simple random sampling technique. The independent variable of this study was four lesson plans using mind mapping technique to enhance English speaking ability,

which were constructed by the researcher. The dependent variables were the efficiency of the students' learning achievement, speaking ability and students' satisfaction toward the lessons using mind mapping technique to enhance English speaking ability.

The research instruments were four lesson plans, speaking performance test and the satisfaction questionnaire. The four lesson topics conducted by researcher himself were as follows: 1) Twelve months custom in Laos; 2) Lao wood carving; 3) Article of the law; and 4) Litter is on problem in our society. This study was conducted in the second semester of academic year 2015-2016 for 30 hours described as follows: 1) 2 hour for orientation; 2) 2 hours for pre-test; 3) 24 hours for learning four lessons; and 4) 2 hours for post-test and satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test. The findings were as follows:

1. The efficiency of the lesson plans using the mind mapping technique to enhance English speaking ability of Lao EFL college students at STTC was 78.26/79.66 which was higher than the criterion set 75/75.
2. The learning achievement of students' post-test mean score was higher than the pre-test mean score with statistically significant difference at .01 level.
3. The students' satisfaction in learning through using the mind mapping technique to enhance speaking ability in overall was at a more satisfactory level.

## 5.2 Discussion of the Findings

### 5.2.1 The Efficiency of Lesson Plans Using Mind Mapping Technique to Enhance English Speaking Ability

The findings showed that the efficiency of the lesson plans using my mapping technique to enhance speaking ability was 78.26/79.66, which was higher than the criterion set at 75/75. The results illustrated that the first efficiency of the process ( $E_1$ ) was lower than the second efficiency of outcome ( $E_2$ ). That means the students got higher post-test scores than exercise scores. Students did very well in their post-test because they had learned all four lessons and practiced all exercises. Also, they had more time to discuss with their classmates about language used in each lesson. This could be explain that the researcher reviewed the related literature theories namely, theories of speaking using mind mapping technique, satisfaction, efficiency, and previous research papers. The lessons were developed appropriately. Moreover, the thesis advisors and the experts had comments and evaluated the research instruments. Finally, the lesson plans were tried out before being used with the samples. These factors created high quality lessons. Furthermore, the lesson comprised of many components, namely some handouts, various activities, and pre-test model mind mappings. Students are able to learn, to do the activities affectively, to get feedback from teacher, their classmates and themselves. The findings above confirms that four lessons using mind mapping technique were useful to develop English speaking ability of third-year students. The findings are similar to Aquariza (2009) and Anggraeni (2014) who used mind mapping techniques to improve students' speaking ability and found that mind mapping technique was that so helpful to regulate students' ideas, stimulates the group presenter to extend the statement using their words. It was interesting for them,

because of its simple form and relatively easy to be understood and supported by pictures and colors.

### **5.2.2 The Students' Pre-test and Post-test Mean Scores Learning Four Lessons through Using Mind Mapping Technique**

The results revealed that the learning achievement of post-test mean score was higher than the pre-test mean score learned by four lessons using mind mapping technique with statically significant difference at .01 level. This could be summarized that the lessons using mind mapping technique are efficient because students could improve their speaking ability after learning. Buzan (2007: 36) stated mind mapping technique can help the student as its more easily converted into a draft, then the students can see the relationship between ideas and encourages them to group certain ideas together as they proceed. In addition, the advantages use mind mapping will assist the brains ability to concentrate, allow the essence of the material to become evident, make connections between ideas easy to see, boost our confidence in our ability to learn. Davis (2010: 8-9) mentioned that mind mapping can help the learners for planning, communication, to be more creative, economize the time, problem solving, attention centered arranged and explaining things, to memorize more be better, study more quickly and efficient, see "all the picture". Also, Davis (2010: 9) stated that mind mapping will activate all of the brain, finishing the brain for the low mental, enable to the researcher centered on the topic, help learners to show the connected between part of information that separate, gives clearly explanation to all and detail, enable us to make concept grouping help learners to compare it, and requires us to center attention on the topic that help shift information about that from short memory to long memory. Therefore, the four lesson plans using mind mapping technique are very effective to improve speaking ability.

### 5.2.3 Level of Students' Satisfactions toward Four Lesson Plans Using Mind

#### Mapping Technique

The results illustrated that the level of students' satisfaction in learning lessons through using mind mapping technique were at satisfactory level. Overall the mean score of the students' satisfaction level was 4.49. The findings showed that the students were satisfied with learning the lessons. This could be explained that the lessons were evaluated the quality by the experts, consequently, the lessons have high quality, appropriate contents, and are suitable for the level of students. Students rated the three highest mean scores as "The Learning the four lessons about speaking using mind mapping are useful for my future." followed by "Learning through using mind mapping technique helps improve my speaking ability, and I have a positive attitude toward learning English after learning four lesson plans." That shows the lessons can improve learners' speaking capacities.

Furthermore, almost of them gave positive comments in open-end questions that using mind mapping technique makes the lesson more interesting because they can imagine and remember what to say. Mind mapping could help them to get the ideas, remind the words or phrases which supported by pictures, words or colors. It is a good technique to practice speaking because they had to create the sentences by their own ideas included some words or grammar.

However, some weak students faced some problems during the class. For examples, they are lack of vocabulary and grammar which make them difficultly to talk. Overall, it could be noticed that students have positive attitudes toward using mind mapping technique to upgrade their speaking abilities. The finding is similar to Aquariza (2009) who stated that mind mapping technique in teaching speaking was so helpful to regulate

students' ideas and stimulates the group presenter to extend the statement using their own words.

Therefore, using mind mapping technique could bring good effects to students' speaking motivation, and it could upgrade their ideas on speaking ability.

### **5.3 Pedagogical Implications**

There are some pedagogical implications suggested in order to use mind mapping technique in the appropriate ways. As the results from this study, the researcher made useful pedagogical implication as follows:

5.3.1 The lesson plans using mind mapping technique to enhance English speaking ability support learning achievement of students. Accordingly, administrators, teachers or related person in learning systems are able to apply these lesson plans to use or develop in other contents.

5.3.2 Teachers should have knowledge and ability to create mind mapping in difference lessons; she/he has to know how to create mind mapping from the texts, conversation, books and other sources appropriately. Furthermore, teachers must have creative ideas in order to help students learning English effectively.

5.3.3 Teachers should spend more time to prepare and help students to create mind mapping in difference styles included: pictures, word, symbols, phrases or sentences.



## **5.4 Suggestions for the Future Research**

According to the results discussed earlier, some suggestions are proposed here for future studies as follows:

5.4.1 The further researcher should conduct the research using mind mapping technique to enhance English speaking ability with other levels to find the effectiveness of this innovation.

5.4.2 To see if mind mapping technique works, the further research should compare with other teaching approaches with the same level in different places and different situation.

In conclusion, the researcher believes that the findings will be as a guideline for teachers and students in developing and enhancing their English speaking ability based on using mind mapping technique.

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**APPENDICES**

มหาวิทยาลัยสุโขทัย  
Buriram Rajabhat University



**APPENDIX A**

**Formal Letters**

**The Letter Asking Permission to Collect the Research Data**

**and**

**Try out the Research Instruments**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University



No. 0545.11/930

Buriram Rajabhat University  
Jira Road, Amphur Mueng,  
Buriram 31000, THAILAND

March 3, 2016

**Dear** The Director of Savannakhet Teacher Training College, Laos P.D.R

**Subject: Asking permission to tryout the research instrument**

Buriram Rajabhat University (BRU) presents its complements to you, The Director of Savannakhet Teacher Training College, Laos P.D.R, and asks your permission to allow Mr.Phouangphet Sounthalavong to tryout the research instrument. I wish to inform that Mr.Phouangphet Sounthalavong, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Effect of Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, a thesis chairperson. He would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Narumon Somkuna'.

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C932

Buriram Rajabhat University  
Jira Road, Amphur Mueng,  
Buriram 31000, HAILAND

March 14, 2016

**Dear :** The Director of Savannakhet Teacher Training College, Laos P.D.R

**Subject:** Asking Permission to Collect the Research Data.

Buriram Rajabhat University (BRU) presents this letter to the President to asks permission to collect the research data. I wish to inform you that Mr. Phouangphet Sounthalavong, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Effect of Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL Collect Students”** under the supervision of Assistant Professot. Dr.Nawamin Prachanant , Chairperson of the Thesis.

In this regard, BRU would like to ask permission from the President of BRU to allow her to collect the research data from support staff by responding to her research methodologies.

Please accept, the president of BRU, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Narumon Somkuna'.

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

**APPENDIX B**

**The Letter Requesting to be the Expert for the Research**

**Instruments**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University



No. 0545.11/C994

Buriram Rajabhat University  
Jira Road, Amphur Mueng,  
Buriram 31000, THAILAND

March 21, 2016

**Dear Ms. Alex,**

**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr. Phouangphet Sounthalavong, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Effects of Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students.”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C994

Buriram Rajabhat University  
Jira Road, Amphur Mueng,  
Buriram 31000, THAILAND

March 21, 2016

**Dear** Dr. Surachai Piyanukool,

**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mr. Phouangphet Sounthalavong, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Effects of Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students.”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C994

Buriram Rajabhat University  
Jira Road, Amphur Mueng,  
Buriram 31000, THAILAND

March 21, 2016

**Dear Mrs. Phonesukha Insiengmai,**

**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mr. Phouangphet Sounthalavong, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Effects of Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students.”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

## APPENDIX C

### Lesson Plan 1

**Course: General English 6**

**Grade Level: 3C**

**Theme: Different customs**

**Topic: Twelve customs in Laos**

**Date:**

**Time Allocation: 2 periods/6 hours**

---

#### 1. Core Concept

Giving information about customs of our country is necessary for people to communicate with different countries in the world. Students should be able to tell their customs, especially the customs of 12 months in a year of Laos.

#### 2. Learning Outcome

##### 2.1 Terminal Objective

Students will be able to talk about Lao customs of twelve months in a year by using mind mapping chart.

##### 2.2 Enabling Objectives

Students are able to:

- pronounce and tell the meaning of new vocabulary correctly.
- read the passage of Lao customs information correctly.
- tell about Lao customs of each month.
- create the mind mapping and tell about Lao customs of twelve months.



### 3. Enduring Understanding

3.1 Present simple tense.

3.2 Vocabulary of customs.

3.3 Comprehend in the contents of twelve month in a year of Lao custom.

### 4. Essential Questions

4.1 When is Lao New year helped each year?

4.2 Which month of the year is Rocket Festival organized?

4.3 Do you know what Lao traditional festivals of the year there are?

### 5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

### 6. Content Areas/Learning Strands

6.1 Vocabulary

Words	Part of speech	Meaning
sacrifice	v	to give up something that is valuable to you in order to help another person.
ancestor	n	a person related to you who lived a long time ago.
sermon	n	a part of Buddhist temples ceremony in which monks or novices give a talk on a religious or

		moral subject.
<b>commemorate</b>	v	to remember officially and give respect to a great person or event, especially by a public ceremony.
<b>reincarnation</b>	n	the belief that a dead person's spirit returns to life in another body.
<b>enlightenment</b>	n	in Hinduism and Buddhism, the highest spiritual state that can be achieved.
<b>initiate</b>	v	to cause something to begin
<b>widespread</b>	adj	existing or happening in many places/or among many people.

### 6.2 Function

- Talk about the vocabulary related to Lao customs.
- Discuss and present about Lao customs of twelve months.

### 6.3 Structure

- Present simple tense
- Wh-question form

### 6.4 Communicative Skill

Speaking

## 7. Acceptance Evidence

7.1 Pre-test and post-test

7.2 Pronunciation (Observation)

7.3 Retelling about Lao custom of each month in a year (performance task)

7.4 Asking and answering about Lao festivals of each month in a year.

7.5 Pictures of Lao festivals of each month in a year.

## **8. Learning Activities/Procedures**

### **8.1 Warm up**

8.1.1 Teacher shows pictures of festivals in Laos and ask some questions and students answer the questions: (activity 1)

- 1) What is it?
- 2) What can you see from the pictures?
- 3) What kind of festival is it?
- 4) When is it held?
- 5) Why is it organized?

8.1.2 The students guess what the lesson might be today then teacher tells them the topic of today lesson.

### **8.2 Presentation**

8.2.1 Teacher presents new vocabulary that related to twelve months custom in Laos.

8.2.2 Teacher pronounces the words and students repeat after the teacher.  
(activity 2)

8.2.3 Teacher shows the names of festivals in a year and then explains how to create mind mapping.(Model of mind mapping)

### **8.3 Practice**

8.3.1 Students read the passages and match with months(activity3)

8.3.2 Students practice in groups by designing mind mapping to talk.

8.3.3 Each group talks in front of the class.

#### 8.4 Production

Each student draws a slot of the name of festival in a year then creates mind mapping and talk. Each student has 1 minute to create and 2 minutes to talk. (Activity 4)

#### 8.5 Wrap up

Teacher and students conclude the topic.

### 9 Materials/Teaching Aids

- 9.1 Pictures of festival
- 9.2 Mind mapping chart
- 9.3 Activities
- 9.4 Answer key
- 9.5 Score record form

### 10 Evaluation

#### 10.1 How to evaluate:

- Observe students' speaking.
- Check students' activities.

#### 10.2 instrument of evaluation

- Speaking rubric
- Answer key

### 11 Pre-service Teacher's Comments

#### 11.1 Knowledge/ Concept:

.....  
 .....

#### 11.2 Process/ Enduring understanding:

.....  
 .....

**11.3 Product/ Achievement:**

.....  
.....

**11.4 Attitude/ Quality:**

.....  
.....

