Mingle Game To Improve Students' Speaking Ability At The Seventh Grade Students Of SMP Pangudi Luhur Sukaraja

Annisa Fatmalati [1], Zulaikah [2], Muhammad Zainuddin Afas [3]
[1,2,3] Universitas Nurul Huda Sukaraja

Jl. Kota Baru, Sukaraja, OKU Timur, Sumatera Selatan
Korespondensi penulis: nisafatma3102@gmail.com

Abstract. *The objective of the research was to find out whether or not there is any significant difference between students who are taught by using Mingle Game and students who are not taught by using Mingle Game in speaking ability at the seventh grader of SMP Pangudi Luhur Sukaraja. The population of the research was the seventh grade students' of SMP Pangudi Luhur Sukaraja consist of 44 students and the sample consist of 22 students. The sample of this research was taken by purposive sampling. The method of this research was quantitative method and the design was quasi experimental design. The instrument of this research was used oral test. The value of $t_{obtain} = 8.492$ is higher than $t_{table} = 2.021$. The value of sig (2 tailed) = 0.00 less than the value significant level (0.05). Finally the researcher concluded that Alternative Hypothesis (H_a) of this study was accepted and Null Hypothesis (H_0) of this study was rejected.*

Keywords: Mingle Game, Improve, Speaking Ability

BACKGROUND

Language is a tool of communication between member of society in the form of sound symbols produced by human speech organ (Devianty, 2017). Language is used by human to know and understand each other and how they communication. Then humans live side by side with nature and are never separated from social life. One of them is communicating with each other to find about their daily lives. 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 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 introduce students to listening practice while they are explaining materials in teaching learning process. As a result, students get problem in speaking because they are not used to it and are not given the opportunity to practice speaking. Therefore, the teacher must divide the portions when teaching.

According to (Al Hosni, 2014), there are many factors that cause difficulty in speaking, and they are as follows: First, inhabitation. Students are worried about making mistakes, fearful of criticism or simply shy. Second, nothing to say. Students have no motive to express themselves. Third, low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Fourth, mother tongue use. There are numerous ways to improve

learning speaking skill. One of the alternative ways to create learning English especially in speaking English becomes educational and joy is using a games (EGA, 2020).

One way to create students' competency in talking English well is through repairing instructing handle slowly. English instructing that centres on talking should be more emphasized on person attention in arrange to pick up instructing reason. Teaching handle ought to be overseen in enjoyable, fun, dynamic, and less weight atmosphere. To make a lesson with those interesting circumstances, teachers can implement a few method by utilizing amusement because it makes an environment that will enhance the students' carve to memorize 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). Students were motivated to be more involved and energetic in the classroom by plying mingle game (Ilinawati & Sijono, 2020). It provides students with more opportunities to practice speaking with a variety of students and material.

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).

A major trait characteristic of mingle movement is that the understudies stand up and circulate at the same time, in sets or small bunches, and switch from one classmate to another whereas talking, listening, and taking notes. Face to face interaction with a slightest a couple of other students is the vital objective. Mingle activity is begun by inquiring distinctive student with the same address and different reactions of learning through talk, exercises are conducted by moving and strolling, utilize card as a media, utilize peer and little bunch of understudies, base understudies centred, and teacher is portion of understudies, and fun. Mingle exercises incorporate course questionnaires, coordinating exercises (finding partner), gather dictations, and role-plays. It is dreary and helps them recognize design. In practice, it should be developed into some steps which can be used easily by the students in doing speaking (Darmayenti, 2015).

RESEARCH METHOD

1. Research Design

In this research, the researcher used quantitative method. Quantitative Research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. According to Sugiyono (2017: 54) stated that quantitative research has two method commonly

used, namely survey method and experimental method. There are three kind of experimental methods, namely pre-experimental design, true experimental design, and quasi experimental design (Sugiyono, 2017). The researcher used a quasi-experimental design consisting of the one group experimental class and one group control class.

2. Population and Sample

The population of this research is all of seventh grade students in SMP Pangudi Luhur Sukaraja in the academic year 2022/2023. In this research, the researcher used purposive sampling and the researcher took two classes based on the consideration that focus on a particular goal. According to (Suharsimi Arikunto, 2021) stated that purposive sampling is technique of taking samples with not based random, but based on the consideration that focus on a particular goal. The instrumentation of this research was oral test.

A. Validity

according to Sugiyono (2017: 121) a valid instrument means that the measuring instrument used to obtain data (measure) is valid. Valid instrument means that the measuring instrument used to obtain data (measure) is valid. The validators were English teacher of SMP Pangudi Luhur Sukaraja.

B. Reliability

According to Sugiyono (2017: 130), reliability test is the extent to which the measurement result using the same object, will be generate the same data. Instrument that can be trusted, which are reliable produce reliable data as well. Reliability itself means trust worthy and reliable.

Table Criteria of Correlation Coefficient Interpretation

Interval of Coefficient	Grade of Correlation
0.8 – 1.000	Very high
0.60 – 0.799	High
0.40 – 0.599	Medium
0.20 – 0.399	Low
0.00 – 0.199	Very low

3. Technique of Collecting the Data

The researcher collecting the data by giving an oral test with one topic based on 3 themes at two class. First of all, the researcher gave the pre-test to the students both class. After that, the researcher gave different treatment in teaching and learning speaking. The treatment using mingle game only gave to the experimental group. Then, researcher gave the post test

the students both class as comparison and the evaluation of the students' before and after treatments done.

