MINGLE GAME FOR TEACHING SPEAKING

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ABSTRACT

Speaking is the important skills that need to be mastered by the learners. Despite those important of speaking, there are many problems in learning speaking. Mingle can be modified into new model for teaching speaking. Basically, it is an activity where the students stand, talk to each other's, and circulate from one to another by moving around. The purposes of this research were to (1) describe the utilization of Mingle Game in teaching speaking at Azmania Ponorogo, (2) What the factors influencing the Mingle are (3) How the students' responses are. This research applied qualitative approach and case-study design. The techniques of collecting the data were interview, observation and documentation. The subject was taken from the 25 students of the second grade class of Azmania Junior High School Ponorogo. The result of this research revealed that (1) The teacher used three steps pre-activity, main, and post activity .(2) The factors influencing the successful implementation of Mingle game at Azmania are the students' motivation, activities, rules, students' seat, clear instruction, and preparation. (3) In implementing the Mingle game, there were good and negative responses. Some of them said that they were enjoyed while playing this game. But some of them said that this game is difficult and needs a lot of energy. The responses from the students' can be a basic evaluation to create more effective activities.

Keywords: Mingle game, teaching speaking

INTRODUCTION

Speaking is one of the most important skills to be developed in order to gain the effective communication. According to Chaney, Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[1] Speaking is a crucial part in language learning. Despite those importances of speaking, there are many problems in teaching speaking. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.[2] However, today's world requires that the goal of teaching speaking should improve students' communicative skills. Only in that way, students can express themselves and learn how to follow social and cultural rules and context that appropriate in each communicative circumstance.

In this study the researcher did the preliminary observation at the one of the newest Islamic Boarding School in Ponorogo, which is Azmania Islamic Boarding School Ponorogo. It is Islamic Boarding School which concerns not only in academic and religious terms but also in students' ability to speak the foreign language. Therefore, in their daily conversation they should use English language and Arabic language. Their ability to speak foreign language especially English language is influenced by the time they practice their speaking ability orally. Azmania Islamic Boarding School Ponorogo environment

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[1] HayriyeKayi, *"Teaching Speaking: Activities to Promote Speaking in a Second Language"*. The Internet TESL Journal. Vol. XII, No. 11, University of Nevada 2011, 1.

[2] Ibid. Hal.1.

is designed to make the students feel comfort to speak the foreign language naturally. Therefore, the teacher should conduct the teaching and learning process in interesting way.

One of the language games which can be developed on speaking class is Mingle game as practiced by the teacher in Azmania Islamic Boarding School Ponorogo. Mingle which is proposed firstly by Pollard and Hess can be modified into new model for teaching speaking skill. Formerly, it is an activity or technique in which students stand up and circulate with one another, and talk to people especially at a social event and various topics. The unique one of a 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 principle goal. It comes as a set of 20 cards and each card has a unique question designed specifically for the group. Mingle activity is started by asking different students with the same question and different responses learn through talk, activities are conducted by moving and walking, use card as students media, use peer and small group of students, based students centre, and teacher is part of students.[3] Mingle activities include class questioners, matching activities, group dictation, and role plays. The activity does serve an important purpose. It gets students talking and forming sentences. It is receptive and helps them recognize patterns.

According to Hall Houston, Mingle Games is an activity in which students move around and talk to each other to get some information needed. These Mingle activities are designed to practice question asking and answering questions.[4] The activity in Mingling Games technique make the students become more active to speak in group activity. Teacher can be teaching speaking communicatively using this technique to motivate the students and also to increase the students' ability to communicate in English.

The Mingle Games require students to tell each other what they really think about a special topic that given. By asking and answering questions on cards, the students get the opportunity to say what they really think about something and to discuss a topic in depth and to express their emotions. The teacher may need to pre-teach certain vocabulary items and/or a specific structure, but once the activity begins, it is up to the students to express themselves.[5]Based on those theories, through the interesting speaking activities such as the mingle games, the teacher can encourage students to experience and create the language more. So, it will allow them to make mistakes without fear of embarrassment. It will develop their self-confidence and their motivation as a speaker to learn more. Therefore, the mingle game is also exploited in many activity types, such as, interview, role play, comment and response, even sharing some topics.

