

IMPROVING SPEAKING SKILL USING MINGLE GAME

By:

Susilawati

*English Language Education Study Program at FKIP Islamic University of Ogan Komering Ilir
Kayuagung, South Sumatera
susilawatislw2@gmail.com*

Fitri Novia

*English Language Education Study Program at FKIP Islamic University of Ogan Komering Ilir
Kayuagung, South Sumatera
novia_f@uniski.ac.id.*

Rekha Asmara

*English Language Education Study Program at FKIP Islamic University of Ogan Komering Ilir
Kayuagung, South Sumatera
rekha.asmara@gmail.com*

Abstract: This study aimed to consider whether there was a significant difference in speaking skill between students who were taught using the Mingle game and those who were not. This research was conducted using a quasi-experimental design. The sample consisted of two groups: X MIPA 2 (experimental group) and X MIPA 3 (control group), which were chosen using a purposive sampling process. The data collection were used an oral test. The t-test was used to evaluate the results. The outcome of the independent sample t-test indicated that $t_{obtained}$ (3.96) was higher than the critical value of t_{table} (1.99), indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) accepted. It was determined that there was a significant difference in speaking ability between students who were taught using the Mingle game and those who were not.

Keywords: speaking, mingle game

INTRODUCTION

Speaking is an important part of study English. According to Leong and Ahmadi (2017), speaking is one of the most essential

skills to learn and improve to communicate effectively.

Since language competency is assessed by speaking, learning to talk is one of the most basic language skills for students today. Mostly as a

response, students often judge they are learning a language performance as well as the usefulness of their English course depending on how much they perceive their spoken language proficiency has improved (Betul, 2015). Meanwhile, the teacher can determine their treatment based on their spoken communication improvements.

Speaking, on the other hand, is a difficult skill for students to master. Al Hosni (2014) clarifies that students are unable to communicate in English due to a lack of vocabulary and grammar structures. They cannot still form sentences, resulting in the use of the mother tongue. Students have difficulty speaking for several reasons, including fear of being wrong, shyness, anxiety, and a lack of confidence (Al Nakhlah, 2014).

Shen and Chiu (2019) explore that the EFL students were struggling to find appropriate words to speak English. They even challenged to bring sentences together, leading them to use their native tongue. Furthermore, learners were afraid of speaking English due to limited speaking opportunities, felt shame about making mistakes, and were concerned about being criticized or laughed at by others. As a consequence, they usually avoided speaking in class, resulting in reduced participation.

In addition, mastering a language is regarded as a complicated challenge in Indonesia. Some students still fail to communicate in English. It happened because the students lacked basic English vocabulary, had poor spelling, were afraid of making

errors, and were reluctant to speak the language. These issues are leading to their inability to communicate or express ideas clearly and effectively (Widyasworo, 2019).

Students become bored due to this situation because they have no prior experience learning English for a significant portion of their classroom activities. Finally, some factors that make speaking difficult for students have included a lack of confidence, a lack of conversation experiences, and the use of mother tongue.

The Student needs fun and engaging experiences that will help them develop their speaking skills. For the reasons mentioned above, mingle game is one of the games considered to help students develop their speaking abilities. The Mingle game is a game in which a student

meets a classmate, speaks with them for a short time, and then goes on to interact with another classmate (Borzova, 2014).

Furthermore, a Mingle activity is meaningful in that students stand up and circulate in pairs or small groups, moving from one classmate to another while speaking, listening, and taking notes. The key goal is to have face-to-face contact with at least a few other students. It comes in a pack of 20 cards, with a different question on each specific to the team. Mingle activity starts with the teacher asking different students the same question and getting multiple answers. The activities are performed by moving and walking, using cards as media, using peer and small groups of students, reflecting on the students, and having fun. Class questionnaires, matching tasks

(finding a partner), group dictations, and role-plays are examples of mingling activities. The activity completes the main purpose. It motivates students to speak and formulate sentences. It is repetitive and supports pattern recognition (Darmayenti and Nofiadri, 2015).

Based on Ilinawati and Sijono (2020), students were motivated to be more involved and energetic in the classroom by playing mingle game. It provides students with more opportunities to practice speaking with a variety of students and materials. Since Mingle Game needs and strengthens communication skills, students have more opportunities to start a conversation (Fajrin, 2018).

