

# The effectiveness of mingle game to develop students' speaking skills at SMPN 1 Indramayu

Dian Novitasari<sup>1</sup>, Indra Yoga Prawiro<sup>2</sup>

Wiralodra University, Cirebon, Indonesia

Corresponding author

Email: [indrayoga@gmail.com](mailto:indrayoga@gmail.com)

## Abstract

*This study aims to determine the effectiveness of the mingle game in developing students' speaking skills. This research used a quantitative design. This research was conducted at SMPN 1 Indramayu in class VIII-C and used a pre-experimental research design consisting of 34 students. To collect data, the author used purposive sampling with pre-test and post-test as the instruments. Based on the results of the study, the total value of the pre-test is 1815, while the total value of the post-test is 1982. After calculating the pre-test and post-test data, it was obtained that  $t_o$  was 2.95 and  $t_c$  was 1.69, it indicates that  $t_o$  is higher than  $t_c$  or  $2.95 > 1.69$ . The author found that the use of mingle games was effective to develop students' speaking skills. It can be interpreted that  $H_o$  is rejected. The results showed an increase in students' speaking skills after being taught using mingle game. This study implies that students to understand the use of mingle game to be more active by asking and responding to the questions. It suggests that the teachers to apply mingle games to teach English, especially to improve students' speaking skills and make sure that students speak in English rather than their mother tongue when communicating, and it also suggests that the students overcome their problems to have better speaking skills.*

**Keyword:** mingle games; speaking skill;

## INTRODUCTION

Speaking is one of the important skills where students can express opinions and arguments confidently and clearly to others. People need speaking skills to seek information and give instructions (Geysel, 2007). Students' ability to communicate allows them to find as much information as possible that will help them. However, they found difficulties in expressing what they wanted to say in English including barriers, inability to speak, low or uneven participation, and excessive use of mother tongue Al Hosni (2014) and Tuan and Mai (2015). To overcome this problem, the writer chose mingle games as an effective way to help students in developing speaking skills and make them more confident in communicating using English. The mingling game was first proposed by Pollard and Hess (1997). Mingle game is a game where a student moves around looking for information from his classmates in a short time (Borzova, 2014).

Many previous studies have stated that Mingle Game is effective for improving students' ability to learn to speak. Looking at previous research, based on Mufidah's research (2020), it was revealed that the implementation of the Mingle game in Azmania went well. In the implementation of the Mingle game, there were good and negative responses from students. The other research by Ega (2020) showed that mingle games effectively improve students' speaking skills. This is evidenced by the results of the data

showing a significant difference between the pre-test and post-test. Sutami, Sutaryah, and Sudirman (2017) reported a statistically significant difference in students' speaking achievement between the pre-test and post-test after applying the Mingle Game technique. This shows that teaching speaking through the Mingle Game technique facilitates students to improve their achievement in speaking.

The gap between the previous research above and this research lies in the object and the use of experimental design, especially pre-experimental design, to ensure the effectiveness of Mingle Game in teaching speaking. Meanwhile, previous researchers used case studies and quasi-experimental research designs. Besides, the author focused on speaking skills in descriptive texts about describing idols using the mingle game. The main objective this study was to find out the effectiveness of mingle game to develop students' speaking skill.

### **Mingle Game**

The Mingle Games are activities where students move around and talk to each other to get some needed information. Borzova (2014) says that the mingle game is an activity in which a student approaches a classmate, converses with them for a short time, and then moves on to converse with another classmate. Students discuss what they think about a particular topic with one another. Students have the opportunity to convey what they believe about something, explore a topic in-depth, and express their emotions by asking and answering questions.

### **METHOD**

The quantitative research used in this study. a pre-experimental research design was applied. According to Creswell (2012: 294), experimental design is a traditional approach to conducting quantitative research. In other words, an experimental design should be used to complete a quantitative study with a one-group pre-test and post-test design that collects data. This research was conducted at SMPN 1 Indramayu class VIII-C, totaling 34 students as a sample of the population. Purposive sampling technique was used for sampling. The author was conducted a logical validation first before applying the instrument. Pre-test and post-test are two types of instruments that the author used to complete the data. The steps are as follows: In the pre-test students are asked to describe one of your family without being given treatment, then in this treatment students are taught to use a mingle game to describe idols by mentioning their physical appearance and characteristics. After that, students did a post-test with the topic of describe the popular person. The data analysis technique was taken from the results of the pre-test and post-test, then calculated to determine whether there was an improvement in learning outcomes using the Mingle game in class VIII-C SMPN 1 Indramayu students (gain). Followed by calculations using conditional analysis test and alternative test of t-student's variance.