Regarding from those reasons, this research goals are to describe how the utilization of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo is, to know what the factors influencing the successful implementation of Mingle Game at second grade students of Azmania Islamic Junior High School Ponorogo are, and to know how students' responses towards the implementation of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo are. Hopefully, this research will give some useful information about the utilization of Mingle game in teaching speaking for students, teachers, and all of the readers.. This research is expected to be used as a reference for other researchers to conduct a reasearch in teaching and learning process.

METHODS

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[3] Darmayenti, Nofel Nofiandri, *"Mingle Model for Teaching English Speaking Skill for College Students"*, Al-Ta'lim Journal.(2015 Vol.22, p.6-7) journal.tarbiyahiainin.ac.id

[4] Hall Houston, *"Mastering the Mingle"*, IH Journal.(Issue:33, 2012, P.32) ihworld.com

[5]Polard& Hess, *" Zero prep: ready to go activities for teachers"*. (Herforthshire: Prentice Hall(1997) p. 29

This research applies a qualitative research. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of social and cultural settings in which such behavior occurs. It does by analyzing words rather than number, and by reporting the detailed views of the people who have been studied[6]. In this research, the researcher selects a case study design. According to P.V Young, Case study is a method of exploring and analyzing the life of a social unit of a person, a family, institution, culture group, or even an entire community.[7]

This study is descriptive research and it is classified into a case study. Case study is a detailed examination of on single depository, one setting, or one particular event. In this study, the data is collected naturally by the teacher's utilization of Mingle game in teaching speaking at Azmania Islamic Boarding School Ponorogo. This study conducts an interview with the English teachers and the second grade students of this school. The researcher plays a role as an observer and interviewer. Therefore, the details will be analyzed and presented in a form of description.

The data collection is the accumulation of specific evidence of data that will enable the researcher to properly analyze the results of all activities by her research design and procedures.[8] The technique of collecting data is the way the researcher do for collecting the data in the research. In this research, the researcher use some technique in collecting thee data. Those are interview, observation, and studying the documents file of the institution.

Data analysis is the process of systematically searching the interview transcript, field notes, and other materials that accumulating to increase your own understanding of them and to enable you to present what you have discovered other.[9] There are three components of analysing this reasearch. Data analysis defines as consisting of three current flows of activity: data reduction, data display, and conclusion drawing/verification.

FINDINGS

Education should be held in the framework of humanism to developing the potential of the students according to their nature as *"Khalifatullah"* and *"Abdillah"*. Therefore, education must be a process of understanding, building, motivating, and affirming the maturity of the students based on Islamic value as stated in the Qur'an and Hadith. Those are the basic framework that Azmania Islamic Boarding School Ponorogo is established and organized.

Azmania foundation as stated in the charter of association, it is engaged in social and religious affairs. As an actualization of the field of movement, the Azmania Foundation is committed to growth a young generation who are superior in their Islamic character, good academic achievement, a strong Islamic faith, morality, talented, and healty.

Azmania Islamic Boarding School Ponorogo was one of education institution, which was established since 2016. In 2016, it was stood by Azmania Foundation *(Yayasan Azmania).* Azmania Islamic Boarding School Ponorogo located in Letjen Suprapto Street, No. 85, Ronowijayan, Siman, Ponorogo. This institution consisted of SMP and SMA Azmania Ponorogo. Azmania Islamic Boarding School Ponorogo was in accordance with the permission of the establishment of office of the Ministery Education, No. 421.3/5984/405.08/2016 with the statistic number of institution (NPSN) 69956471. Azmania Islamic Boarding School Ponorogo registered as accreditation school B. Azmania Islamic Boarding School Ponorogo is organized by referring to the National Education Curriculum (KTSP) and added to the

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[6] M. A. Latief, *Research Methods on Language Learning.* (UM Press: Malang, 2013), 76.

