

THE USE OF MINGLE GAME TO IMPROVE SECOND GRADE STUDENTS' SPEAKING ACHIEVEMENT AT SMAN 1 BANDAR LAMPUNG

Susan Rizki Utami*, Cucu Sutarsyah, Sudirman

University of Lampung

Jalan Sumantri Bojonegoro No. 01, Gedong Meneng, Bandar Lampung

sansurizki@gmail.com

085768181488

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan pada tingkat pencapaian keterampilan berbicara siswa setelah diajarkan menggunakan teknik *Mingle Game*. Penelitian ini menggunakan metode kuantitatif. Subjek penelitian yaitu 36 siswa kelas XI IPA 5 SMAN 1 Bandar Lampung. Test keterampilan berbicara digunakan untuk mengumpulkan data mengenai pencapaian keterampilan berbicara siswa. Hasil menunjukkan bahwa terdapat perbedaan yang signifikan pada pencapaian keterampilan berbicara siswa antara *pre-test* dan *posttest* setelah penggunaan teknik *Mingle Game* dengan tingkat signifikansi $p < 0.05$ ($p = .000$). Hal ini menandakan bahwa teknik *Mingle Game* dapat membantu siswa untuk meningkatkan pencapaian keterampilan berbicara dalam bahasa inggris.

Abstract. The aim of this study was to explore if there is a significant difference of students' speaking achievement after they were taught by using Mingle Game. The research used a quantitative method. The subjects were 36 second grade students of class IPA 5 at SMAN 1 Bandar Lampung. Speaking tests were employed to collect the data of the students' speaking achievement. The result showed that there was a statistically significant difference of the students' speaking achievement between the pre-test and the posttest after the implementation of Mingle Game technique with the significant level $p < 0.05$ ($p = .000$). This suggests that teaching speaking through Mingle Game technique facilitates the students to improve their achievement in speaking.

Keywords: mingle game technique, speaking achievement, teaching speaking.

INTRODUCTION

As the goal of language is communication, speaking becomes an important skill that should be mastered by students in order to communicate in English fluently and clearly. Speaking takes place everywhere and has become part of our daily activities because it is the most used skill when someone wants to deliver messages, express ideas, and to know others' ideas as well so they can exchange information. Consequently, Alfi (2015) states that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

However, many students including the second grade students of SMAN 1 Bandar Lampung, who have spent years studying English, still are not able to speak English. It is a sign that speaking is the most difficult skill to be learned by students among the four skills, i.e. listening, speaking, reading, and writing. Hence, the researcher assumes there are some reasons why students are difficult to speak English. The first reason is lack of speaking activities. Speaking skill got fewer portions in English teaching and learning because teachers too much focus on teaching students about how to answer reading and listening tasks since the English examination in formal education emphasized on reading-listening test. English teachers also just introduce students to listening practice while they are explaining materials in teaching learning process. There is rarely speaking test or oral production practice. As a result, students get problem in speaking for they are not accustomed and less given a chance to practice speaking.

Darmayenti & Nofiadri (2015:1-2) found that the average of senior high school

students had difficulty to say something in English because they had some problems which do not support them to speak correctly. They elaborated the reasons of students' difficulty in speaking English. The first reason is that they are lack of vocabulary. Students are restricted to express their ideas and then they use code mixing. Secondly, students cannot speak fluently because the students do translate in the time they produce English. So, the effect is that they take time to speak and their language adopts Bahasa Indonesia grammar-bahasa Indonesia sounded. Thirdly, they have problem on grammar. It sometimes makes them afraid to speak. For example, they construct a complex sentence in Bahasa Indonesia to tell the idea and feeling, but they do not know how to manage complex sentence in English. So, they try to avoid the idea to speak. In another case, the students also have low comprehension about what teachers say that is shown by the students' responses. In addition to this weakness, they prefer to keep silent instead of saying something in English in the classroom. They worry about making mistakes, fearful of criticism or losing face or simply shy of attention their speech attracts. Sometimes they complain that they cannot think of anything to say. They seem to have no motivation to express themselves beyond the feeling of guilty that they should speak, while others speak very little or not at all. Since they have no motivation, lack of support and peer pressure. Another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. Commonly, teachers often use techniques that eventually make their students feel under pressure and fear of making mistakes. Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking skill to make students able express themselves and learn how to use English as the language. In brief, English teachers should be creative

in developing their teaching learning process to create good atmosphere, improve the students speaking ability, give attention to the speaking components', and make the English lesson more exciting. For this reason, the English teachers should apply appropriate method and technique of teaching speaking.