**11.5 Problems:**

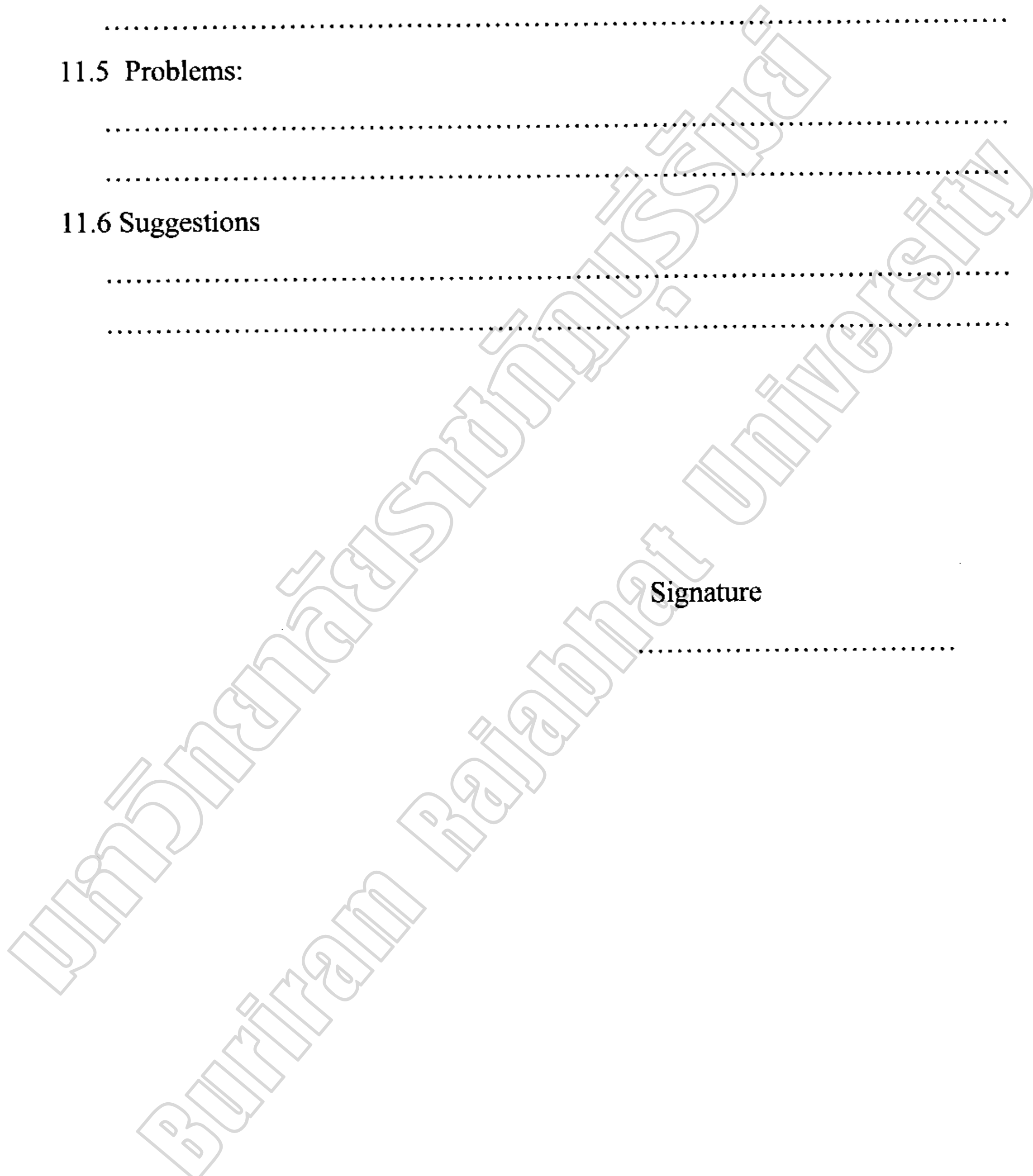
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**11.6 Suggestions**

.....  
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**Signature**

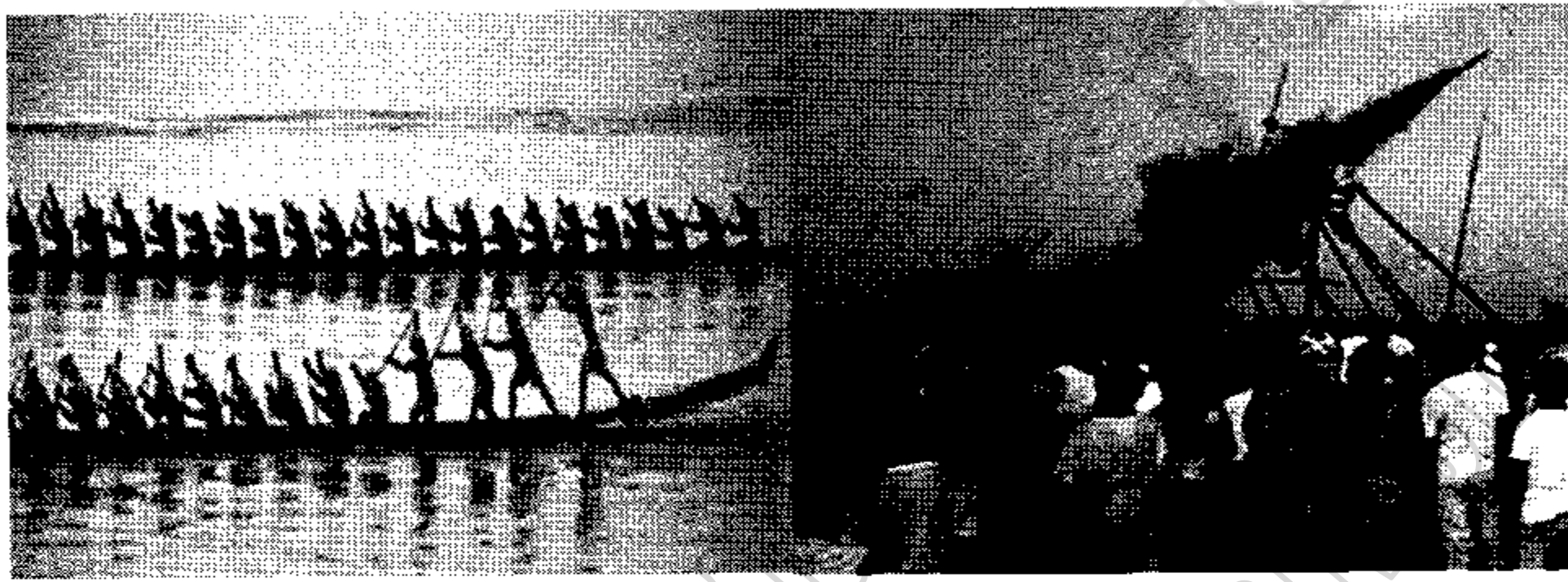
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### Activity 1

**Answer the questions:**

In each month of a year: Look at the pictures and answer the following questions:



1) What is it?

.....

2) What can you see from the pictures?

.....

3) What kind of festival is it?

.....

4) When is it held?

.....

5) Why is it organized?

.....

**Key Answer (Activity 1)**

**Answer the questions:**

In each month of a year: Look at the pictures and answer the following questions:

1. *It's picture/ festival/.....*
2. *Boat racing, people, rockets,.....*
3. *It's boat racing festival and Rocket festival.*
4. *Rocket festival is held during May to June. Boat racing festival is held during September to November.*
5. *Rocket festival is to ask for rain. Boat racing to .....*



## Activity 2

Match the words with their meanings.

- |         |                  |    |                                   |
|---------|------------------|----|-----------------------------------|
| 1.....  | sacrifice(v)     | a. | ລະລຶກເຖິງ                         |
| 2.....  | ancestor(n)      | b. | ແຜ່ຫຼາຍ                           |
| 3.....  | sermon(n)        | c. | ເອົາໄປກ່ອນ, ຈ່ອງ                  |
| 4.....  | commemorate(v)   | d. | ເສຍສະຫຼະ, ບຸຊາ                    |
| 5.....  | reincarnation(n) | e. | ສວດມົນ                            |
| 6.....  | enlightenment(n) | f. | ການໃຫ້ຄວາມສະຫວ່າງແຈ້ງ             |
| 7.....  | initiate(v)      | g. | ລິເລີ່ມ, ເຮັດພິທີເຂົ້າເປັນສາມາຊິກ |
| 8.....  | widespread(adj)  | h. | ບັນພະບຸລຸດ                        |
| 9.....  | chant(v)         | i. | ການເກີດໃໝ່, ການກັບຊາດ             |
| 10..... | preempt(v)       | j. | ເທດສະໜາ, ການສະແດງທຳຢຶດ            |





**Key Answer (Activity 2)****Match the words with their meanings.**

1.....d.....

2.....h.....

3.....j.....

4.....a.....

5.....i.....

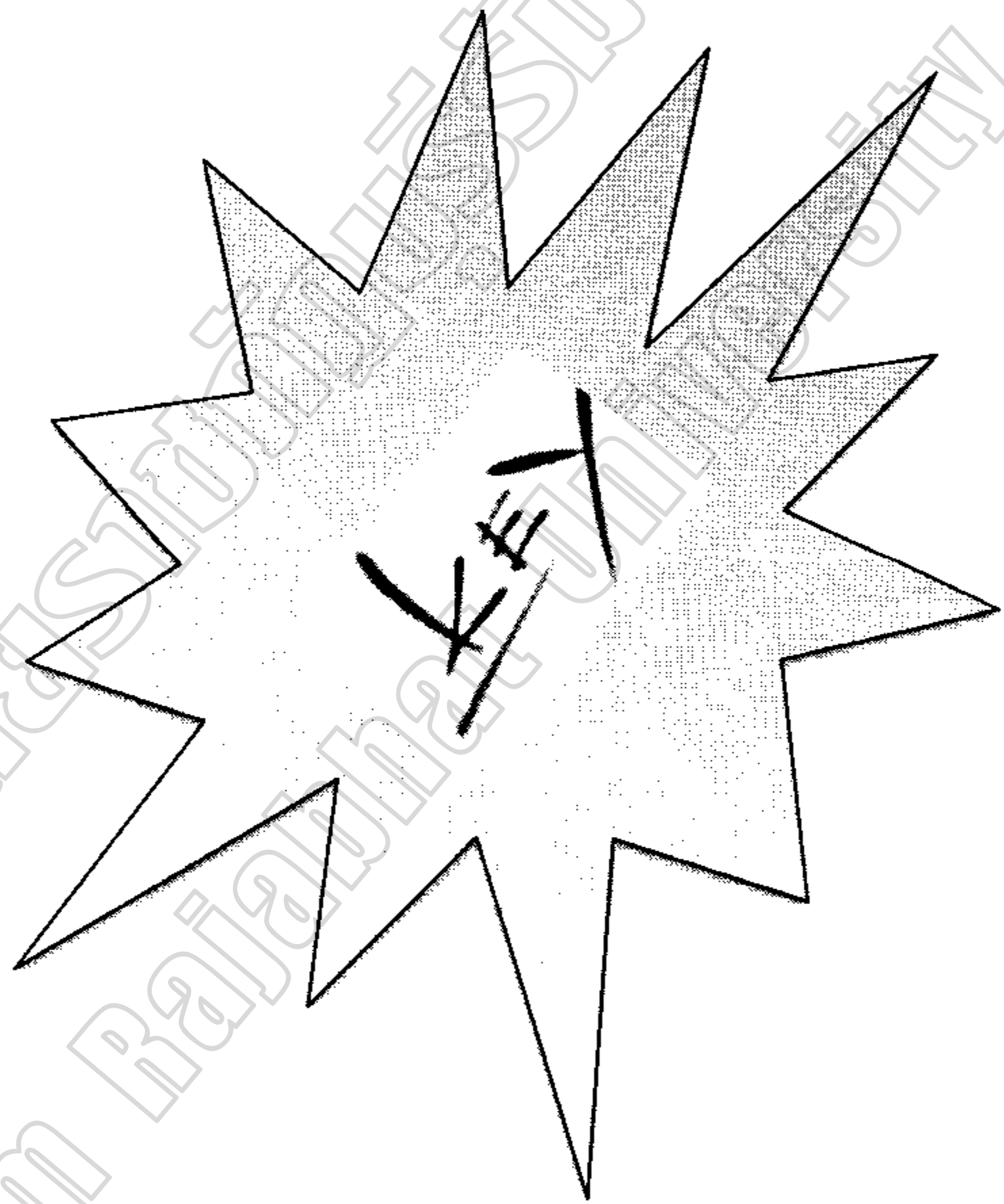
6.....f.....

7.....g.....

8.....b.....

9.....e.....

10.....c.....



### Activity 3:

Match the lunar months with their festivals

1	2	3	4	5	6	7	8	9	10	11	12

**a.** The grilled sticky rice was the main theme of this religious ceremony. To make "Kao Jee"; the cooked sticky rice is shaped in chunks then grilled over the fire like grilled chicken. The cooked chunks of rice are repeatedly coated by using well-broken egg. The sticky cane juice or sugar cane is then tucked inside the rice. This kind of food is prepared very early in the morning and then offered to the monks as a breakfast. Later in the same morning, people gather at the religious Hall (locally called "Hua Jaek"). The monks pray before having their lunch.

**b.** This is in the cool season. The people would arrange the place for monks to practice karma, staying in strict practice for a certain period of time, in the forest or in the cemetery. The objective of the practice is to purify the mind by getting rid of all bad things offensive to Buddhism practices.

**c.** There is a ceremony when the 3-month Buddhist Lent is ended. The monks have to perform the offering services. In the following morning, there is traditional giving alms to monks. At some temples, there may be preparation for ceremony or even a boat race.

**d.** There is a religious ceremony for entering the Buddhist Lent. This is the same as ceremony conducted in the central region of Laos. A particular preference is to produce the Lent candles made of wax. There is also tradition of giving those candles for the monks' use during the Buddhist Lent

**e.** In the sixth month, the Visakhabuxa and Rocket Festival are celebrated. The Visakhabuxa celebrates Buddha's birth, enlightenment and death. The Rocket festival, is supposed to preempt the heaven to initiate the rainy season and bring much needed water to the rice fields.

**f.** There is a religious ceremony for the passed away people. On the fourteenth day of the waning moon of the ninth month, people prepare food, betel palm and betel pepper, and cigarette then wrap them with banana leaves. The wrapped chunks of food are placed on the ground, hung on the trees' branches, or in the shrines. The objective of this ceremony is to give this food to the passed away ancestors or relatives.

### Activity 3: (con.)

**g.** There are various religious ceremonies such as for the spirits of the houses, the tutelary spirit of the city, the spirits of ancestors, the spirit of the village, and the spirit of the farming field just before farmers start working in their farm. These ceremonies are conducted with the purposes to show people's respect and thankfulness to those spirits.

**h.** On the full moon day, 15 days from the ceremony of placing food onto the ground, there is actually a ceremony for giving food to ghosts. Some might say that is a farewell to the ghosts i.e. invitation for eating on the last day of the ninth month, then farewell meal on the day that is the middle of the tenth month. In some places, during the ceremony, people do write their names the piece of paper then put it into the monks' bowl. When the monk saw the Sa Lark, he then calls the tray owner to offer the prepared food to ghosts.

**i.** There are activities after harvesting, the thrashed rice grain are piled up in big mounds, just like a sand mounds, on the threshing ground. Then, there is a ceremony to worship the Goddess of rice and to pay respect to spirits of the threshing ground. Some might wish to preach about the rice goddess. There may be ceremony for the spirit of rice before the rice is taken to the storage.

**j.** This festival is similar to that conducted in the central region of Laos. The differences are only of the traditional local plays or traditions of pouring water. Ladies may be allowed to pour water to monks on this occasion either outside or in the monks' residences. It is believed that the bathed water has magic to cure illness or expel the diseases.

**k.** The religious ceremony in the memorial, which was the last great incarnation of the Buddha. In this month, there is normally a sermon. When the forth month approaches, the monk give a Ma tee sermon.