[7] Yogesh Kumar Singh, *Fundamental of Research Methodology* (New Delhi: New age International (p) Ltd., Publishers, 2006), 146.

[8] Yogesh Kumar Singh, Fundamental of Research Methodology (New Delhi: New Age International (P) Ltd., Publishers, 2006), 212.

[9] Nicola Headlam, Research Methods Textbook (CLES, 1986), 39.

institution-specific curriculum as the characteristic of Azmania Islamic Boarding School Ponorogo. Both curriculum are developed and integrated to produce graduates who are superior and having Islamic character.

The researcher conducted an observation on Monday, 16th March 2020. Based on the observation that the researcher conducted observation in second grade students of Azmania Islamic Boarding School Ponorogo, the researcher found the information related to the use of Mingle game in teaching speaking at second grade students of Azmania Islamic Boarding School Ponorogo. The result of the data was as the following:

1. Pre-activity (Apperception)

    When entering the class, Miss. Vivi started the lesson by greeting and checking the students' attendance list. Before going to the lesson, she drilled the students to reviewing the material given and gave brief explanation about the material given to make sure they have understood about all the material. Miss Vivi gave some example of the expression that students use in a Mingle game activity and tried to get more chance to talk to them by using role play. Miss. Vivi also prepared all the things and media that she needed to support the implementation of Mingle game in speaking class, such as: papers, whiteboard, and some questions. In teaching and learning process, the teacher used direct method. Miss. Vivi taught by using English. In teaching and learning process, the media that Miss. Vivi used are book, whiteboard, and material paper. The teacher asked the students to sit in circle model.

2. Main Activity

    In teaching and learning process, the teacher used direct method. Miss. Vivi taught them by using English. In teaching and learning process, the media that Miss. Vivi used are book, whiteboard, and material paper. The first step in main activity was orienting the topic and rule to the students. The teacher told the students that we would apply Mingle game. The topic was "The Dangerous Things We Ever Do". The rule was arranging by the teacher. The rules included they way to play, and the time that they need. On the activity of mingle game, after explained and informed the rule and topic, the teacher confirmed that the students get it. Then, the students started the game and acted the Mingle. They did the following activities:

    a. The students divided into two groups. The first group namely inner circle and the second one namely outer circleThe students shared the paper to take some notes. The teacher remained the students that they could write only the important point and also wrote the name of the person that they ever asked before.

    b. The students got 2 minutes to remember about the expression that relate to the topic. They closed their book when playing the game.

    c. The teacher explained the rule of the Mingle game. The students in the outer circle asked the students in inner circle. The outer would be an interviewer and inner would be an interviewee. The question should be related to the topic "The Dangerous Things that We Ever Do". They asked question to the different person.

    d. In every 2 minutes the students in the outer circle moved to their left. Then, they started to ask the question to the different person while taking some notes.

    e. After 8 minutes the teacher gave the instruction those students in the outer changes to be the inner. Then, started to ask and answer the question.

f. At the end of the game, they teacher asked to the students about the information that they got.

The teacher was a controller. The students spoke to one another and everybody have a chance to speak. They talked each other by moving around. The class situation was enjoyable, funny, and communicative. All the students did what they teacher said before. When they got some problems they asked to the teacher. The teacher moved around to make sure everything in class was fine.

3. Post Activity

In the last part, the teacher asked to the students to sit down. The teacher started to ask some students about the information that they got. Then the teacher asked them to present the information in a front of the class. Then, the students explained about the dangerous things that their friends ever do. While they were performing the teacher asked the students to pay more attention to the grammar, vocabulary, and pronunciation of their friends' performance. After finishing the activities, the teacher and students discussed about the topic that they have learn and concluded they material. The teacher asked them to gather the notes as a part of the assessment.

In doing the mingle, there are pre- activity, main activity, and post activity. In the pre-activity includes preparing all the media and things that needed, warming up, and set the rule. Second, main activity includes orienting, exploring, and interpreting the topic that given. In the main activity the teacher explained the rule and the way how to play the game. After the students understood they acted the mingle game. When the students acted the mingle game the teacher was a controller. The teacher confirmed everything was fine. The last one, post activity includes performance, conclusion and reflection. It is when the students presenting the point or reviewing the point. After finishing the game the teacher and students concluded and correcting the grammar and pronunciation of the students. The teacher took the assessment from the performance and their notes.