One way to develop students' competency in speaking English well is through repairing teaching process gradually. English teaching that focuses on speaking should be more emphasized on individual attention in order to gain teaching purpose. Teaching process should be managed in enjoyable, fun, active, and less pressure atmosphere. To create a class with those interesting situations, teachers can implement some techniques by using game because it creates an atmosphere that will enhance the students' desire to learn the language. Game also makes students learn better since they have a feeling of making progress and are provided opportunity to practice and omit their fear (Ayu & Murdibjono, 2012). It is supported by Ersoz (2000) who believes that games are highly motivating in foreign language teaching because they are amusing and interesting they can be used to give practices in all language skills and can be used to practice all types of communication.

One of the games which can be employed on speaking class is mingle game that is proposed firstly by Pollard & Hess (1997). Formerly, it is an activity or technique in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics (talking cocktail party style) (Pollard & Hess, 1997:29). A major trait of Mingle activity is that the students stand up and circulate simultaneously, in pairs or small groups, and switch from one classmate to another while speaking, listening, and taking notes. Face-to-face interaction with at least a few other

students is the principal goal. Mingle activity is started by asking different student with the same question and different responses of learning through talk, activities are conducted by moving and walking, use card as a media, use peer and small group of students, base students centered, and lecturer is part of students, and fun. Mingle activities include class questionnaires, matching activities (finding partner), group dictations, and role-plays. The activity does serve an important purpose. It gets students talking and forming sentences. It is repetitive and helps them recognize patterns.

Mingle game has two steps, act mingle and do presentation. On the activity of mingle game, the students do the following activities; (1) The students are shared the card, (2) The students read the information in the card, (3) The students do the conversation through moving and walking down, and (4) teacher controls and facilitates the students. On the presentation, the students do the following activities; (1) the students present the result of Mingle, (2) teacher gives reward to the winner. In practice, it should be developed into some steps which can be used easily by the students in doing speaking (Darmayenti & Nofiadri, 2015)

There are previous studies concerning on the use of mingle game technique. Firstly, a study conducted by Muslim in 2013. He used mingling activities to improve students' speaking ability at islamic junior high school Maarif NU Miftahul Huda Mangunranan seventh grade in academic year 2012 and found it successful. Secondly, a thesis written by Hakim in 2014 dealing with using mingle game to improve the speaking ability of the seventh grade students at SMP Muhammadiyah 2 Mlati showing that students' English speaking learning process improved. Lastly, the journal published by Darmayenti & Nofiadri in 2015 about Mingle model for teaching English

speaking ability for college students at IAIN Imam Bonjol Padang which stated that Mingle model is more effective to improve students on all components of speaking skill and recommended to be implemented.

Based on the previous studies above, the researcher assumes that by using Mingle Game, students have a chance to develop their speaking ability and are able to use English for communication. Thus, the researcher is interested to conduct a research entitled “The Use of Mingle Game to Improve Second Grade Students’ Speaking Achievement at SMAN 1 Bandar Lampung.”

METHODS

Quantitative research was used in which one-group pretest-posttest design was applied. It was used to see the significant difference between before and after being taught by using Mingle Game technique. This research was conducted at the second grade of SMA N 1 Bandar Lampung. One class was chosen as the sample of this research and it was class IPA 5 which consisted of 36 students in second semester of 2016/2017 academic year. For the data collection instruments, pretest and posttest of speaking were administered. The pretest was conducted for 80 minutes. The posttest was administered after treatments and it also took 80 minutes; nevertheless, the researcher gave limitation to the students by giving option lists of situation that will be used in making dialogue. This research was conducted in five meetings: pretest, first treatment, second treatment, third treatment and posttest. The students’ scores from pre-test and post-test were analyzed by using t-test of SPSS 16 program. The gained data were analyzed by the repeated measure T-test.