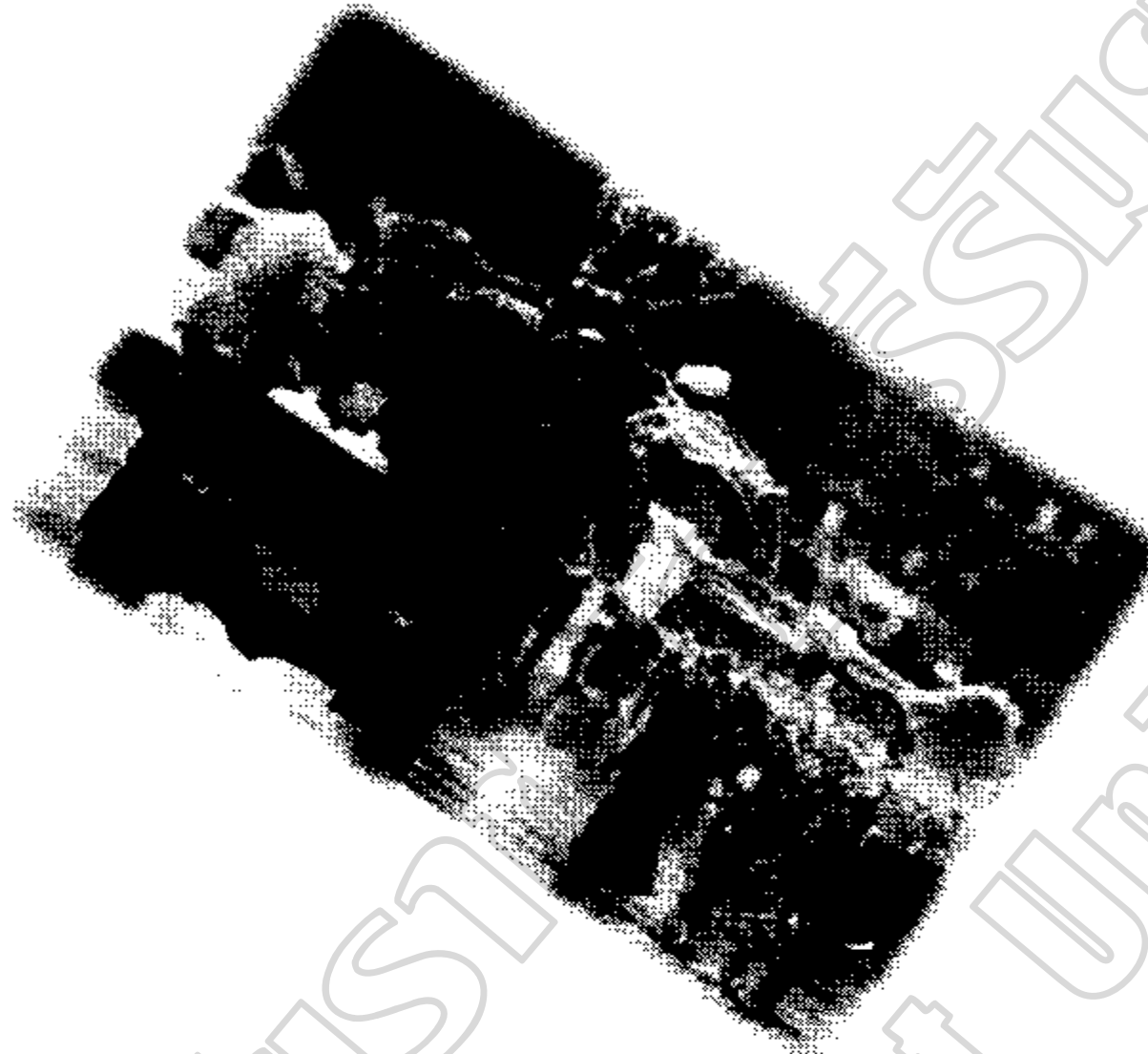
**l.** there is a religious ceremony called Khatin, of which the period begins on the first night of the waning moon, the eleventh month until mid of the twelfth month. There are fireworks and boat races.



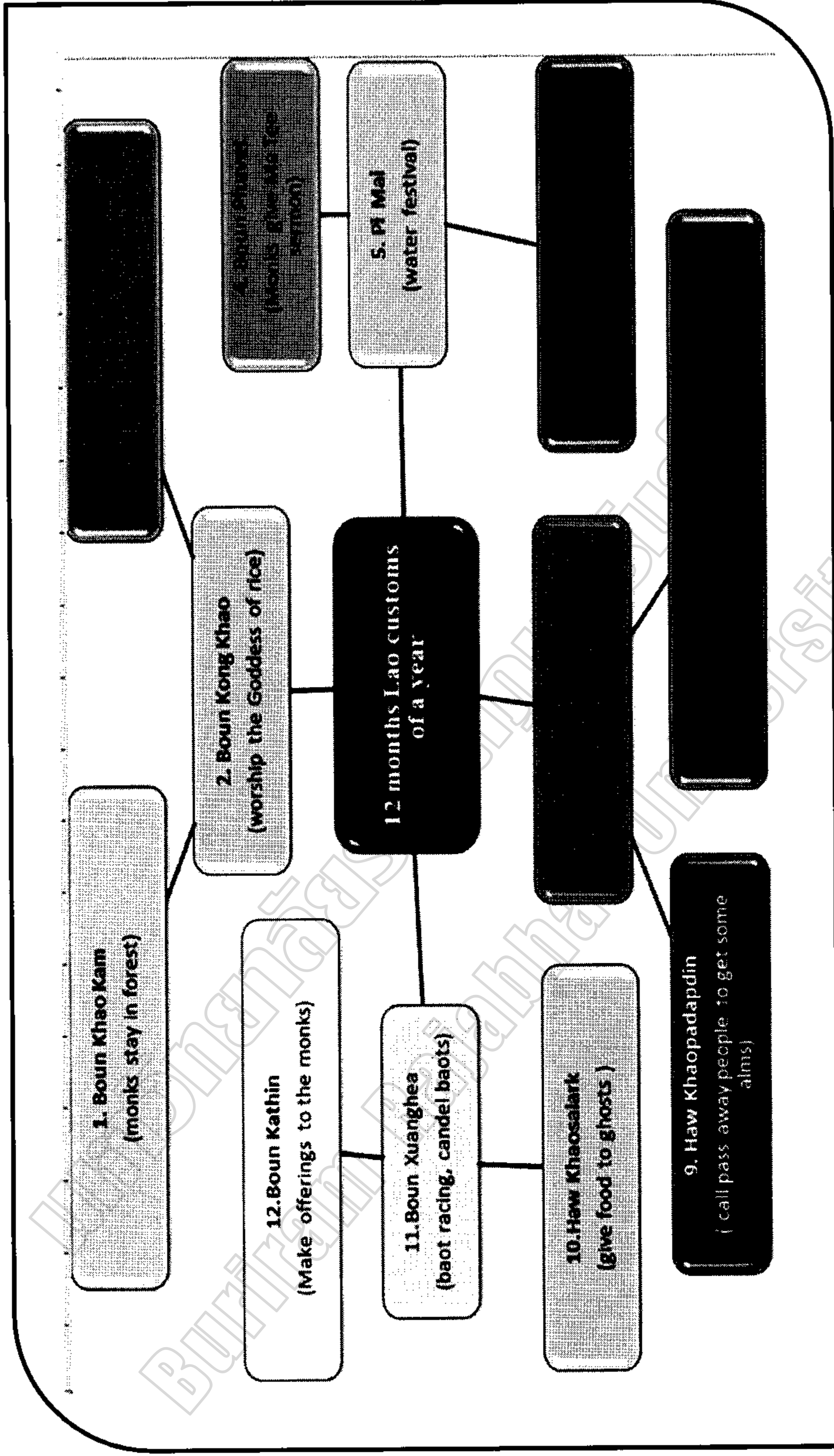
### Key Answers (Activity 3)

Match the lunar months with their festivals

1	2	3	4	5	6	7	8	9	10	11	12
b	i	a	k	j	e	g	d	f	h	c	1



Model of Mind mapping : Look at the mind mapping chart and practice to talk about these festivals



**Activity 4:**

**Direction:** draw a slot of festival in a year then create mind mapping and talk. Each student has 1 minute to create and 2 minutes to talk. 50 marks

**1. Boun Khao Kam**

**2. Boun Kong Khao**

**3. Boun Makhabuxa**

**4. Boun Phavet**

**5. Boun Pi Mai**

**6. Rocket Festival**

**7. Haek Na khuan( Lak Ban)**

**8. Buddhist Lent**

**9. Haw Khaopadapdin**

**10. Haw Khaosalak**

**11. Boat racing Festival**

**12. Boun Khathin**



**Mini-test Score of Speaking Performance Test**

**(50 points)**

**Topic: Twelve month customs in Laos**

**Class: 3C**

**Semester 2/2015-2016**

No	Activities Scores of Learning through Using Mind Mapping Technique
	Lesson1 (50 points)
1	37
2	38
3	36
4	37
5	36
6	38
7	37
8	37
9	39
10	38
11	37
12	36
13	38
14	39
15	41
16	37
17	42
18	38
19	37
20	36
21	44
22	41
23	39
24	38
25	37
26	37
27	36
28	38
29	39
30	45
31	43
32	42

No	Activities Scores of Learning through Using Mind Mapping Technique
	Lesson1 (50 points)
33	42
34	45
35	36
36	36
37	37
38	44
39	39
40	37
41	38
42	42
43	37
44	40
45	37
Total	1743
$\bar{x}$	38.73
S.D	2.62
%	77.47

Signature

Evaluator

(Mr. Phouangphet Sounthalavong)

...../...../.....



## Lesson Plan 2

**Course: General English 6**

**Grade Level: 3C**

**Theme: The Arts**

**Topic: Lao wood carving**

**Date:.....**

**Time Allocation: 2 periods/6hours**

### 9. Core Concept

Wood carving is one of artists' works which is well-known in Laos. Students should be able to talk and give information correctly about wood carving in Laos.

### 10. Learning Outcome

#### 10.1 Terminal Objective

Students will be able to talk about wood carving in Laos by using mind mapping chart.

#### 10.2 Enabling Objectives

Students are able to:

- pronounce and tell the meaning of new vocabulary correctly.
- read the passages of wood carving in Laos correctly.
- tell about process of wood carving in Laos fluently.
- create the mind mapping and talk about wood carving in Laos.

### 11. Enduring Understanding

11.1 Present simple tense.

11.2 Vocabulary of wood carving.

11.3 talking about wood carving in Laos.

## 12. Essential Questions

- 12.1 Do you have any furniture in your house?  
 12.2 What type of wood is the best for carving?  
 12.3 What kind of pictures do Lao artist carve?  
 12.4 Where are the carving sold in Laos?  
 12.5 Where are the carving exported to?

## 13. Expected Characteristics

- 13.1 Students have disciplines.  
 13.2 Students are diligent.  
 13.3 Students pay attention in learning.  
 13.4 Students are punctual.

## 14. Content Areas/Learning Strands

- 14.1 Vocabulary

Words	Part of speech	Meaning
carve	v	to make something by cutting into especially wood or stone, or to cut into the surface of stone, wood, etc.
artist	n	someone who paints, draws or makes sculptures
surface	n	the outer or top part or layer of something
landscape	n	a large area of countryside, especially in relation to its appearance
varnish	v	a liquid which is painted onto wood or paintings to

		protect the surface, or the hard shiny surface it produces when it dries
<b>smooth</b>	adj	having a surface or substance which is perfectly regular and has no holes
<b>teak wood</b>	n	(the wood of) a type of large tropical tree
<b>hard wood</b>	n	strong heavy wood
<b>pattern</b>	n	a particular way in which something is done, organized or happens
<b>stick</b>	v	to cause something to become fixed, for example with glue or another similar substance
<b>sandpaper</b>	n	strong paper with sand or a similar rough substance stuck to one side, used for rubbing a surface in order to make it smoother
<b>gallery</b>	n	a room or building which is used for showing works of art, sometimes so that they can be sold

#### 14.2 Function

- Talk about the vocabulary related to wood carving in Laos.
- Discuss and present about wood carving in Laos.

#### 14.3 Structure

- Present simple tense
- Wh-question form

#### 14.4 Communicative Skill

Integrate skills (reading, writing, listening and speaking)

## 15. Acceptance Evidence

- 15.1 Pre-test and post-test
- 15.2 Pronunciation (Observation)
- 15.3 Retelling about wood carving in Laos.
- 15.4 Asking and answering about wood carving in Laos.
- 15.5 Pictures of wood carving.

## 16. Learning Activities/Procedures

### 16.1 Warm up

- 8.1.1 Teacher asks students about wood carving.
- 8.1.2 Teacher shows pictures of festivals in Laos and asks some questions then students answer the questions.(Activity 1)
  - 1) What is it?
  - 2) What can you see from the picture?
  - 3) Do you have any furniture in your house?
  - 4) What type of wood is the best for carving?
  - 5) What kind of pictures do Lao artist carve?
  - 6) Where are the carving sold in Laos?
  - 7) Where are the carving exported to?
- 8.1.3 The students guess what the lesson might be today then teacher tells them the topic of today lesson.

### 8.2 Presentation

- 8.2.1 Teacher presents new vocabulary that related to wood carving in Laos.(Activity 2)

8.2.2 Teacher pronounces the words and students repeat after the teacher.

8.2.3 Teacher shows students the ways to create mind mapping. (Model of Mind Mapping)

### **8.3 Practice**

8.3.1 Students read the passages in group of 4.(Activity 3)

8.3.2 Students discuss in groups by asking the questions and design the mind mapping to talk.

8.3.3 Each group talks in front of the class.

### **8.4 Production**

Each student draws a slot which consists of subtitle of wood carving in Laos to create mind mapping and talk. Each student has 1 minute to create and 2 minutes to talk. (Activity 4)

### **8.5 Wrap up**

Teacher and students conclude the topic.

## **9 Materials/Teaching Aids**

9.1 Pictures of wood carving

9.2 Mind mapping chart

9.3 Work sheets on passages of wood carving

## **10 Evaluation**

10.1 How to evaluate:

- Correct the students' answers to the question/tests
- Observe the students activities/speaking performances
- Check the exercises

10.2 Instruments of evaluation

- Speaking rubric
- Answer key

**11 Supervisor's comment**

11.1 Knowledge/ Concept:

.....  
.....

11.2 Process/ Enduring understanding:

.....  
.....

11.3 Product/ Achievement:

.....  
.....

11.4 Attitude/ Quality:

.....  
.....

11.5 Problems:

.....  
.....