4. Technique of Analyzing the Data

In analyzing the data, the researcher analyzed the data for both classes. The researcher used T-test formula which is suggested by Suharsimi Arikunto. After calculated the data by using t-test formula, the result were compared with t-table with level of significance 0.05 and the degree of freedom (df)= N-2, N= Total of population of experiment and control class. Then, the researcher answered the two hypothesis stated in this research and stated the data descriptions.

FINDING AND DISCUSSION

1. Description of the Data

The data of this research was got based on the research that had been done by the researcher at SMP Pangudi Luhur Sukaraja. The population of the research was the seventh grade. Meanwhile, the sample was class VII 1 as the experimental class there are 22 students and the researcher took all of students as the sample. And class VII 2 as the control class there are 22 students and the researcher took all of the students as the sample. The description of the data in both of the experimental class and control class can be seen in the next table:

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experiment	22	46	68	58.59	6.115
Post Test Experiment	22	72	94	81.09	6.472
Pre Test Control	22	44	64	53.63	5.644
Post Test Control	22	52	76	64.09	6.802
Valid N (listwise)	22				

2. Analysis of the Data

In this research there are two data analyze, pre-test and post-test. After getting the mean score and standard deviation, the researcher got t-obtained. The data were calculated by using t-test.

Table Compere of statistical data in pretest and posttest (Experiment class and Control class)

	Class	N	Maximum	Minimum	Mean	Std. Deviation
Pre-test	Experiment Class	22	68	46	58.59	6.115

	Control Class	22	64	44	53.63	5.644
Post-test	Experiment Class	22	94	72	81.09	6.472
	Control Class	22	76	52	64.09	6.802

The table above shows the data from pre-test and post-test of experimental class and the data from pre-test and post-test of control class. In pre-test of experimental class there were 22 students, the maximum score was 68, the minimum score was 46, mean was 58.59, and Std. Deviation was 6.115. Pre-test control class there were 22 students, the maximum score was 64, the minimum score was 44, mean was 53.63, and Std. Deviation was 5.644. Meanwhile, in post-test of experimental class there were 22 students, the maximum score was 94, the minimum score was 72, mean was 81.09, and Std. Deviation was 6.472. Post-test control class there were 22 students, the maximum score was 76, the minimum score was 52, mean was 6.409, and Std. Deviation was 6.802.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Using Mingle Game	.203	22	.019	.925	22	.097
Without Mingle Game	.133	22	.200	.957	22	.436

a. Lilliefors Significance Correction

Based on the calculation on the statistics above, the result of normality showed the significant value of speaking using Mingle game as English learning material was higher than 0.05, which has 0.09, it meant that the distribution of the data in speaking using mingle game as English learning material was normal. Meanwhile, speaking without using mingle game material has a significant value 0.4, which was also higher than 0.05. It meant that the distribution of the data without using mingle game material was also normal.

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.243	1	42	.624

Based on the table above, the calculation of Lavene Statistic used SPSS 21, it was found that the value of sig. was 0.624, it was higher than value of sig. (0.05). So it meant that the sample taken from control and experimental class were homogeneous.

3. Testing of Hypothesis

There is significance of using mingle game better than the students who are not taught by using mingle game in improving students' speaking ability.

Ha: There is significant different between students who are taught by using Mingle Game and the students who are not taught by using Mingle Game in teaching speaking ability at the seventh grade students of SMP Pangudi Luhur Sukaraja.

Ho: There is no any significant different between students who are taught by using Mingle Game and the students who are not taught by using Mingle Game in teaching speaking ability at the seventh grade students of SMP Pangudi Luhur Sukaraja

The researcher used t-test formula through comparing the post test of experiment class and control class through SPSS to measure wether the hypothesis would be accepted or rejected.

Table Group Statistics

Group Statistics

	Post test	N	Mean	Std. Deviation
Post test	Experimental Class	22	81.09	6.472
	Control Class	22	64.09	6.802

DISCUSSION

In this research, the researcher gave the pre-test before treatment and the researcher found many students that got low score in their pre-test. After the pre-test the researcher make a treatment and the researcher gave a post-test to the students. And the researcher found that there are high score from some students which difference score between pre-test and post-test. These students got high score in their post-test after the treatment. The researcher got the mean score and the standard deviation of pre-test and post-test after both of tests were done. Based on the analyzed data, the result of both tests were gained would be calculated by comparing the score and using t-test. It was found that there was significant effect of using mingle game to improve students' speaking ability.

The finding of the research shows that mingle game was an effective strategy for students on speaking ability. It was clear from the comparison between the mean score post-test of experimental class and control class was 81.09 was higher than the mean score post-test of control class was 64.09. Based on testing the hypothesis Ha was accepted

and Ho was rejected. It means that there was significant effect of using mingle game to improve students' speaking ability.

To sum up, the use mingle game an effective that can be used by the teacher in teaching speaking. In other word, it means that the mingle game is useful and can help the teacher and students achieve the aim of teaching learning process, especially in teaching and learning speaking. It can be concluded that the mingle game strategy is useful in helping the students to improve their speaking ability.

CONCLUSSION AND SUGESSTION

Based on the finding and discussion of the research is about mingle game to improve students' speaking ability. And the result showed that mingle game is effective to improve students' speaking ability, because there is significant difference effect between students' speaking ability who were taught by using mingle game at seventh grade students of SMP Pangudi Luhur Sukaraja. Mingle game gave significant difference effect to improve students' speaking ability in dialogue. This mingle game is suggested to used the teacher in teaching and learning especially in speaking ability. Study and enjoying playing the game, fun, and the students can be more active, attractive and easily understood. For the other researcher hopes this research can be used as previous related study. For this reason, the researcher hopes these suggestion can be accepted and done as well as possible by all the readers.

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