RESULTS

The pretest was conducted on February 20th, 2017 with time allocated 80 minutes. The students who participated in the pretest were 36 students in class IPA 5. The students were given five situations as the topic on making dialogue conversation. The students were working in pair. The mean score was 62.97. The highest score was 74 and the lowest score was 46. The median was 63. The mode was 63.

The post test was administered in order to see the students’ speaking achievement after being taught through Mingle Game technique. The posttest was conducted on March 20th, 2017. The instrument using in the post test was still the same as the pre-test but with different topics. From the result, it was found that the mean score was 73.25. The lowest score was 62 and the highest score was 82. The median was 73.5 and the mode was 73. The result of the improvement in each aspect of speaking as presented in the table below.

Table 1. The Improvement in Each Aspect of Speaking

N	Components	Pre-test	Posttest	Improvement
1	Pronunciation	61.94	72	10.06
2	Fluency	62.31	71.97	9.66
3	Comprehensibility	62.36	75.58	13.22
	Total	186.61	219.55	32.94

From the result above it can be seen that the use of Mingle game can improve all aspects of speaking. The aspect of speaking that is improved the most is comprehensibility with increase 13.22, and the second is pronunciation with increase

10.06, then followed by fluency with increase 9.66.

Table 2. Paired Sample Test

	Paired Differences					T	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pretest - Posttest	-11.2778	3.67704	.61284	-12.52191	-10.03365	-18.402	.000

It can be seen from the table that the result of t-test shows that t-value is 18.402 with two tail significance level shows $p < 0.05$ ($p = .000$). The significance level is 0.000 it means that the result of the test is can be trusted 100%. The use of t-test here is to see the difference between mean score in pretest and posttest. The difference of mean score in pretest and posttest is 18.402 and it shows that the result of posttest is bigger than in pretest, indicating that H_0 is rejected and H_1 is accepted. Thus, it can be inferred that the use of Mingle Game technique can improve students' speaking achievement.

Furthermore, besides seeing the improvement of students' speaking achievement, the researcher also conducted pre-test and posttest to know the pattern of their speaking achievement by comparing the score of both tests. Then the researcher categorized the students based on the score they got. Thus, the researcher was able to figure out how the pattern of students' speaking achievement between pre-test and posttest after being taught through Mingle Game technique. The following table shows the students' speaking achievement between pre-test and posttest.

Table 3 Students Speaking Achievement in Speaking Pretest and Posttest

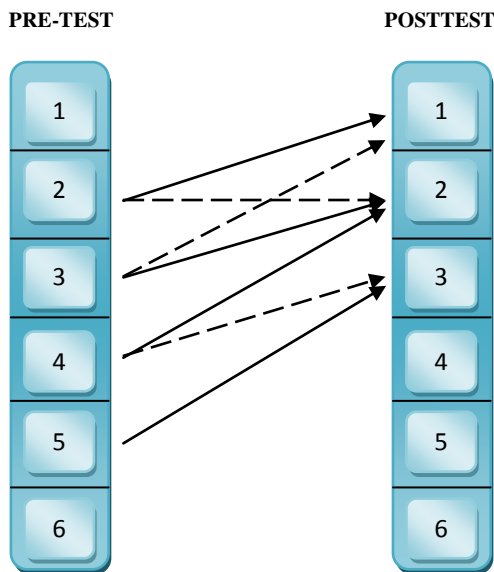
No.	Students' interval	Pre-test		Students' interval	Post-test	
		Freq.	%		Freq.	%
1	80-89	-	0%	80-89	3	8.33%
2	70-79	3	8.33%	70-79	28	77.78%
3	60-69	21	58.33%	60-69	5	13.89%
4	50-59	11	30.56%	50-59	-	0%
5	40-49	1	2.78%	40-49	-	0%
6	30-39	-	0%	30-39	-	0%
Total		15	100%		15	100%

Table 3 shows that students in the class were categorized to some intervals based on the score they got according to speaking scale proposed by Heaton (1991). The students can be in the same and/or different interval for their pre-test and posttest. According to the interval of pre-test, it appears that students' scores get into 4 categories which are interval 2, 3, 4, and 5. While in the posttest, it emerges that students' scores get into 3 categories which are interval 1, 2, and 3. It implies that students make a significant improvement in their achievement.