### **FINDING AND DISCUSSION**

After the data is collected, the authors assess the results of the pre-test and post-test that have been carried out by students using the assessment rubric include

fluency, grammar, pronunciation, vocabulary, and comprehension. To find out the test results, the author gives the student scores obtained from the tests conducted on the pre-test and post-test in a table to clarify the test results. The authors presented the pre-test and post-test scores in the tables below:

Table 1: The result of pre-test

Total Score	1815
Lowest Score	40
Highest Score	72
Mean	53.4
Mode	45
Median	45

As shown in table above, the results of the pre-test scores taken from 34 students. Furthermore, it indicated a total score was 1815, the lowest score is 40, the highest score is 72. Meanwhile, the mean score is 53.4, the mode is 45, and the median is 45. The table below shows the data intervals from the pre-test:

Table 2: The interval of pre-test

Class Interval	Frequency
40-44	4
45-50	7
51-55	8
56-60	10
61-65	3
66-71	1
71-76	1
Total	34

According to table 2, the author showed that the highest score range is in the interval 56-60 with 10 frequencies. Moreover, there are two intervals that have the same frequency is in 66-71 and 72-76 is 1. The KKM value that has been determined is 78, while the highest score obtained by the students is 72. It means that there are no students' scores who got more than KKM. Therefore, it is necessary to do treatment and be given a post-test to see its progress.

The pre-test revealed that the students' capacity for verbalizing their opinions on a particular subject was still lacking. Their halting speech and long pauses that cause ideas to be repeated in each sentence make it difficult for them to understand, because they don't pay much attention to grammar usage, every sentence they use is incoherent. Grammar mistakes can result from a variety of factors, such as a lack of comprehension when learning English and the influence of the mother tongue. In fact, English is not widely spoken in Indonesia, and the majority of student's view learning English as a challenging subject. Additionally, vocabulary is a crucial component that assists students in describing people. The greater the vocabulary employed by students, the more ideas

or concepts they will be able to communicate correctly and effectively. As a result, the teacher must help students verbally convey their ideas by abiding by the guidelines. Therefore, in order to assess the effectiveness of the treatment, a post-test must be conducted.

Table 3: The result of post-test

Total Score	2705
Lowest Score	70
Highest Score	80
Mean	79.6
Mode	82
Median	82

Based on table 4.3, it can be seen that there were some improvements in the post-test scores. From this table, the total score is 2705. The lowest score is 70, and the highest score is 88. The mean is 79.6, the mode is 82, and the median is 82. These data are then processed into interval calculations. The table below shows the data intervals from the post-test:

Table 4: The interval of post-test

Class Interval	Frequency
70-72	2
73-75	3
76-78	4
79-81	9
82-84	10
85-87	5
88-90	1
Total	34

As can be seen from table 4, the complete post-test score intervals with their frequency. The author showed that the highest score range is in the interval 82-84 with 10 frequencies. Meanwhile, the lowest score range is in the interval 88-90 with 1 frequency. According to the specified class lowest score score is 78, it is found that 25 students have scored higher than the class lowest score, while 9 students got under the class lowest score. As a result, it can be inferred that the treatment that has been carried out has improved.

The students received a total score of 1815 for their pre-test results and a total score of 2705 for their post-test results. The improvement in the students' pre-test and post-test scores was provided as evidence of these results. These results were

achieved through student learning in environments that encouraged their ability to construct class discussion topics more creatively. The analysis's data ( $t_o$ ) is 19.95, and the level of significance ( $t_c$ ) is 1.69; the author then rejects  $H_o$  since the interpretation that provides  $t_o$  is higher than  $t_c$ ,  $19.95 > 1.69$ . It indicates that the use of mingle games at SMPN 1 Indramayu effectively develops students' speaking skills.

## CONCLUSION

The purpose of this study was to find out the effectiveness of the mingle game to develop students' speaking skills. In this study, the authors used a pre-experimental research design and pre-test and post-test instruments. 34 students of class VIII-C participated in this study. Pre-test, treatment, and post-test are several steps that must be passed by students. In the pre-test, the author found that the students' ability to generate ideas to describe "One of their families" was unsatisfactory. The author uses mingle games to solve their problems. Then, the students were then divided into different groups on describing idols, and they had the opportunity to discuss the detailed information needed to describe them. Therefore, they were asked to describe "The popular person" more specifically during the post-test due to what they had learned during the treatment. Based on the results of the calculation process, the authors get a value of  $t_o$  is 19.95 and  $t_c$  is 1.69. The results showed that  $t_o > t_c$  or  $19.95 > 1.69$ , it means that  $H_o$  is rejected. It can be concluded that there is an improvement in students' pre-test and post-test score after receiving the treatment using mingle games. The author interpreted that the use of mingle game can effectively improve students' speaking skills at SMPN 1 Indramayu. This study implies that mingle games is effective to develop students speaking skill and known that a mingle games can makes students more active by asking and answering the questions.

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