From the observation and interview above, the researcher concluded that there are some factor that influencing the successful implementation of Mingle game. Those are students' motivation, activities, setting, students' seat, clear instruction, and well preparation of media and material. Every factor gives their own impact in the implementation of mingle games.

The researcher conducted an interview to the students and the teacher to know their responses about Mingle game. The students' point of view is the important aspect to know the progress. Basically most of the second grade students of Azmania Islamic Boarding School Ponorogo are advanced in their English. In their daily life they use English and Arabic. The researcher asked to all of the students in the second grade with the same question *"what do you think about Mingle Game? What do you feel when applying this game?".*The researcher conducted an interview with the students and the teacher on 24th March 2010.There were different responses from the students. Most of them gave the positive responses about the Mingle game. But some of them gave the negative responses about Mingle game.

The researcher concluded that there was some students' response that they enjoy the Mingle game but they still got difficult in acting the game. They might be difficult in the way how to play the game. Therefore, they felt confused of it. Some of them said that this game made them feel hungry. As the teacher said before that this game need a lot of energy. But from the entire interview most of them gave a positive impact to their speaking skill. They spoke with no worry to their friends. They also knew how to practice their vocabulary in a real situation.

DISCUSSION

The activity in English classroom should be encouraging the students to be able to communicate in English directly. It happens to increase the students' motivation in learning English itself. The teacher

used some steps to improve the students' motivation and ability in learning English in the classroom. The activity in Mingling Games technique make the students become more active to speak in group activity. Teacher can be teaching speaking communicatively using this technique to motivate the students and also to increase the students' ability to communicate in English.

The implementation of mingle game in teaching speaking in Azmania Islamic Boarding School ponorogo was going well. Weather the result of the activities or the students' responses is good. In the first observation, Miss Vivi taught them about the expression of *how to warning someone*. For the second observation, Miss. Vivi taught them about *how to direct someone*. To make sure that they were understood enough about the material, Miss Vivi gave them exercise by using Mingle game. They were so excited to playing this game. Mingle games has three steps. First, pre-activity includes preparing all the media and things that needed, warming up, and set the rule. Second, main activity includes orienting, exploring, and interpreting the topic that given. It is when the students act the mingle game. The last one, post activity includes conclusion and reflection. It is when the students presenting the point or reviewing the point.

Based on the observation, the researcher knows that there are some steps that the teacher uses when implementing the mingle game in speaking class:

1. Pre-activity (Apperception)

   Miss. Vivi enters the class and starts the lesson by greeting and checking the students' attendance list. Before going to the lesson, the teacher drills the students to reviewing the material given and gives brief explanation about the material given to make sure they have understood about all the material. The teacher gives some example of the expression that students use in a Mingle game activity and try to get more chance to talk to them by using role play. The teacher prepares all the things and media that she needed to support the implementation of Mingle game in speaking class. The teacher teaches them by using English. In teaching and learning process, the teacher uses book, whiteboard, and material paper as a media. Then, the teacher asks the students to sit in circle model.

   It is also related to the theory from Hall Houston, he stated that there are some activity before doing the Mingle game.

   Before mingle:

   a. Complete everything that need before starting the activity such as the teaching material, media, and students' worksheet is acquired.
   b. Manage the containing classroom, the number of students, tables, and desks.
   c. Plan how to present the activity to the students. The teacher may give the basic rules of mingle activities if it is needed.
   d. The teacher may demonstrate before beginning and the teacher can provide the rules in the students' first language.[10]

   Being a successful speaking activity, the teacher needs to do good preparation. On the first steps of Mingle game includes preparing all the media and things that needed, arming up, and set the rule. The teacher should prepare all of the material and the media. Make sure them ready is the key.