Furthermore, how the pattern of students' speaking achievement can be seen from the picture below,

Picture 4.1 The Pattern of Students' Speaking

Achievement



The solid arrow indicates the majority of the group while the dash arrow indicates the minority. There are 3 students of interval 2 in pre-test. But only 2 of them came into interval 1 in the posttest, the other one was still in the interval 2. So, most students of interval 2 in pre-test improve their score and got in interval 1. Then, there are 21 students who belong to interval 3 in pre-test, 20 of them rose to interval 2 in the posttest and only one was in interval 1. After that, 11 students of interval 4 got into 2 intervals on posttest, 7 in interval 2 and 4 in interval 3. Last, the only student who was in interval 5 improved the score and became in the interval 3 for posttest. However, all students in the class improved their score.

DISCUSSIONS

The aim of the research is to find out whether or not there is any significant difference of students' speaking achievement after being taught through Mingle Game technique. The students' score of pretest and posttest were compared to determine the students' improvement. It showed that the mean

score of pretest and posttest were improved. It implies that the Mingle Game technique had positive effect on students' speaking achievement.

On the other hand, besides the improvement of the students' speaking achievement, it also analyzed the pattern of students' speaking achievement. Therefore it makes the result of this research deeper and more specific. As a result in order to find out whether or not there was any significant difference on students' speaking achievement after being taught through Mingle Game technique, the data was analyzed by using Independent Group T-test to measure the data from pretest and posttest score and to explore the pattern of students' speaking achievement, the scores of pre-test and posttest were categorized manually.

Based on the result of pretest and posttest, it shows that there was a significant difference of students' speaking achievement after being taught through Mingle Game technique. It means that mingle game can improve students' speaking achievement. It is also in line with Muslim (2013) who said that there is good influence to the speaking ability of junior high school students after he gave the treatment (mingling activity).

In the pre-test, the average score of three aspects of speaking (pronunciation, fluency, comprehensibility tended to be low compared with the maximum score which is proposed by Heaton (1991). It implies that students' pronunciation is still moderately influenced by the mother tongue and there are a few grammatical and lexical errors that causes confusion. They also search for the words when having a conversation and make some unnatural pauses which lead them to be not really fluent in speaking. However, most of what students say is easy to follow and their intention is always clear but several interruption are necessary to

help them to convey the message or to seek clarification. So, the researcher found comprehensibility is the highest aspect achieved by the students in the pre-test while pronunciation is the lowest. This happened because in having a dialogue, students just needed to speak up without thought about the pronunciation. They tried to comprehend the question that their friends given to them to give the appropriate response.

However, this finding is in contrast with the previous research conducted by Darmayenti & Nofiadri (2015). In her study, she took five aspects of speaking (fluency, pronunciation, vocabulary, grammar, comprehensibility) and found fluency as the highest aspect achieved by the students in pre-test while grammar is the lowest.

In the posttest, the average score of three aspects of speaking (pronunciation, fluency, comprehensibility) tended to be higher compared with the average score of three aspects of speaking in pre-test. It implies that students' pronunciation is just slightly influenced by the mother tongue. There are a few minor grammatical and lexical errors but most utterances are correct. Then smooth delivery on the whole and only a few unnatural pauses were found. The students' intention and general meaning are also fairly clear when speaking. Thus, comprehensibility was still the highest aspect achieved by the students in posttest, but the place for pronunciation as the lowest aspect was replaced by fluency because its score rose up and become higher than fluency. It is because the students were get used with the expression and the vocabularies were easy to understand by the students. They could understand the material which had been delivered by the researcher easily. So, the students comprehended the instructions in speaking test, and tried to give their response although they could not speak fluently. Besides, in treatments,

students were get used to give respond directly to their friends' questions so that the students could answer well and correctly. When the students could answer or express well and correctly, it showed that the students could comprehend well.

The result of posttest still showed that comprehension became the highest and fluency became the lowest. Despite being lowest in posttest, students were able to have conversation more fluently than pre-test although they were still making pauses. That was because their frequency of speaking increased through Mingle Game. All students could also pronounce the word better than in pre-test for in treatments the researcher always showed the students how to pronounce the words or sentences in appropriate way better than in pre-test. After that, their comprehension improved since in treatments the researcher used common expression and emphasized the students understanding so that they could comprehend better that in pre-test.