11.6 Suggestions

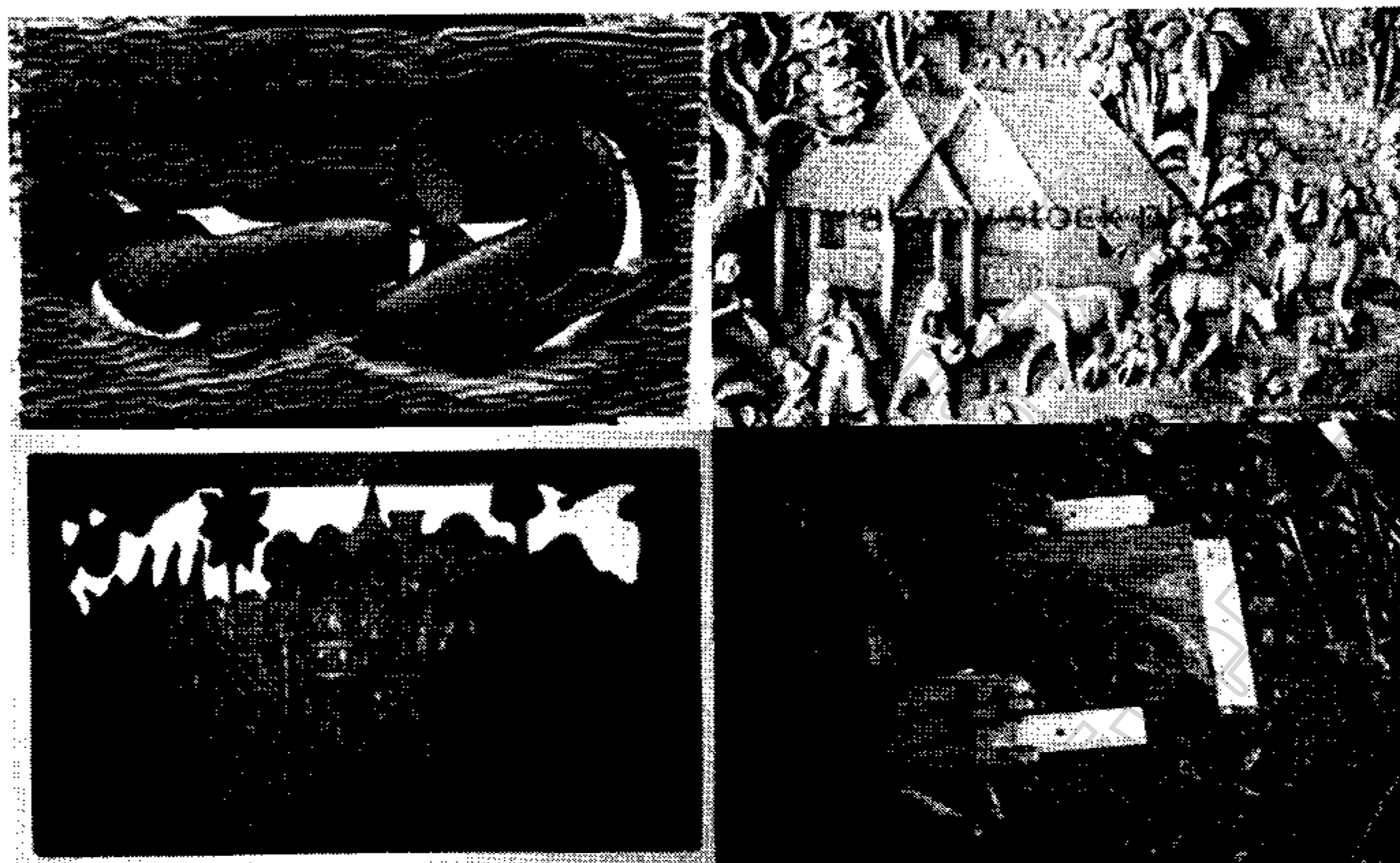
.....  
.....

Signature .....

## Activity 1

Answer the questions

Look at the pictures and answer the following questions:



- 1) What is it?
- 2) What can you see from the picture?
- 3) Do you have any furniture in your house?
- 4) What type of wood is the best for carving?
- 5) What kind of pictures do Lao artist carve?
- 6) Where are the carving sold in Laos?
- 7) Where are the carving exported to?

### Key Answer (Activity 1)

Answer the questions

Look at the pictures and answer the following questions:

1. *It is wood carving/ picture of wood carving....*
2. *Picture of wood carving.....*
3. *Yes, do/No, I don't.*
4. *Hard wood is the best. Teak wood is ok.*
5. *Animals, Lao landscape, Lao festivals, Lao Stupas and traditional Lao patterns.*
6. *Souvenir shops and galleries.*
7. *They export to Europe and Asian countries.*





## Activity 2

Find their translations then read the words aloud

carve, artist, surface, landscape, varnish, smooth, teak wood,  
hardwood, pattern, stick, sandpaper, gallery.

- |    |       |   |
|----|-------|---|
| 1  | ..... | ໜ້າພຽງ                                      |
| 2  | ..... | ລຽບ, ລະອຽດ                                  |
| 3  | ..... | ຫ້ອງສະແດງສິລະປະ ເຊັ່ນ: ຮຸບແຕ້ມ, ຮຸບປື້ນ.... |
| 4  | ..... | ແກະສະຫຼັກ                                   |
| 5  | ..... | ໄມ້ສັກ                                      |
| 6  | ..... | ນັກສິລະປິນ, ນັກແຕ້ມ                         |
| 7  | ..... | ກະດາດຊາຍ                                    |
| 8  | ..... | ທິວທັດ, ຮຸບທິວທັດ                           |
| 9  | ..... | ແບບ, ລາຍ, ລວດລາຍ                            |
| 10 | ..... | ໄມ້ເນື້ອແຂງ                                 |
| 11 | ..... | ຄວັດເງົາ, ຕິບແຕ່ງ, ປະດັບ                    |
| 12 | ..... | ຕິດ   |

### Key Answer (Activity 2)

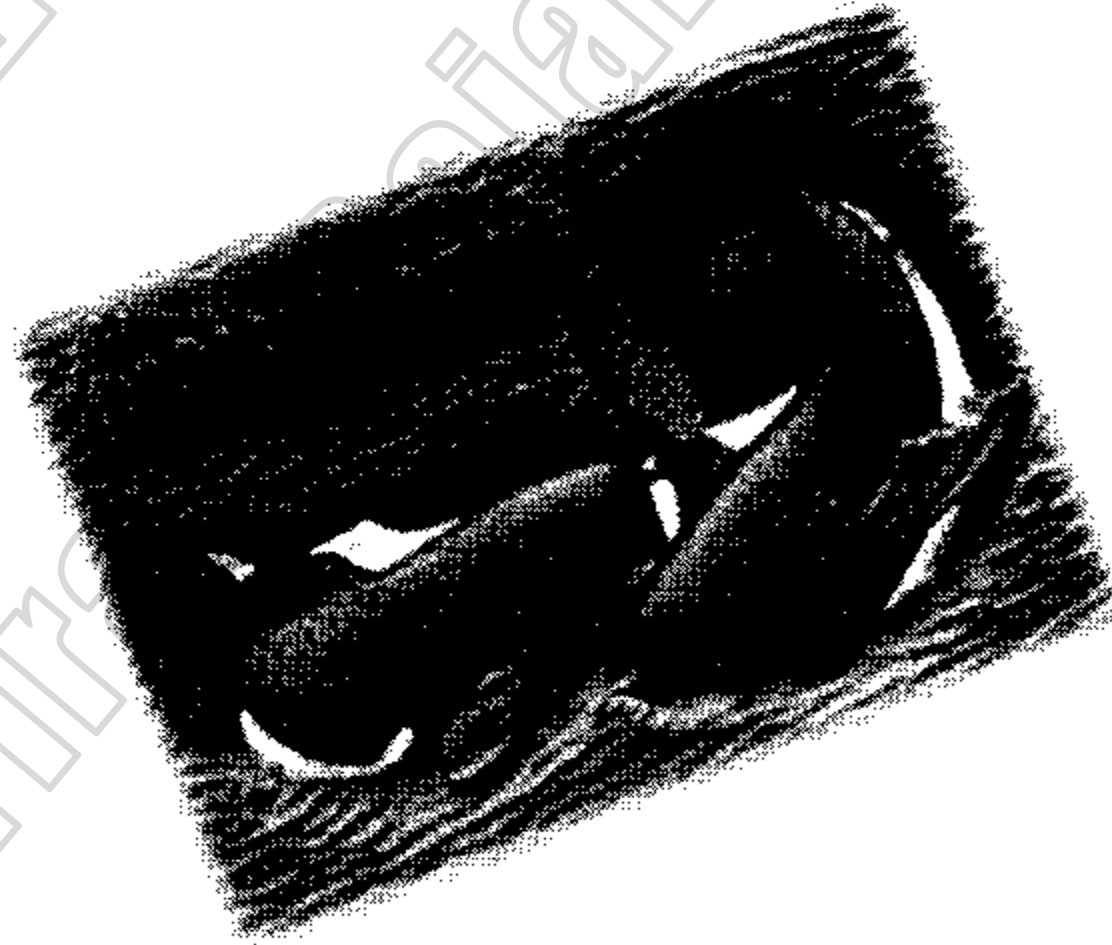
Find their translations then read the words aloud

- |    |                  |   |
|----|------------------|---|
| 1  | <u>surface</u>   | ໜ້າພຽງ                                      |
| 2  | <u>smooth</u>    | ລຽບ, ລະອຽດ                                  |
| 3  | <u>gallery</u>   | ຫ້ອງສະແດງສິລະປະ ເຊັ່ນ: ຮູບແຕ້ມ, ຮູບປັ້ນ.... |
| 4  | <u>carve</u>     | ແກະສະຫຼັກ                                   |
| 5  | <u>teak wood</u> | ໄມ້ສັກ                                      |
| 6  | <u>artist</u>    | ນັກສິລະປິນ, ນັກແຕ້ມ                         |
| 7  | <u>sandpaper</u> | ກະດາດຊາຍ                                    |
| 8  | <u>landscape</u> | ທິວທັດ, ຮູບທິວທັດ                           |
| 9  | <u>pattern</u>   | ແບບ, ລາຍ, ລວດລາຍ                            |
| 10 | <u>hardwood</u>  | ໄມ້ເນື້ອແຂງ                                 |
| 11 | <u>varnish</u>   | ຄວັດເງົາ, ຕົບແຕ່ງ, ປະດັບ                    |
| 12 | <u>stick</u>     | ຕິດ   |

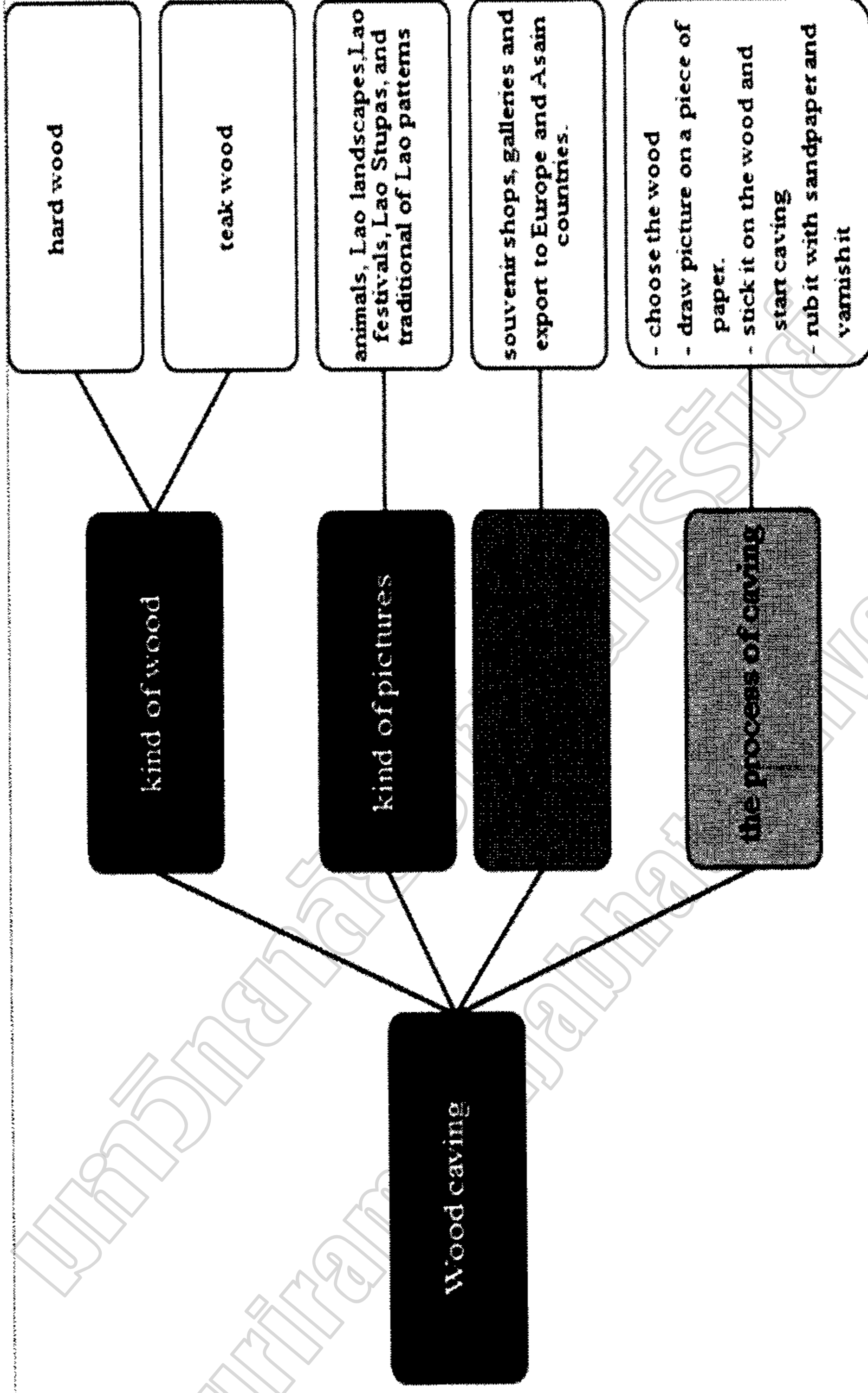
### Activity 3:

**Read the passage aloud then try to practice speaking with mind mapping chart without reading.**

I'm going to tell you about wood carving in Laos. They usually use hard wood. It is the best, but they also use teak wood because its surface is very smooth, and it doesn't bend. There are many kinds of picture they like to carve as: animals, Lao landscape, Lao festivals, Lao Stupas and traditional Lao patterns. Most of the carvings are sold in souvenir shops, galleries and export to Europe and Asian countries. The process of carving is quite difficult. First draw a picture on a piece of paper, then stick it on the wood and start carving. When it's finished, rub it with sandpaper to make it smooth. Finally, varnish it and it's ready for sale.