2. Main Activity

   In teaching and learning process, the teacher uses direct method. The teacher teaches them by using English. The first step in main activity is orienting the topic and rule to the

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[10] Hall Houston, "*Mastering the Mingle*", IH Journal.(Issue:33, 2012, p.33) ihworld.com

students. The teacher tells the students that they will apply Mingle game. The rule is arranged by the teacher. The rules include the way to play, and the time that they need. On the activity of mingle game, the teacher explain those rules and the students do the following activities:

a. The teacher divides the students into two groups. The first group namely inner circle and the second one namely outer circle.

b. The teacher shares some papers to the students to take some notes. The teacher remains the students that they can write only the important point and also write the name of the person that they ask. The students get 2 minutes to remember about the expression that relate to the topic. They should close their book when playing the game.

c. The teacher explains the rule that the students in the outer circle ask to the students in inner circle. The outer is an interviewer and inner is an interviewee. The question should be relates to the topic. They can ask same question to the different person. In every 2 minutes the students in the outer circle move to their left. Then, start to ask the question to the different person while taking some notes.

d. After 8 minutes the teacher gives the instruction that the students in the outer changes to be the inner. Then, start the asking and answering activity.

e. After explained and informed the rule and topic, the teacher confirmed that the students get it. Then, the students start the game and act the mingle game. The teacher is a controller. The students speak to one another and everybody have a chance to speak. They talk each other by moving around. The class situation is enjoyable, funny, and communicative. All the students do what they teacher says before. When they get some problems they ask to the teacher. The teacher move around to make sure everything in class was fine.

Those activities are supported by the theory from Hall Houston about the activity during the Mingle. He said that there are some activities during the Mingle as follows:

a. Students involve in the mingle itself. This phase gives students a chance to get to know the activity, and provides them with another demonstration of the activity.

b. Stay alert. Look for signs that things are not going properly. Walk around and encourage students to talk to each other. If the mingle is becoming a muddle, get the students' attention and explain again.[11]

It is the main activity. The main activity includes orienting, exploring, and interpreting the topic that given. It is when the students act the mingle game. In acting the Mingle game, the teacher takes a part as a controller.

3. Post Activity

In the last part, the teacher asks to the students to sit down. The teacher starts to ask some students about the information that they get. Then the teacher asks them to present the information in a front of the class. Then, the students explain about the dangerous things that their friends ever do. While they are performing the teacher asks the students to pay more attention to the grammar, vocabulary, and pronunciation. After finishing the activities, the teacher and students discuss about the topic that they have learn and conclude they material. The teacher asks them to gather the notes as a part of the assessment. It was also suitable with the theory of Darmayenti in her Journal. She

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[11] Hall Houston, "*Mastering the Mingle*", IH Journal.(Issue:33, 2012, p.33) ihworld.com

stated that on the presentation, the students do the following activities as follows; the students present the result of Mingle. The, teacher gives reward to the winner (if it needed). In practice, it should be developed into some steps which can be used easily by the students in doing speaking.[12]

Pollard and Hess state that, through the interesting activities such as the mingle games, the teacher can encourage students to experience and create the language more. So, it will allow them to make mistakes without fear of embarrassment. It will develop their self-confidence and their motivation as a speaker to learn more. Therefore, the mingle game is also exploited in many activity types, such as, interview, role play, comment and response, even sharing some topics.

The characteristic of successful speaking as stated by Penny Ur are such as, when the learners talk a lot in a specific time, participant is event, the classroom management is not dominated by a minority of talk active participants (It means that all get a chance to speak and give the contribution to the activity), motivation is high, learners are eager to speak because they are interested in the topic and the activity, and language is an acceptable level. [13]

The characteristic of successful speaking activity are affected by some factors. The teacher of second grade of Azmania Islamic Boarding School Ponorogo stated that there are 25 students in the second grade. Confirming that they do what the teacher need is not easy. Teacher does not know what they feel when entering our class. The teacher's job is that how to arranging an activity that can increase their motivation. The teacher knows that the Mingle game needs a lot of the energy and motivation. The good choice about the warming up is main key. From that we can concluded that the warming up and students motivation is the factors that influencing the successful implementation of Mingle game.