However, this finding is different from the research conducted by Darmayenti & Nofiadri (2015). She found fluency as the highest aspect and pronunciation is the lowest in the posttest.

The second issue was how the pattern of students' speaking achievement improved from pre-test to posttest. As it was seen in the result, all students improved their achievement after getting a treatment from the researcher by using Mingle Game. Nevertheless, not all students have same improvement of their achievement. To find out how the pattern of speaking achievement was, the researcher used speaking scale proposed by Heaton (1991) as students intervals to categorize the score that students got in pre-test and posttest. Then, she analyzed the improvement of each student's speaking achievement between pre-test and posttest to see the pattern. Therefore, the

researcher found that students tended to go up one and/or two intervals after they were taught by using mingle game. This is because Mingle Game technique can allow constant repetition of a particular question or collection of the opinions of many students. This activity gives students the opportunity to repeat the same utterance several times, which gradually raises confidence in their use of English. The students repeat for several times on the same expression. It causes the students are able to speak fluently (Harmer, 2001). Mingle Game technique as the treatment also requires all students' involvement and they promote friendly competition; therefore, it is very important that students have a cooperative attitude. In addition, it is not only for more fun, but also more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence (Darmayenti, 2013).

As has been noted, researcher found that students speaking achievement could be improved after the use of Mingle Game technique since it not only help students to be more confident in speaking, but also make them drill their speaking by asking same question yet they do not feel bored because they get various answers. In short, this technique is successfully able to improve students' speaking achievement.

CONCLUSIONS

There is a significant difference in students' speaking achievement after being taught by using Mingle Game

technique at second grade students of SMA N 1 Bandar Lampung. After the use of Mingle Game technique, students speaking achievement improves since Mingle Game is a technique that provide the students to be more active and confident in speaking. In terms of the pattern, students with moderate achievement in speaking tend to be dominant in getting improved in the class although all students actually improved. Their achievement in posttest can be three times higher than in the pre-test compared to the students with low and high achievement who make less significant difference between pre-test and posttest.

SUGGESTIONS

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. For the teacher

It is suggested to use Mingle Game technique in teaching speaking. Teacher is difficult to handle big class in applying this technique. So, the teacher should be able to manage the class by giving more attentions to students. It can be done by monitoring students' activity frequently, whether they are active or not during the teaching leaning activity. The teacher should walk around and also pay attention for each student.

2. For future research

It is suggested to conduct a research using Mingle Game technique with different English proficiency level, method, and variable.

REFERENCES

- Alfi, I. (2015). *Improving the students' speaking skills through communicative games for the grade VIII students of MTS N Ngemplak*. Yogyakarta State University, Indonesia.
- Ayu, L. D., & Murdibjono. (2012). *The use of games in teaching English at SMAN 2 Pare*. English Department, Faculty of Letters, State University of Malang.
- Darmayenti. (2013). *Development mingle model for integrated teaching English for college students of State Institute for Islamic Studies Imam Bonjol Padang*. DIPA 2013 IAIN Imam Bonjol Padang.
- Darmayenti, & Nofiadri. N. (2015). *Mingle model for teaching English speaking skill for college students*, 22(1), 1-9. State Institute for Islamic Studies Imam Bonjol, Padang.
- Ersoz, A. (2000). Six games for the EFL/ESL classroom. *The internet TESL journal*, 6(6). Retrieved October, 2016 from <http://iteslj.org/Lessons/Ersoz-Games.html>
- Hakim, A. N. (2014). *Using English mingle game to improve the speaking ability of the seventh grade students at SMP Muhammadiyah 2 Mlati in the academic year of 2013/2014*. Yogyakarta State University, Indonesia.
- Harmer, J. (2001). *The practice of English language teaching*. Pearson Education Ltd.
- Heaton, J.B. (1991). *Language testing modern English publications*. London: Longman
- Muslim, A. K. (2013). *The effectiveness of using mingling activity to improve the students' speaking ability at islamic junior high school Maarif Nu Miftahul Huda Mangunranan grade VII in academic year 2012/2013*. Muhammadiyah University of Purworejo, Indonesia.
- Polard, L., & Hess, N. (1997). *Zero prep: ready to go activities for teachers*. Herforthshire: Prentice Hall.