**Model of Mind Mapping: Look at the map and practice to talk.**



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**Activity 4:**

**Direction:** draw a slot of wood carving then create mind mapping and talk. Each student has 1 minute to create and 2 minutes to talk. 50 marks

1. Kinds of wood to carve
2. Kinds of pictures for wood carving
3. Where to sell the product of wood carving
4. Process of wood carving



**Mini-test Score of Speaking Performance Test**

**(50 points)**

**Topic: Lao wood carving**

**Class: 3C**

**Semester 2/2015-2016**

No	Activities Scores of Learning through Using Mind Mapping Technique
	Lesson 2 (50 points)
1	36
2	37
3	38
4	36
5	39
6	37
7	35
8	38
9	39
10	37
11	39
12	40
13	34
14	38
15	42
16	40
17	43
18	37
19	38
20	36
21	45
22	43
23	36
24	38
25	37
26	38
27	37
28	36
29	37
30	46
31	43
32	42

No	Activities Scores of Learning through Using Mind Mapping Technique
	Lesson 2 (50 points)
33	44
34	46
35	38
36	37
37	36
38	45
39	43
40	36
41	37
42	45
43	36
44	41
45	38
Total	1759
$\bar{x}$	39.09
S.D	3.29
%	78.18

Signature

Evaluator

(Mr. Phouangphet Sounthalavong)

...../...../.....

### Lesson Plan 3

**Course: General English 6**

**Grade Level: 3C**

**Theme: There could be a law**

**Topic: Articles of the Law**

**Date:.....**

**Time Allocation: 2 periods /6hours**

#### 17. Core Concept

The law is one of important regulations for people to live in the society peacefully. Students are the important human resources so they should be able to talk and give information correctly about some articles of the law.

#### 18. Learning Outcome

##### 18.1 Terminal Objective

Students will be able talk about some articles of the law by using mind mapping chart.

##### 18.2 Enabling Objectives

Students are able to:

- pronounce and tell the meaning of new vocabulary.
- read the passages of some articles of the law.
- tell about some articles of the law.
- create the mind mapping and talk about some articles of the law.

#### 19. Enduring Understanding

19.1 Recommendation with passive modal.

19.2 Vocabulary of some articles of the law.



19.3 Presenting about some articles of the law.

## 20. Essential Questions

- 1) What is it?
- 2) What can you see from the pictures?
- 3) What kind of book is it?
- 4) What is law book?
- 5) Have you ever fined?
- 6) What should we do to follow the law?

## 21. Expected Characteristics

- 21.1 Students have disciplines.
- 21.2 Students are diligent.
- 21.3 Students pay attention in learning.
- 21.4 Students are punctual.

## 22. Content Areas/Learning Strands

### 22.1 Vocabulary

Words	Part of speech	Meaning
<b>violation</b>	n	an action that breaks or acts against something, especially a law, agreement, principle or something that should be treated with respect
<b>fine</b>	v	to charge someone an amount of money as a punishment for not obeying a rule or law.
<b>narcotics</b>	v	an illegal drug such as <u>heroin</u> or <u>cocaine</u>

<b>heroin</b>	n	powerful illegal drug
<b>punish</b>	v	to cause someone who has done something wrong or committed a crime to suffer, by hurting them, forcing them to pay money, sending them to prison, etc
<b>restricted</b>	adj	limited, especially by official rules, laws, etc
<b>species</b>	n	a set of animals or plants in which the members have similar characteristics to each other and can breed with each other
<b>forbidden</b>	adj	not allowed, especially by law
<b>imprisonment</b>	n	She was sentenced to five years' imprisonment.
<b>regulation</b>	n	an official rule or the act of controlling
<b>aquatic</b>	adj	living or growing in, happening in, or connected with water
<b>poison</b>	n	a substance that can make people or animals ill or kill them if they eat or drink it

### 22.2 Function

- Talk about the vocabulary related to regulations or law.
- Discuss and present about regulations and law.

### 22.3 Structure

- Recommendations with passive models.
- Positive and negative sentences.

### 22.4 Communicative Skill

## Speaking

### 23. Acceptance Evidence

- 23.1 Pre-test and post-test
- 23.2 Pronunciation (Observation)
- 23.3 Retelling about regulations or some articles of the law.
- 23.4 Asking and answering about regulations or law.
- 23.5 Pictures of law books.

### 24. Learning Activities/Procedures

#### 24.1 Warm up

- Teacher and students greet each other.
- Teachers shows pictures of law books and asks them some questions then student answer the questions. (Activity 1)
- The students guess what the lesson might be today then teacher tells them the topic of today lesson.

#### 24.2 Presentation

- Teacher presents new vocabulary that related some articles of the law.(Activity 2)
- Teacher pronounces the words and students repeat after the teacher.
- Teacher explains and shows students how to create the mind mapping and model the way to talk. (Model of my mapping)

#### 24.3 Practice

- Students read the passages and match the articles of the law with the meanings.(activity 3)
- Students practice in groups by asking the questions and designing to talk.

- Each group talks in front of the class.

**24.4 Production**

Each student draws a slot which consists of one article of the law to create mind mapping and talk. Each student has 1 minute to create and 2 minutes to talk. (Activity 4)

**24.5 Wrap up**

Teacher and students conclude the topic.

**25. Materials/Teaching Aids**

- 25.1 Pictures of law books
- 25.2 Mind mapping chart
- 25.3 Work sheets contain some article of the law.

**26. Evaluation**

- 26.1 How to evaluate:
  - Correct the students' answers to the question/tests
  - Observe the students activities/speaking performances
  - Check the exercises/activities
- 26.2 Instruments of evaluation
  - Speaking rubric
  - Answer key

**27. Supervisor's comment**

27.1 Knowledge/ Concept:

.....

.....

27.2 Process/ Enduring understanding:

.....  
.....

27.3 Product/ Achievement:

.....  
.....

27.4 Attitude/ Quality:

.....  
.....

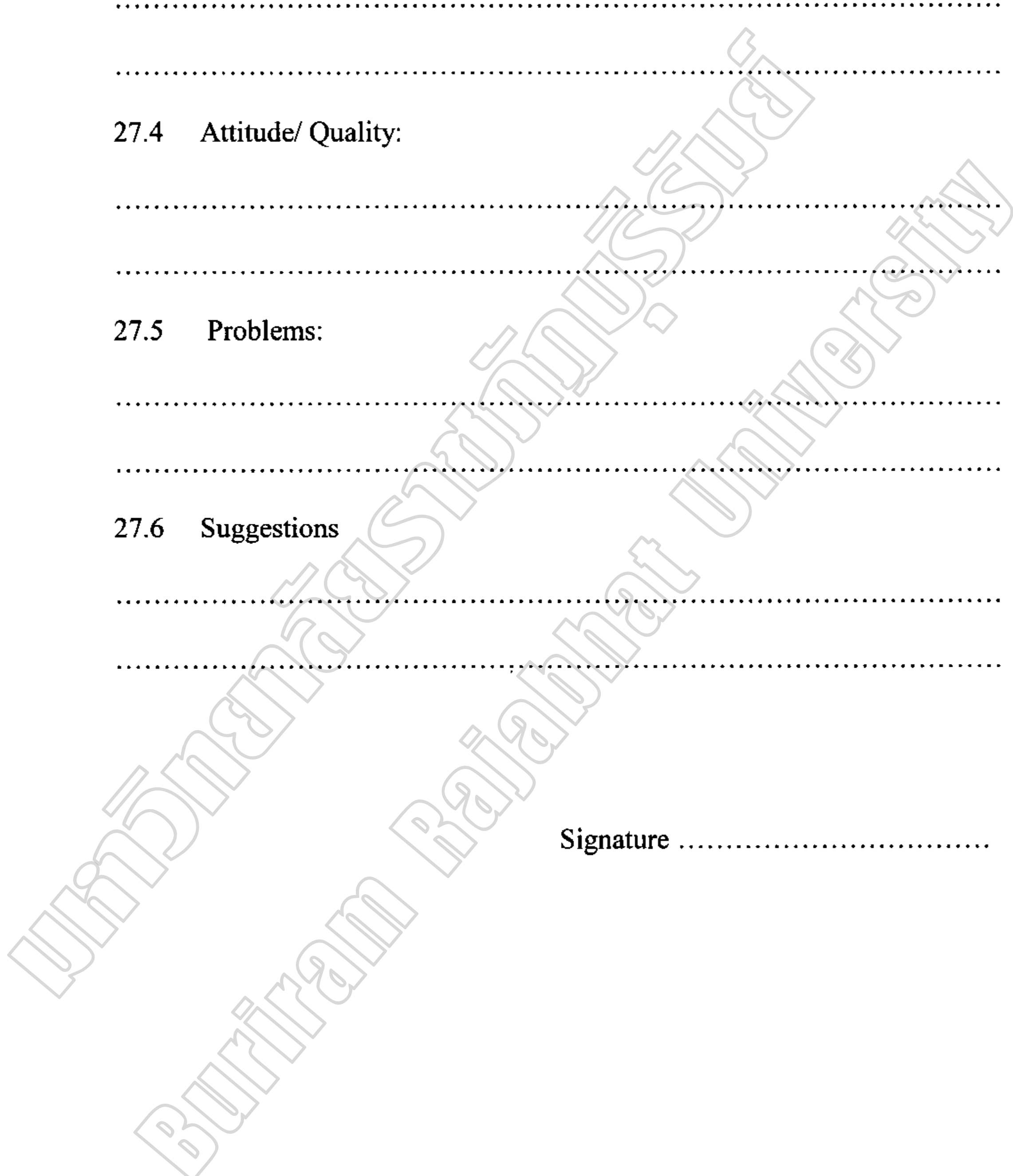
27.5 Problems:

.....  
.....

27.6 Suggestions

.....  
.....

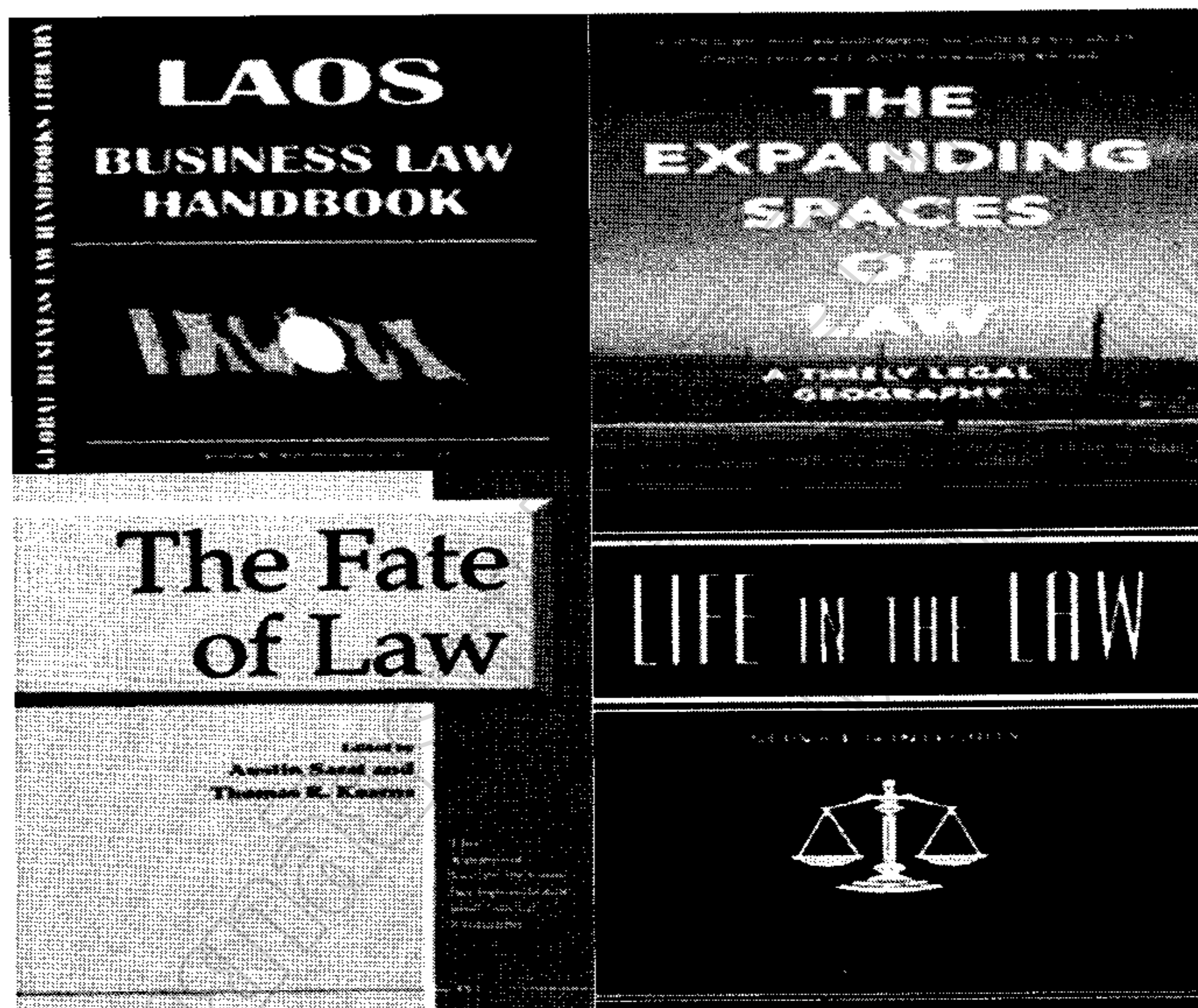
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### Activity 1:

#### Answer the questions

Look at the pictures and answer the questions



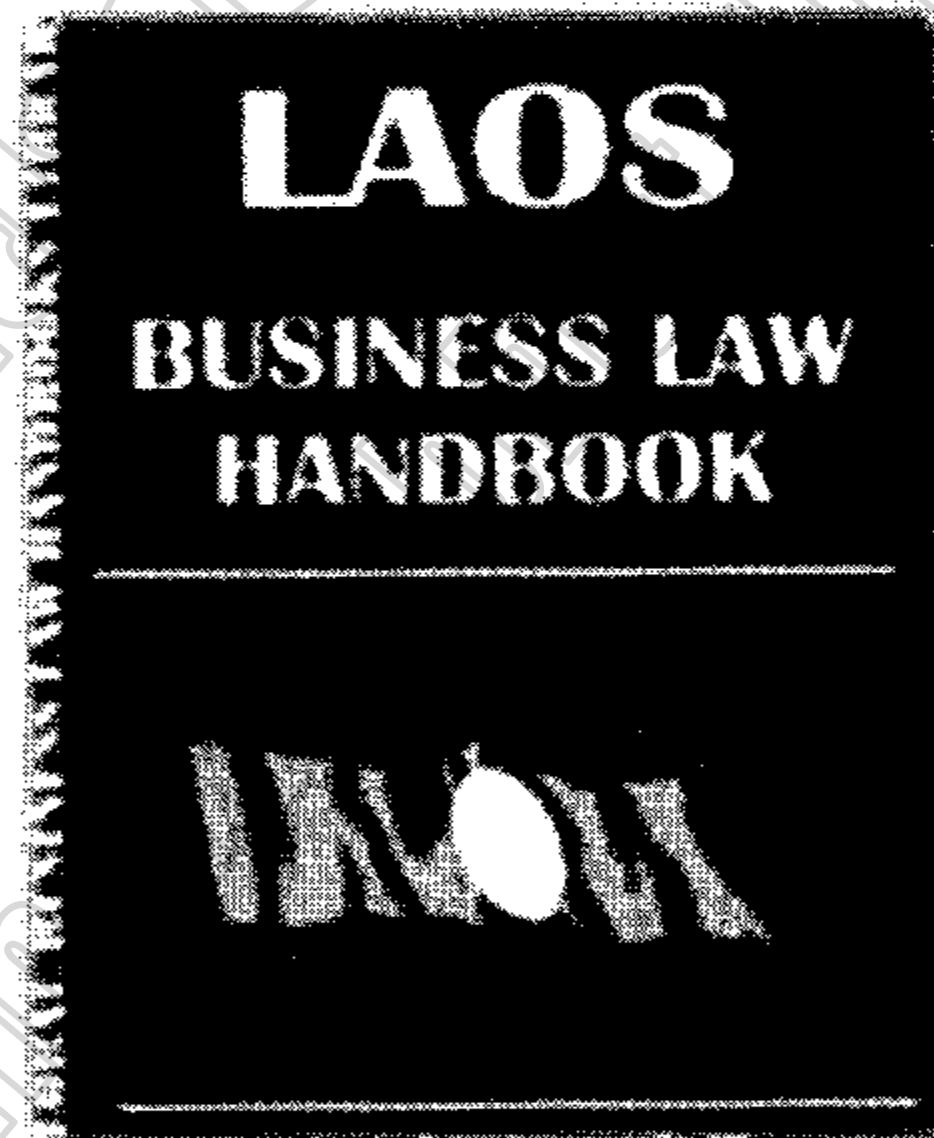
- 1) What is it?
- 2) What can you see from the pictures?
- 3) What kind of book is it?
- 4) What is law book?
- 5) Have you ever fined?
- 6) What should we do to follow the law?

### Key Answer (Activity 1)

#### Answer the questions

Look at the pictures and answer the questions

1. *They are books/ law books.....*
2. *They are books/ law books/ four books.....*
3. *They are law books/ Lao law book.....*
4. *Law books are related to regulations, rules ...*
5. *Yes, I have/No, I haven't.*
6. *We shouldn't read law books and follow .....*



### Activity 2

Match the words with their meanings.

- |         |                 |    |  |
|---------|-----------------|----|--|
| 1.....  | violation(n)    | a. | ຢາເສບຕິດເຮໂຣອິນ                        |
| 2.....  | fine(v)         | b. | ພັນ(ຕົ້ນໄມ້ ຫຼື ສັດ)                   |
| 3.....  | narcotics(n)    | c. | ກົດລະບຽບ, ຂໍ້ບັງຄັບ                    |
| 4.....  | heroin(n)       | d. | ຖືກສັ່ງຫ້າມ                            |
| 5.....  | punish(v)       | e. | ການລະເມີດ                              |
| 6.....  | restricted(adj) | f. | ຢູ່ໃນແຫຼ່ງນໍ້າ ຫຼື ທີ່ກ່ຽວກັບແຫຼ່ງນໍ້າ |
| 7.....  | species(n)      | g. | ການຂັງຄຸກ                              |
| 8.....  | forbidden(adj)  | h. | ປັບໃໝ                                  |
| 9.....  | imprisonment(n) | i. | ຢາພິດ, ຢາເບື້ອ                         |
| 10..... | regulation(n)   | j. | ຢາເສບຕິດ                               |
| 11..... | aquatic(adj)    | k. | ເປັນອັນຈໍາກັດ                          |
| 12..... | poison(n)       | l. | ລົງໂທດ                                 |



**Key Answer (Activity 2)**

**Match the words with their meanings.**

1.....e.....

2.....h.....

3.....j.....

4.....a.....

5.....l.....

6.....k.....

7.....b.....

8.....d.....

9.....g.....

10.....c.....

11.....f.....

12.....i.....

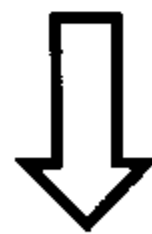
**Activity 3:**

**Find the articles of the law in the box below that relate to the passages.**

- a. Article 97: Traffic violation resulting accidents.
- b. Article 130: Illegal animal hunting.
- c. Article 131: Illegal fishing or limiting of other aquatic animals.
- d. Article 135: Trade or possession of narcotics.
- e. Article 136: Opportunistic raising of price of goods.

1. \_\_\_\_\_ Any individual trading drugs, producing, selling heroin or other narcotic or transporting such narcotics are punishable by one to five years of imprisonment.

2. \_\_\_\_\_ Any individual seeking fish or other aquatic animals in way not complying to fishing regulations, such as by using explosives, forbidden poisons or chemicals, is punishable by three months to one year imprisonment and fined according to the fishing regulations.



**Activity 3 (con..)**

3. \_\_\_\_\_ Any individual hunting animal without complying with the relevant regulations, such as hunting restricted species, in the closed season or forbidden areas is punishable by three months to two years imprisonment and a fine according to the regulations on animal hunting.

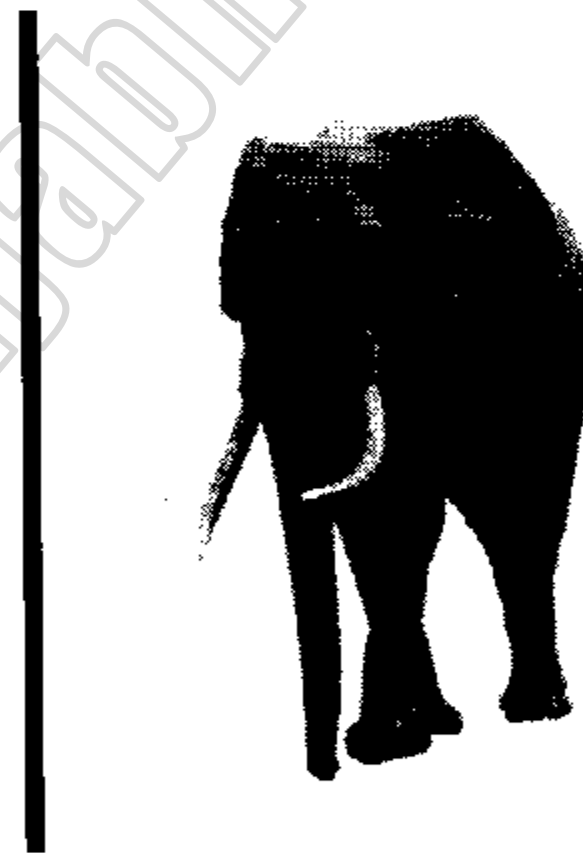
4. \_\_\_\_\_ Any individual seizing the opportunity to raise the price of goods, to sell goods at an unreasonably high price during droughts, floods or during difficult conjunctures occurring in an locality is punishable by six months to two years of imprisonment or fined from 5.000 to 50.000 kip.

5. \_\_\_\_\_ Any individual violating the traffic code, causing an accident resulting in the injury of another person, will be fined from 5.000 to 15.000 kip.

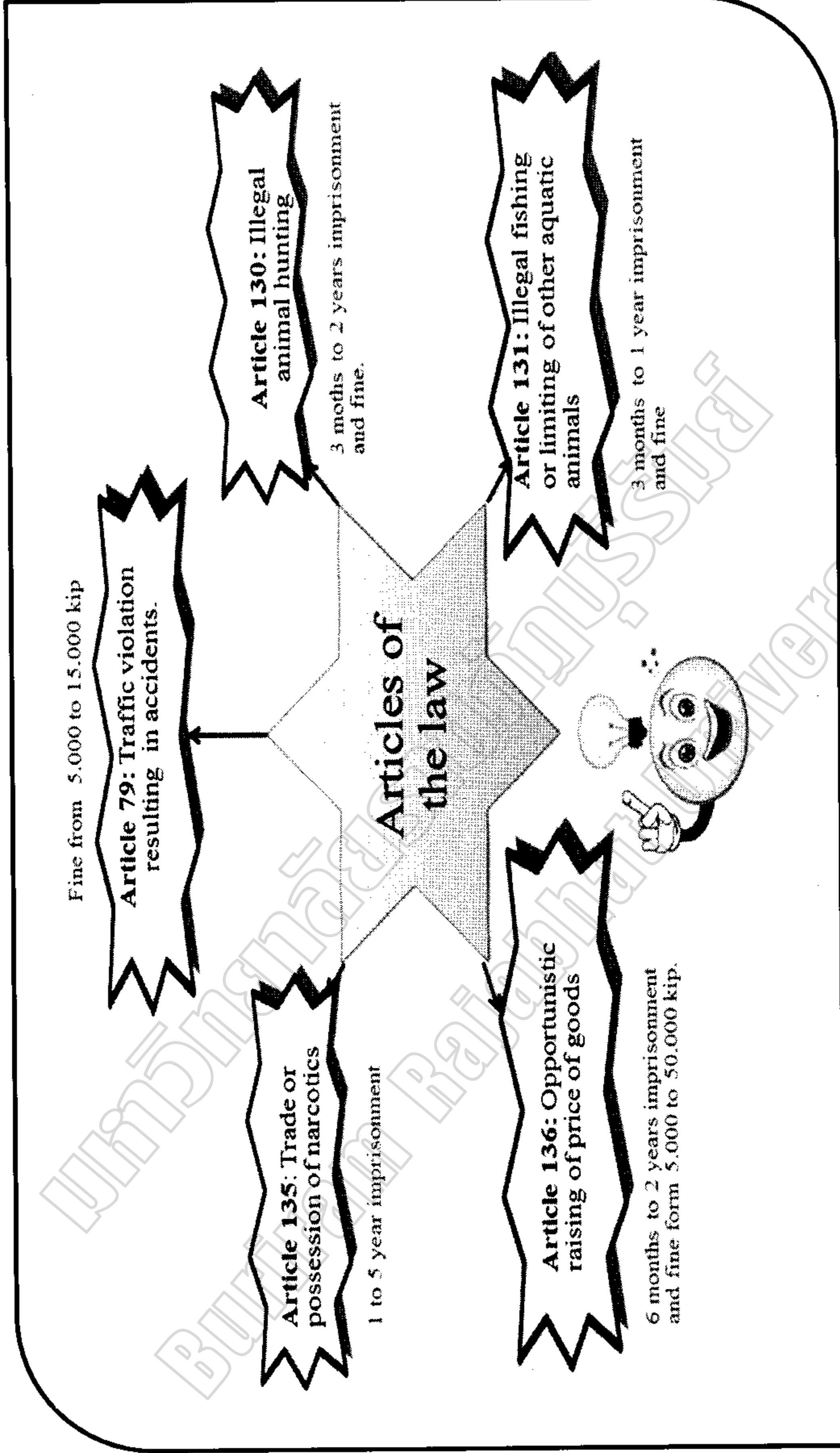
### Key Answers (Activity 3)

Find the articles of the law in the box below that related to the passages.

1.	d
2.	b
3.	c
4.	e
5.	a



**Model of Mind mapping :** look at the mind mapping chart and practice to tell about these festivals



**Activity 4:**

**Direction:** Each student draws a slot which consists of one article of the law to create mind mapping and talk. Each student has 1 minute to create and 2 minutes to talk. (Activity 5)

1. **Article 97: Traffic violation resulting accidents.**
2. **Article 130: Illegal animal hunting.**
3. **Article 131: Illegal fishing or limiting of other aquatic animals.**
4. **Article 135: Trade or possession of narcotics.**
5. **Article 136: Opportunistic raising of price of goods.**



**Mini-test Score of Speaking Performance Test**

**(50 points)**

**Topic: Articles of the law**

**Class: 3C**

**Semester 2/2015-2016**

No	Activities Scores of Learning through Using Mind Mapping Technique
	Lesson 3 (50 points)
1	37
2	38
3	38
4	36
5	39
6	37
7	39
8	36
9	39
10	38
11	38
12	37
13	38
14	39
15	42
16	40
17	44
18	38
19	40
20	37
21	46
22	44
23	36
24	40
25	36
26	39
27	40
28	37
29	36
30	47
31	42
32	41

No	Activities Scores of Learning through Using Mind Mapping Technique
	Lesson 3 (50 points)
33	41
34	46
35	37
36	36
37	37
38	45
39	43
40	37
41	38
42	44
43	36
44	41
45	39
Total	1774
$\bar{x}$	39.42
S.D	3.08
%	78.84

Signature

Evaluator

(Mr. Phouangphet Sounthalavong)

.....



## Lesson Plan 4

**Course: General English 6**

**Grade Level: 3C**

**Theme: Social issues**

**Topic: Litter is one problem in our society**

**Date:.....**

**Time Allocation: 2periods/6 hours**

### 28. Core Concept

Litter is one problem in our society. Students should know and understand how to manage and control the litter. They should be able to talk and give information correctly about the problem of litter in our society.

### 29. Learning Outcome

#### 29.1 Terminal Objective

Students will be able to tell about the problem of litter in our society by using a mind mapping chart.

#### 29.2 Enabling Objectives

Students are able to:

- pronounce and tell the meaning of new vocabulary correctly.
- read the passages about the problem of litter in our society correctly.
- tell about the problem of litter in our society.
- create the mind mapping and talk about the problem of litter in our society.

**30. Enduring Understanding**

- 30.1 Present simple tense.
- 30.2 Vocabulary of litter.
- 30.3 Presenting about problem of litter in our society.

**31. Essential Questions**

- 31.1 What is litter?
- 31.2 Where is litter?
- 31.3 Why do people drop it anywhere?
- 31.4 How do we control it?
- 31.5 How it makes the environment dirty?

**32. Expected Characteristics**

- 32.1 Students have disciplines.
- 32.2 Students are diligent.
- 32.3 Students pay attention in learning.
- 32.4 Students are punctual.