Futhermore, Utami, Sutarsyah, and Sudirman (2017) find that since Mingle was a game

that encouraged students to be more involved and confident in speaking, their speaking achievement improved. Although students can apply their ideas by explaining a topic or information they have received, this game enables students to enhance their speaking skills (Harahap, Pricilia, and Sari, 2020). It inferred that mingle game helps students practice their speaking skills and encourages them to be brave in their attempts to improve their vocabulary and pronunciation. The goal of the research was to see if there was a significant difference in speaking achievement between students who were taught using the Mingle game and those who were not.

METHODOLOGY

This study was conducted using a quasi-experimental design.

The participants in this study were tenth-grade students of SMAN 4 Kayuagung. Purposive sampling was used to classify the sample. The sample in this study was characterized by the same teacher teaching the same class and the same total number of students. Two groups of tenth-grade students from SMAN 4 Kayuagung made up the sample for this analysis that met the requirements. Class X MIPA 2 considered being the experimental group, while class X MIPA 3 became the control group.

Furthermore, an oral assessment was used as a test. The students were given a choice of five topics for the exam. The students in both groups were given the exam as a pretest and a posttest. This study used content validity to see whether the test valid or not. An English

syllabus of SMAN 4 Kayuagung and the table of specifications were used to measure the validity of the test.

The reliability of the speaking skill test score was calculated using inter-rater reliability in this analysis. Cronbach's Alpha was used to calculate the reliability of the test. The reliability coefficient was 0.93 based on the measurements. Since the reliability was considerably higher than 0.70, the test was considered reliable. To analyze the data within groups, the paired sample t-test was used. The paired sample t-test was used to examine the data within the groups. To assess whether or not there was a significant difference between the groups (experimental and control), an independent sample t-test was used to evaluate the results.

RESULT AND DISCUSSION

According to the result obtained from the experimental sample, the mean posttest score was higher than the mean pretest score; $74.21 > 54.42$. Then the experimental group's paired sample t-test showed that t_{obtained} (13.09) was higher than t_{table} (2.03). It was discovered that after using mingle game to treat students, there was a major change in their speaking ability. The students in the experimental class were able to improve their speaking skills because Mingle game encouraged them to talk while moving around the classroom and allowing them to learn new vocabulary and explicitly speak up.

According to the findings of the control group, the mean score of the posttest was higher than the mean score of the pretest; $67.21 > 49.78$.

The control group's paired sample t-test showed that t_{obtained} (8.67) was higher than t_{table} (2.03). It implied that students in the control group could also increase. They were typically motivated to study because although their instructor used a conventional game because the students were enthusiastic to study the material given to them and usually decided to be brave when speaking up in front of the class. After all, the students were enthusiastic to study the material given to them and usually started trying to be brave when speaking up in front of the class.

Furthermore, it was discovered that t_{obtained} (3.96) was higher than t_{table} (1.96) based on the findings of an independent sample t-test in which the results of the posttest between the experimental and control

between the experimental and control groups. It implied that the null hypothesis (Ho) had been rejected, whereas the alternative hypothesis (Ha) had been accepted. As a consequence, there was a significant difference in speaking performance between students who were taught using mingle game and those who were not.

Since Mingle game was new to the students, the findings confirmed that there was a significant difference in their speaking achievement. Even though they had more chances to speak English in the classroom as a starting point for the development of this game, students were able to be more engaged participants. Students were interested in learning while the Mingle game was used unless they could switch from student to student to speak up about the material; they

spoke up about all of the topics assigned to them by working together in the community. Furthermore, Mingle game was motivated students to engage in class.

Consequently, the findings from this study were relevant to Fajrin (2018) who reported that the Mingle game offers students more opportunities to speak, needs, and improves their communication skills by fostering community cooperation. Furthermore, Mingle is a class management technique that encourages every student to do a lot of talking in the classroom, thus improving communicative competence in English (Borzova, 2014). Thus, students who used the Mingle game were thought to be better learners, and the game could

give them confidence in improving speaking skills.

CONCLUSION

The null hypothesis (Ho) was dismissed, while the alternative hypothesis (Ha) was accepted, as determined by the results of an independent sample t-test. In other words, it was revealed that students who were taught using the Mingle game showed significant improvement than those who were not. It could be said that the Mingle game might inspire students to speak up or practice their English speaking skills because it was a fun game to play. Hence, the Mingle game has the potential to improve speaking performance.

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