The Mingle game needs more students' energy and motivation. It requires the students to more active and reactive. It is important to the teacher to arrange the warming up activity which can enhance the students' motivation. As the teacher of second grade azmania, she used role play to enhance students' motivation in the beginning. It was effective because most of them trying to answer the question, even though some of them were not. There are some factors influencing the successful implementation of Mingle game in teaching speaking at second grade students of Azmania there are students' motivation, activities, setting, students' seat, clear instruction, and well preparation of media and material. Every factor gives their own impact in the implementation of mingle games. The teacher of second grade students of Azmania did her best to solve every student's problem. Those factors are her basic approach to make the successful implementation of Mingle game in teaching speaking

Even though, there were some students' response that they enjoy the Mingle game but they still got difficult in acting the game. They might be difficult in the way how to play the game. Therefore, they felt confused of it. Some of them said that this game made them feel hungry. As the teacher said before that this game need a lot of energy. But from the entire interview most of them gave a positive impact to their speaking skill. They spoke with no worry to their friends. They also knew how to practice their vocabulary in a real situation.

Those are related to the theory from Darmayenti in her Journal that there are advantages and disadvantages of Mingle game in teaching speaking. There are some advantages in using mingle game in teaching and learning process. They are:

a. The students were motivated to express their ideas in a group activity.
b. The students became competitive.

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[12] Darmayenti, Nofel Nofiandri, *"Mingle Model for Teaching English Speaking Skill for College Students"*, Al-Ta'lim Journal.(2015 Vol.22, p.03) journal.tarbiyahiainin.ac.id

[13] Penny Ur, *" A Course in Langauge Teaching, Practice and Theory",* (Cambrige Universitty Press: Britain: 1995), p. 120

    c.   Students learned without realizing that they are learning.

    d.   Improving students' proficiency.

The disadvantages of using mingle game as a teaching method in teaching speaking performance, such as:

    a.   The Mingle game must in large group.

    b.   This game needed many participants[14]

Regarding from those, the researcher concluded that every activity has their own strength and weakness. The way the teacher enhances the weakness into the strong one is the point. As in Mingle game, there are any advantages of Mingle game. The students can learn how to speak in a real time, they know how to use their vocabularies in real time, they can study and play in one time, they know many new vocabulary, clauses, and phrases, and they are happy to do it. Their speaking ability is easily increasing. But the Mingle game need a lot of preparation, need more preparations, need more both teacher and students' energy, need a lot of participant, and need a lot of energy. To be a good teacher considering the activities that suitable with the students' needs is the important one. The responses from the students' can be a basic evaluation to create more effective activities.

CONCLUSION

Based on the findings of the research and discussion, the reseacher proposed that the implementation of Mingle game in teaching speaking at Azmania was going well. There are some steps that the teacher used to gain the successful utilization of Mingle game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo. There are three steps. First, pre-activity includes preparing all the media and things that needed, warming up, and set the rule. Second, main activity includes orienting, exploring, and interpreting the topic that given. It is when the students act the mingle game. The last one, post activity includes conclusion and reflection. It is when the students presenting the point or reviewing the point. The researcher concluded that Mingle games can be modified as the need of the topic.

There are some factors influencing the successful implementation of Mingle game in teaching speaking at second grade students of Azmania. They are students' motivation, activities, setting, students' seat, clear instruction, and well preparation of media and material. Every factor gives their own impact in the implementation of mingle games. Those factors are the basic approach to make the successful implementation of Mingle game in teaching speaking.

In implementing the Mingle game, there were good and negative responses from the students. Some of them said that they were enjoy and happy while playing this game. But some of them also said that this game is difficult and needs a lot of energy.

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[14] Darmayenti, Nofel Nofiandri, *"Mingle Model for Teaching English Speaking Skill for College Students"*, Al-Ta'lim Journal.(2015 Vol.22, p.6-7) journal.tarbiyahiainin.ac.id

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