**33. Content Areas/Learning Strands**

- 33.1 Vocabulary

<b>Words</b>	<b>Part of speech</b>	<b>Meanings</b>
<b>garbage</b>	n	waste material or unwanted things that you throw away
<b>garbage can</b>	n	dustbin
<b>garbage</b>	n	a bucket for litter

<b>pail</b>		
<b>against</b>	prep	as a protection or defense from the bad effects of
<b>fence</b>	n	a structure which divides two areas of land, similar to a wall but made of wood or wire and supported with posts.
<b>attract</b>	adj	to pull or draw someone or something towards them, by the qualities they have, especially good ones
<b>disease</b>	n	illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an accident.
<b>litter bin</b>	n	garbage bin, garbage can.
<b>a fine</b>	n	a charge someone an amount of money as a punishment for not obeying a rule or law.

### 33.2 Function

- Talk about the vocabulary related to litter.
- Discuss and talk about problem of litter in our society.

### 33.3 Structure

- Present simple tense
- Wh-question form

### 33.4 Communicative Skill

#### Speaking

## 34. Acceptance Evidence

### 34.1 Pre-test and post-test

### 34.2 Pronunciation (Observation)

34.3 Retelling about litter problem in our society (speaking performance task)

34.4 Asking and answering about litter problem in our society.

34.5 Pictures of litter in our society.

### **35. Learning Activities/Procedures**

35.1 Warm up

- Teacher and students greet each other.
- Teacher shows pictures of litter and asks some questions then students answer the questions. (Activity 1)
- Teacher tells students to guess what the lesson might be today then tells them the topic of today lesson.

35.2 Presentation

- Teacher presents new vocabulary that related to litter. (Activity 2)
- Teacher pronounces new vocabulary and students repeat after the teacher.
- Teacher explains and shows the meaning of litter then leads them to know the process of creating mind mapping. (Model of Mind Mapping)

35.3 Practice

- Student read the passages.
- Students work in groups of 4 to discuss and design the mind mapping to talk.
- Each group talks in front of the class.

35.4 Production

Each student draws a slot of the title related to litter then creates mind mapping and talk. Each student has 1 minute to create and 2 minutes to talk. (Activity 4)

### 35.5 Wrap up

Teacher and students conclude the topic.

## 36. Materials/Teaching Aids

36.1 Pictures of litter

36.2 Mind mapping chart

36.3 Work sheets on passages of litter

## 37. Evaluation

37.1 How to evaluate:

- Correct the students' answers to the question/tests
- Observe the students activities/speaking performances
- Check the exercises

37.2 Instruments of evaluation

- Speaking rubric
- Answer key

## 38. Supervisor's comment

38.1 Knowledge/ Concept:

.....  
 .....

38.2 Process/ Enduring understanding:

.....  
 .....

38.3 Product/ Achievement:

.....  
.....

38.4 Attitude/ Quality:

.....  
.....

38.5 Problems:

.....  
.....

38.6 Suggestions

.....  
.....  
.....

Signature .....

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

## Activity 1

### Answer the questions

Look at the pictures and answer the following questions:



- 1) What is litter?
- 2) Where is litter?
- 3) Why do people drop it anywhere?
- 4) How do we control it?
- 5) How it makes the environment dirty?

### Key Answer (Activity 1)

Answer the questions

Look at the pictures and answer the questions.

1. *Litter is garbage, waste, unwanted things that we throw away... ..*
2. *Anywhere, community, city, towns, .....*
3. *They are lazy, uneducated.....*
4. *Help each other as: family units, schools, law.....*
5. *It makes lot of pollution to the air, land, water .....*





### Activity 2

Match the words on the left with their definitions on the right.

1 _____ litter	a. garbage/rubbish
2 _____ fence	b. a place to put litter
3 _____ jail	c. everything that a person can see
4 _____ garbage pail/ litter bin	d. a wall usually made of wood or metal
5 _____ view	e. sickness
6 _____ fine	f. to manage or to stop
7 _____ litter bug	g. sometimes
8 _____ disease	h. money paid as punishment
9 _____ control	i. where people stay as punishment
10 _____ occasionally	j. a person who throws litter

**Key Answer (Activity 2)**

Match the words on the left with their definitions on the right.

1. a

2. d

3. i

4. b

5. c

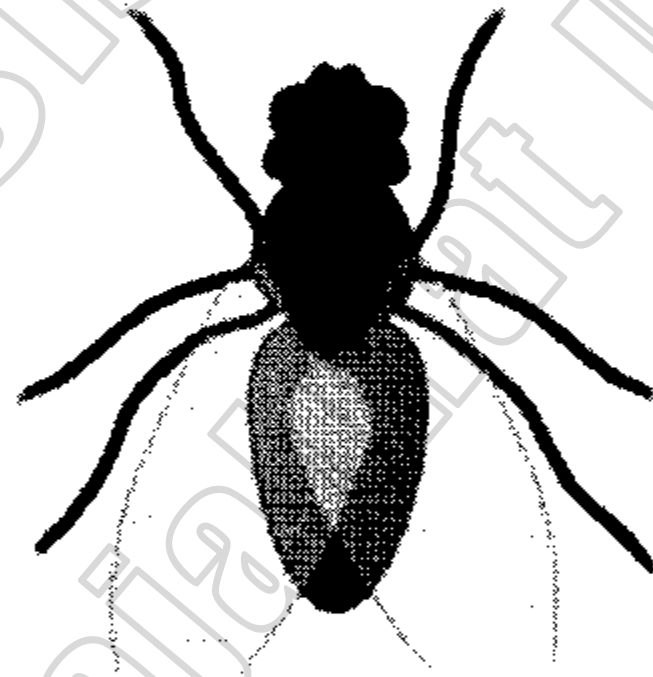
6. h

7. j

8. e

9. f

10. g



### Activity 3

Read the passages then discuss with your friends and design mind mapping to talk.

#### Litter is one problem in our society

Litter is garbage: food, paper, plastic and cans on the ground or in the street. You often find it where many people live together. They don't always put their garbage in a garbage can. It's easier to drop paper than to find a garbage pail for it, but litter is ugly. It makes the environment dirty and it spoils the view. The wind blows paper and plastic bags far away and they are often blown against the fences where they get stuck. The fence becomes a wall of garbage. Litter is a health problem, too. Food and garbage can attract flies which sometimes carry disease.

Some people want to control litter as they always throw litter in the litter bin, and sometimes they work together to clean up the environment. In some countries, throwing litter is against the law. People who throw garbage in the streets and public areas, have to pay a fine, and occasionally they go to jail.

**Model of Mind Mapping:** look at the mind mapping chart and practice talking

**What is litter?**

**Where can you see litter?**

**Why do people drop it anywhere?**

**How it makes the environment dirty?**

**What are the lessons to control it?**

#### Activity 4

Choose 3 articles of the law to create the Mind mapping then talk to the class. You have 2 minutes to create the map and 2 minutes to talk.

1. What is litter?
2. Where can you see litter?
3. Why do people drop litter anywhere?
4. What are the lessons to control litter?
5. How litter makes environment dirty?



**Mini-test Score of Speaking Performance Test**

**(50 points)**

**Topic: Litter is one problem in our society**

**Class: 3C**

**Semester 2/2015-2016**

No	Activities Scores of Learning through Using Mind Mapping Technique
	Lesson 4 (50 points)
1	38
2	37
3	39
4	36
5	38
6	39
7	37
8	36
9	38
10	39
11	38
12	39
13	38
14	37
15	42
16	40
17	43
18	37
19	38
20	37
21	44
22	40
23	36
24	37
25	38
26	39
27	37
28	37
29	38
30	45
31	44
32	43

No	Activities Scores of Learning through Using Mind Mapping Technique
	Lesson4 (50 points)
33	43
34	46
35	37
36	36
37	38
38	44
39	43
40	34
41	39
42	46
43	38
44	40
45	39
Total	1767
$\bar{x}$	39.27
S.D	2.97
%	78.53

Signature

Evaluator

(Mr. Phouangphet Sounthalavong)

.....

## Pre-test

Topic: Speaking

Foreign Language office, STIC

Level: 3<sup>rd</sup> year C

**Directions:** Draw slot of one topic from the list below to talk. You have **2 minutes to think and 3 minutes** to finish your talk. 50 marks

*Good luck*



## Posttest

**Topic:** Speaking

**Foreign Language office, STTC**

**Level:** 3<sup>rd</sup> year C

**Directions:** Draw slot of one topic from the list below and create mind mapping to talk. You have **2 minutes to create and 3 minutes** to finish your talk. 50 marks

5. 12 months customs in Laos

6. Lao wood carving

7. Articles of the law

8. Litter is one problem in our society

*Good luck*

## APPENDIX D

### The Evaluation Form of Content Validity of Lesson Plans Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students( For Experts)

.....

**Directions:**

Please give your opinion for each statement that it is appropriate or not. Then you should tick (✓) in the table according to your opinion.

There are five alternatives as follows:

- 5 Most appropriate
- 4 More appropriate
- 3 Moderate appropriate
- 2 Less appropriate
- 1 Least appropriate

Statements	Level of opinion				
	5	4	3	2	1
<b>1. Core Concept</b>					
1.1 Correspond with learning objectives					

1.2 Useful for daily life				
1.3 Suitable for students				
1.4 Clear and easy to understand				
<b>2. Content</b>				
2.1 Clear and easy to understand and interesting				
2.2 Correspond with learning objectives				
2.3 Suitable for students' level				
2.4 Appropriate with duration				
<b>3. Learning Activities</b>				
3.1 Enhance learning				
3.2 Correspond with contents				
3.3 Correspond with learning objectives				
3.4 Appropriate activities				
3.5 Suitable for students' age				
3.6 Learning activities begin from easy to difficult				
<b>4. Assessment and Evaluation</b>				
4.1 Correspond with learning objectives				
4.2 Cover all contents like activities, pre-test, and post-test				
<b>5. The Lesson Form</b>				
5.1 Include necessary topics				
5.2 Easy to follow				
5.3 Clear and suitable				

5.4 Objectives, teaching procedures, and assessment are woven together.					
<b>Total</b>					

Signature of Evaluator .....

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## APPENDIX E

### The Evaluation Form of Content Validity of Lesson Plans Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students by experts

Please give your opinion for each statement that it is appropriate or not. Then you should tick (✓) in the table according to your opinion.

There are five alternatives as follows:

- 5 Most appropriate
- 4 More appropriate
- 3 Moderate appropriate
- 2 Less appropriate
- 1 Least appropriate

Statements	Experts' Opinions (Level of Appropriation)			— X	S.D.	Appropriate Level
	1	2	3			
<b>1. Core Concept</b>						
1.1 Correspond with learning objectives	4	5	4	4.33	0.58	More Appropriate
1.2 Useful for daily life	4	4	4	4.00	0.00	More Appropriate
1.3 Suitable for students	4	4	5	4.33	0.58	More Appropriate
1.4 Clear and easy to understand	4	4	4	4.00	0.00	More Appropriate
<b>Total</b>				<b>4.16</b>	<b>0.19</b>	More Appropriate

<b>2. Content</b>						
2.1 Clear and easy to understand and interesting	4	5	5	4.67	0.58	More Appropriate
2.2 Correspond with learning objectives	3	4	4	3.67	0.58	More Appropriate
2.3 Suitable for students' level	3	4	4	3.67	0.58	More Appropriate
2.4 Appropriate with duration	4	5	5	4.67	0.58	More Appropriate
<b>Total</b>				<b>4.17</b>	<b>0.58</b>	More Appropriate
<b>3. Learning Activities</b>						
3.1 Enhance learning	4	5	4	4.33	0.58	More Appropriate
3.2 Correspond with contents	4	5	5	4.67	0.58	More Appropriate
3.3 Correspond with learning objectives	3	4	4	3.67	0.58	More Appropriate
3.4 Appropriate activities	4	5	5	4.67	0.58	More Appropriate
3.5 Suitable for students' age	4	4	5	4.33	0.58	More Appropriate
3.6 Learning activities begin from easy to difficult	4	5	5	4.67	0.58	More Appropriate
<b>Total</b>				<b>4.39</b>	<b>0.39</b>	More Appropriate
<b>4. Assessment and Evaluation</b>						
4.1 Correspond with learning objectives	4	5	5	4.67	0.58	More Appropriate
4.2 Cover all contents like activities, pre-test, and post-test	4	5	5	4.67	0.58	More Appropriate
<b>Total</b>				<b>4.67</b>	<b>0.00</b>	More Appropriate

<b>5. The Lesson Form</b>						
5.1 Include necessary topics	4	5	4	4.33	0.58	More Appropriate
5.2 Easy to follow	4	5	5	4.67	0.58	More Appropriate
5.3 Clear and suitable	4	5	5	4.67	0.58	More Appropriate
1.1 Objectives, teaching procedures, and assessment are woven together.	4	5	4	4.33	0.58	More Appropriate
Total				<b>4.50</b>	<b>0.20</b>	More Appropriate
<b>Total</b>				<b>4.38</b>	<b>0.22</b>	More Appropriate

## APPENDIX F

### The Evaluation of Efficiency of Four Lessons Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College

#### Students

The individual trial for efficiency evaluation of the lessons for the third year "A" Lao EFL college students

students' Number	Pre-test (50)	Exercise (50)	Post-test (50)
1	31	41	45
2	29	37	39
3	27	36	38
<b>Total</b>	<b>87</b>	<b>114</b>	<b>122</b>
<b>Mean Score</b>	<b>29</b>	<b>38</b>	<b>40.67</b>
<b>Percentage</b>	<b>58</b>	<b>76</b>	<b>81.33</b>

After the individual trial, students gave some comments about the lesson plans as follows: 1) The lesson plans were interesting that they could imagine what to say by using mind mapping. 2) Some topics were quite difficult to talk. 3) The mind mapping used should consist of pictures and word to help them to remember easily.

The small group trial for efficiency evaluation of the lessons for the third year "A" Lao EFL college students

students' Number	Pre-test (50)	Exercise (50)	Post-test (50)
1	33	41	45
2	27	40	42
3	31	41	41
4	28	39	40



5	26	38	39
6	30	41	44
7	29	39	39
8	27	36	38
9	29	39	39
<b>Total</b>	<b>260</b>	<b>354</b>	<b>367</b>
<b>Mean Score</b>	<b>28.89</b>	<b>39.33</b>	<b>40.78</b>
<b>Percentage</b>	<b>57.78</b>	<b>78.67</b>	<b>81.56</b>

After the small group trial, students gave some comments about the lessons as follows: 1) the lessons were useful for their future because they are going to be English teachers. 2) The students suggested that the researcher should explain and demonstrate many times.

#### The field trial for efficiency evaluation of the lessons for the third year

##### “A” Lao EFL college students

students' Number	Pre-test (50)	Exercise (50)	Post-test (50)
1	26	35	36
2	27	37	37
3	27	39	38
4	29	38	45
5	30	39	42
6	27	41	41
7	28	40	40
8	33	41	39
9	27	39	44
10	31	38	39
11	28	41	38
12	26	39	39
13	30	36	39
14	29	39	41
15	27	38	40
16	29	41	39

17	29	40	41
18	28	39	39
19	26	38	38
20	27	42	43
21	25	43	43
22	28	39	40
23	29	43	44
24	30	38	39
25	30	43	42
26	27	42	44
27	31	41	41
28	27	37	39
29	26	38	38
30	28	37	41
31	30	40	40
32	27	41	41
33	26	36	38
34	28	37	39
35	27	39	41
<b>Total</b>	<b>983</b>	<b>1374</b>	<b>1408</b>
<b>Mean Score</b>	<b>28.09</b>	<b>39.26</b>	<b>40.23</b>
<b>Percentage</b>	<b>56.17</b>	<b>78.51</b>	<b>80.46</b>

After the field trial, students gave comments about the lesson as follows: 1) the lessons were interesting and easy to understand. 2) Some topics were quite difficult to talk. 3) The contents weren't appropriate with their level. Student suggested that the researcher should change some activities and demonstrate how to present many times.

#### The Results of the Tree Trails

Trial	E1	E2
	(Efficiency of Process)	(Efficiency of Results)
Individual	76	81.33
A small group	78.67	81.65
The field study	78.51	80.46

As can be seen from the table, the results of the three trials revealed that the efficiency index of the lessons was 78.51/80.46 after the individual trial and the small group trial, which met the specific criteria.

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## APPENDIX G

### The Table of IOC Analysis of Performance Test

Topic: Using Mind Mapping Technique to Enhance English Speaking Ability

Note: 4 Items (Topics)

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	1	0	1	0.67	Coincide
2	1	1	1	1.00	Coincide
3	0	1	1	0.67	Coincide
4	1	1	1	1.00	Coincide

It shows that the Index Items of Congruence (IOC) is 0.67-1.00

Remark:

+1 = When sure that Items of the test are coincided with objective.

0 = When not sure that items of the test are coincided with objective.

-1 = When sure that Items of the test are not coincided with objective.

## APPENDIX H

### Questionnaire of Learners' Satisfaction towards lessons

#### Directions:

1. This questionnaire is designed to gather information about learners' satisfaction toward Using Mind Mapping Technique to Enhance English Speaking Ability for EFL Lao College students.
2. The survey has 3 parts: personal information, satisfaction, and opened-end questions.
3. The data obtained will be useful for improving the teaching and learning. All the information, there are no effects on your grades.

#### Part1: Personal Information

**Direction:** Answer the following questions about your personal information by putting ( ✓ ) in the bracket and fill in the blanks of the information provide.

1. Gender            (    ) Male            (    ) Female
2. Age:.....year old.
3. When did you start learning English?
  - Anubansuksa    (    )1 , 2 (    ) or 3 (    )
  - Prathomsuksa    (    )1 , 2 (    ), 3 (    ), 4 (    ) or 5 (    )
  - Mathayomsuksa (    )1 , 2 (    ), 3 (    ), 4 (    ), 5 (    ), 6 (    ) or 7 (    )

#### Part2: Students' satisfaction

**Direction:** Please answer by checking each item and put a tick (✓) of your opinions in data as follow:

- |   |       |                       |
|---|-------|-----------------------|
| 5 | means | the most satisfactory |
| 4 | means | very satisfactory     |
| 3 | means | moderate satisfactory |

- 2 means less satisfactory  
 1 means the least satisfactory

Items	Statements	Level of Satisfaction				
		5	4	3	2	1
1	I enjoy the activities provided in the four lessons.					
2	I learn from four lesson plans and could apply them in my daily life.					
3	Practicing various activities from four lesson plans is interesting.					
4	The four lesson plans are understandable and easy to do.					
5	The contents and activities are relevant.					
6	The contents and activities are suitable with my English level.					
7	Learning through using mind mapping technique helps improve my speaking ability.					
8	Learning through using my mapping technique helps me to understand the contents well.					
9	The examples in the contents and activities of the lessons are interesting.					
10	Learning the four lessons about speaking using mind mapping is useful for my future.					
11	I feel motivated when learning English by doing and practicing the lessons.					
12	Learning through lessons will enhance my learning.					
13	Learning through mind mapping technique can help me improve my critical thinking.					
14	Learning four lesson plans through using					

	mind mapping technique has improved my speaking.					
15	I have a positive attitude toward learning English after learning four lesson plans.					

## Part2: Open-ended Questions

**Direction:** Please answer the questions

Q1: How do you like learning four lessons using mind mapping technique?

.....

.....

.....

Q2: How don't you like learning four lessons using mind mapping technique?

.....

.....

.....

.....

Q3: Any other opinions or suggestions toward using mind mapping technique.

.....

.....

.....

.....

.....

.....

## APPENDIX I

**The Evaluation of Correctness and Appropriation of the Statement in  
the Questionnaire of Learners' Satisfaction towards Using Mind Mapping  
Technique to Enhance English Speaking Ability of Lao EFL College Students**

Statements	— X	S.D.	Appropriate Level
1 I enjoy the activities provided in the four lessons.	4.27	0.45	More satisfied
2 I learn from four lesson plans and could apply them in my daily life.	4.47	0.50	More satisfied
3 Practicing various activities from four lesson plans is interesting.	4.73	0.45	The most satisfied
4 The four lesson plans are understandable and easy to do.	4.11	0.32	More satisfied
5 The contents and activities are relevant.	4.16	0.71	More satisfied
6 The contents and activities are suitable with my English level.	3.69	0.60	More satisfied
7 Learning through using mind mapping technique helps improve my speaking ability.	4.80	0.40	The most satisfied
8 Learning through using my mapping technique helps me to understand the contents well.	4.67	0.52	The most satisfied
9 The examples in the contents and activities of the lessons are interesting.	4.76	0.43	The most satisfied



10	Learning the four lessons about speaking using mind mapping is useful for my future.	4.82	0.39	The most satisfied
11	I feel motivated when learning English by doing and practicing the lessons.	4.31	0.70	More satisfied
12	Learning through lessons will enhance my learning.	4.62	0.49	The most satisfied
13	Learning through mind mapping technique can help me improve my critical thinking.	4.76	0.43	The most satisfied
14	Learning four lesson plans through using mind mapping technique has improved my speaking.	4.36	0.68	More satisfied
15	I have a positive attitude toward learning English after learning four lesson plans.	4.36	0.68	More satisfied
<b>Total</b>		4.49	0.50	More satisfied

## APPENDIX J

### Pre-test and Post-test Score Record form

**Topic:** The Effect of Using Mind Mapping Technique to Enhance English Speaking Ability of Lao EFL College Students at Savannakhet Teacher Training College, Lao PDR.

No	Pre-test	Post-test	Development (+) Increase (-) Decrease
1	29.00	39.33	+ 10.33
2	27.67	41.67	+ 14.00
3	24.67	38.33	+ 13.66
4	27.33	37.67	+ 10.34
5	30.33	38.67	+ 8.34
6	26.67	40.67	+ 14.00
7	28.00	38.33	+ 10.33
8	27.67	39.00	+ 11.33
9	28.67	40.33	+ 11.66
10	26.00	38.33	+ 12.33
11	27.67	38.67	+ 11.00
12	28.33	38.67	+ 10.34
13	29.00	38.33	+ 9.33
14	26.33	39.67	+ 13.34
15	32.33	42.00	+ 9.67
16	27.33	40.33	+ 13.00
17	34.00	43.00	+ 9.00
18	26.00	37.67	+ 11.67
19	28.67	38.00	+ 9.33
20	26.00	37.67	+ 11.67
21	37.67	43.33	+ 5.66
22	33.67	42.00	+ 8.33
23	24.33	36.67	+ 12.34
24	27.67	38.00	+ 10.33
25	28.67	39.00	+ 10.33
26	28.33	41.00	+ 12.67
27	26.67	38.00	+ 11.33
28	28.67	38.67	+ 10.00
29	27.00	37.67	+ 10.67
30	38.67	44.00	+ 5.33
31	28.33	40.33	+ 12.00
32	33.00	42.00	+ 9.00
33	33.00	41.00	+ 8.00

No	Pre-test	Post-test	Development (+) Increase (-) Decrease
34	35.00	44.00	+ 9.00
35	29.67	39.67	+ 10.00
36	27.00	37.67	+ 10.67
37	25.00	38.33	+ 13.33
38	36.00	44.00	+ 8.00
39	37.00	39.67	+ 2.67
40	30.00	39.33	+ 9.33
41	29.67	40.67	+ 11.00
42	37.00	43.67	+ 6.67
43	27.00	36.33	+ 9.33
44	33.00	41.00	+ 8.00
45	27.67	40.00	+ 12.33
<b>Total</b>	<b>1,331.36</b>	<b>1,792.35</b>	<b>460.99</b>
<b>Mean Score</b>	<b>29.59</b>	<b>39.83</b>	<b>10.24</b>
<b>Percentage</b>	<b>59.17</b>	<b>79.66</b>	<b>20.49</b>

**APPENDIX K**

**The Results of the Trail**

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### The Results of the Trail

**Table 1:** Efficiency of Process (E1) (One to One: Tryout) (n= 3)

Lesson Plan	(E1)				Total
	1	2	2	4	
<b>Scores</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>400</b>
1	74	72	81	77	304
2	73	76	79	65	293
3	71	78	78	86	313
<b>Total</b>	<b>218</b>	<b>226</b>	<b>238</b>	<b>228</b>	<b>910</b>
$\bar{X}$	<b>72.67</b>	<b>75.33</b>	<b>79.33</b>	<b>76.00</b>	<b>303.33</b>
<b>S.D.</b>	<b>1.52</b>	<b>3.05</b>	<b>1.52</b>	<b>10.53</b>	<b>10.1</b>
<b>%</b>	<b>72.67</b>	<b>75.33</b>	<b>79.33</b>	<b>76.00</b>	<b>75.83</b>

**Table 2:** Pre-test and Post-test Scores (n=3)

N	Performance Scores	
	Pretest	Posttest
1	55	76
2	57	79
3	59	82
<b>Total</b>	<b>171</b>	<b>237</b>
$\bar{X}$	<b>57</b>	<b>79</b>
<b>S.D.</b>	<b>2.00</b>	<b>3.00</b>
<b>%</b>	<b>57</b>	<b>79</b>

**Table 3: Efficiency of Process (E1) (Small Group: Tryout) (n=9)**

Lesson Plan	(E1)				Total
	1	2	2	4	
<b>Scores</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>400</b>
1	67	74	73	77	291
2	77	72	72	75	296
3	68	65	70	74	277
4	72	67	70	73	282
5	76	64	67	70	277
6	65	76	68	71	280
7	67	73	74	71	285
8	71	72	73	72	288
9	72	75	78	74	299
<b>Total</b>	<b>635</b>	<b>638</b>	<b>645</b>	<b>657</b>	<b>2,575</b>
$\bar{X}$	<b>70.56</b>	<b>70.89</b>	<b>71.67</b>	<b>73.00</b>	<b>286.11</b>
<b>S.D.</b>	<b>4.16</b>	<b>4.42</b>	<b>3.36</b>	<b>2.23</b>	<b>8.00</b>
<b>%</b>	<b>70.56</b>	<b>70.89</b>	<b>71.67</b>	<b>73.00</b>	<b>72</b>

**Table 4: Pre-test and Post-test Scores (n=9)**

N	Performance Scores	
	Pretest	Posttest
1	56	73
2	66	71
3	56	75
4	57	73
5	58	74
6	54	76
7	56	75
8	57	65
9	65	69
<b>Total</b>	<b>525</b>	<b>651</b>
$\bar{X}$	<b>58.33</b>	<b>72.33</b>
<b>S.D.</b>	<b>4.21</b>	<b>3.50</b>
<b>%</b>	<b>58.33</b>	<b>651</b>



**Table 5:** Efficiency of the Process (E1) (Field Group: Tryout) (n=43)

Lesson Plan	(E1)				Total
	1	2	2	4	
<b>Scores</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>400</b>
1	57	74	57	73	261
2	74	73	74	76	297
3	72	76	72	78	298
4	69	78	69	66	282
5	73	66	73	67	279
6	71	67	71	78	287
7	68	78	68	76	290
8	67	76	67	71	281
9	69	71	69	68	277
10	71	68	71	69	279
11	73	69	73	70	285
12	74	70	74	70	288
13	74	73	74	72	293
14	72	72	70	71	285
15	69	69	72	73	283
16	68	68	75	57	268
17	74	74	76	74	298
18	73	73	74	72	292
19	76	76	68	69	289
20	78	78	69	71	296
21	66	66	68	68	268
22	67	67	67	67	268
23	78	78	76	69	301
24	76	76	71	71	294
25	71	71	72	73	287
26	68	68	73	74	283
27	69	69	67	74	279
28	70	70	69	72	281
29	70	70	71	69	280
30	72	72	73	68	285
31	75	75	74	68	292
32	76	76	74	69	295
33	74	74	72	70	290
34	68	68	69	73	278
35	69	69	68	72	278
36	68	68	74	69	279
37	67	67	73	68	275
38	76	76	76	74	302
39	71	71	78	73	293
40	72	72	66	76	286
41	73	73	67	78	291

**Table 5: Continued**

Lesson Plan	(E1)				Total
	1	2	2	4	
<b>Scores</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>400</b>
42	67	67	78	66	278
<b>Total</b>	<b>2,985</b>	<b>3,012</b>	<b>2,992</b>	<b>2,982</b>	<b>11,971</b>
$\bar{x}$	71.07	71.71	71.24	71.00	285
<b>S.D.</b>	<b>3.92</b>	<b>3.71</b>	<b>3.88</b>	<b>3.92</b>	<b>9.43</b>
<b>%</b>	<b>71.07</b>	<b>71.71</b>	<b>71.24</b>	<b>71.00</b>	<b>71.26</b>

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**Table 6: Pre-test and Post-test Scores (n=42)**

N	Performance Scores	
	Pretest	Posttest
1	56	75
2	64	76
3	63	78
4	56	77
5	55	79
6	57	76
7	58	73
8	56	75
9	57	78
10	54	79
11	59	78
12	52	80
13	58	81
14	60	74
15	63	78
16	65	76
17	69	85
18	55	86
19	62	82
20	61	73
21	64	76
22	58	79
23	54	84
24	59	76
25	64	79
26	63	78
27	66	79
28	72	83
29	66	76
30	57	74
31	58	78
32	63	79
33	58	76
34	66	78
35	54	75
36	74	78
37	63	79
38	64	70
39	66	79
40	72	82
41	74	83
42	71	81

**Table 6: Continued**

N	Performance Scores	
	Pretest	Posttest
<b>Total</b>	<b>2,586</b>	<b>3,281</b>
$\bar{X}$	<b>61.57</b>	<b>78.12</b>
<b>S.D.</b>	<b>5.0</b>	<b>3.36</b>
<b>%</b>	<b>61.57</b>	<b>78.12</b>

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
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