

**THE UTILIZATION OF MINGLE GAME IN TEACHING SPEAKING AT AZMANIA  
ISLAMIC BOARDING SCHOOL PONOROGO**

**THESIS**



**By**

**UMIATUL MUFIDAH**

**NIM: 210916078**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**2020**

**THE UTILIZATION OF MINGLE GAME IN TEACHING SPEAKING AT AZMANIA  
ISLAMIC BOARDING SCHOOL PONOROGO**

**THESIS**

Presented to  
State Institute of Islamic Studies Ponorogo  
in Partial Fulfillment of the Requirement  
for the Degree of Sarjana in English Education



By  
**UMIATUL MUFIDAH**  
NIM: 210916078

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO  
2020**


## APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : UmiatulMufidah  
Student Number : 210916078  
Faculty : Tarbiyah and Teachers Training  
Department : English Education  
Title : The utilization of Mingle game in teaching speaking at  
Azmania Islamic Boarding school Ponorogo

Has been approved by the advisor and it is recommended for approval and acceptance.

Advisor




Date 11 August 2020

Dra. Hj. Aries Fitriani, M.Pd

NIP. 196901071999032001

Acknowledged by

Head of English Education Department of  
Tarbiyah and Teacher Training Faculty  
State Institute of Islamic Studies Ponorogo



EviaRuchmanwati, M.Pd  
NIP. 198103162011012003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PONOROGO**

**PENGESAHAN**

Skripsi atas nama saudara :

Nama : **UMIATUL MUFIDAH**  
NIM : 210916078  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : **THE UTILIZATION OF MINGLE GAMES IN TEACHING  
SPEAKING AT AZMANIA ISLAMIC BOARDING SCHOOL  
PONOROGO**

Telah dipertahankan pada sidang Munaqasah di Fakultas Tarbiyah dan Ilmu Keguruan,  
Institut Agama Islam Negeri Ponorogo, pada :

Hari : **Senin**  
Tanggal : **19 Oktober 2020**

dan telah diterima sebagai bagian dari persyaratan untuk memperoleh gelar Sarjana Tadris  
Bahasa Inggris, pada :

Hari : **Senin**  
Tanggal : **16 November 2020**

Ponorogo, 23 November 2020  
Fakultas Tarbiyah dan Ilmu Keguruan,  
  
**Dr. AHMADI, M.Ag.**  
NIP. 19630512171997031003

Tim Penguji Skripsi :

1. Ketua Sidang : **Dr. AHMADI, M.Ag**
2. Penguji I : **NURUL KHASANAH, M.Pd**
3. Penguji II : **Dra. ARIES FITRIANI, M.Pd**

## **DEDICATION**

### **My Beloved People**

This thesis is dedicated to my father Mr. Sukatno, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother Mrs. Suyatmi, who taught me that even the largest task can be accomplished if it is done one step at a time. Last but not least, I dedicate this thesis to a person who didn't give up on me to finish my bachelor degree. He is my beloved fiancé Riesky Dinar Prasetya, S.Pd, who has been a constant source of support and encouragement during the challenges of every sacrifice. He taught me that it is never too late to change future to pursue your true passion and that context is everything.

### **The Students of Azmania Islamic Junior High School Ponorogo**

For all students of Azmania Islamic Boarding School Ponorogo and especially for the second grade students who has been the biggest contribution for this thesis.

### **Friends and Organizations**

My big family and friends that I cannot mention it one by one who give me experience in many sides of my life.

## MOTTO

“Barang siapa mempelajari bahasa suatu bangsa, maka ia akan selamat dari tipu daya mereka.”<sup>1</sup>

*“Anyone who studies about the language of the nation, they will be safe from their trick.”*



---

<sup>1</sup> Nizar Abazhah. *Ketika Nabi di Kota* (Jakarta: Penerbit Zaman, 2009), 286.

## ABSTRACT

**MUFIDAH, UMIATUL.** 2020. *The Utilization of Mingle Game in Teaching Speaking at Azmania Islamic Boarding School Ponorogo*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Dra. Hj. Aries Fitriani, M.Pd.

### **Keywords: Mingle Game and Teaching Speaking**

Speaking is not only as one the basic competence in language learning, but also as one of the important skills that need to be mastered by the learners. Despite those important of speaking, there are many problems in learning speaking. Mingle which is proposed firstly by Pollard and Hess can be modified into new model for teaching speaking skill. Basically, it is an activity where the students stand, talk to each other's, and circulate from one to another by moving around. Face to face interaction is the main goal of this game. The researcher was interested to analyze the Utilization of Mingle Games in teaching speaking at Azmania Islamic Boarding School Ponorogo which the school who practices this game in their speaking class.

The purposes of this research were to (1) describe the utilization of Mingle Game in teaching speaking at Azmania Islamic Boarding School Ponorogo, (2) What the factors influencing the implementation of Mingle game is, (3) How the students' responses are.

This research applied qualitative approach and used the case-study design. The techniques of collecting the data were interview, observation and documentation. The data were analyzed by data reduction, data display, and conclusion drawing/verification. The subject was taken from the second grade students of Azmania Junior High School Ponorogo. The numbers of students were 25 students.

The result of this research revealed that (1) The implementation of Mingle game in Azmania was going well. In implementing the mingle game, the teacher rules were (a) The teacher complete everything that need before starting the mingle, such as material, media, and rules explanation. (b) The teacher divides the student into two group. (c) The teacher shares some papers. (d) The student in the outer are an interviewer and in the inner are interviewee. Then start to ask the question. (e) After 8 minutes the teacher ask the inner to change to be the outer. Then act the mingle again. (2) 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, rules, students' seat, clear instruction, and well preparation of media and material. (3) 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. The responses from the students' can be a basic evaluation to create more effective activities.

## ACKNOWLEDGEMENT

*Assalamu'alaikumWr. Wb.*

All praises to Allah SWT, the Almighty for the blessing and mercy. Shalawat and Salam always dedicated to my lovely Prophet Muhammad SAW, who had been given me all inspirations. In this chance, the researcher would like to give the sincerest gratitude and appreciation to:

1. Dr. Hj. Siti Maryam Yusuf, M.Ag as Rector of the State Institute of Islamic Studies of Ponorogo.
2. Dr. Ahmadi, M.Ag as Dean of Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Ponorogo.
3. Pryla Rochmawati, M.Pd as Head of English Department of Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies Ponorogo.
4. Dra. Hj. Aries Fitriani, M.Pd. Words are powerless to express my gratitude to her for being a great advisor. I truly appreciate her and her time she spent for helping me in many occasions.
5. Ust.R. Oky Raharjo, S.H.I as Headmaster of Azmania Islamic Boarding School Ponorogo.
6. Usth. Refi kartikasari, S.Pd as Chief of Language Development of Azmania Islamic Boarding School.
7. Miss. Vivi Vellanita Wanda Damayanti, S.Pd, M.Pd as the English teacher of speaking class at the second grade students of Azmania Islamic Boarding School Ponorogo.

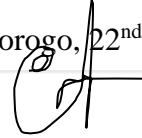
Finally, the writer realizes that this thesis is still far from being perfect. Therefore, it is pleasure for her to accept constructive criticism and suggestion in improving this



thesis. The writer however hopes this thesis will be useful for the reader who wants to develop their vocabulary comprehensively.

*Wassalamu'alaikumWr. Wb.*

Ponorogo, 22<sup>nd</sup> June, 2020



Umiatul Mufidah



## TABLE OF CONTENT

<b>TITLE</b> .....	i
<b>COVERPAGE</b> .....	ii
<b>APPROVALSHEET</b> .....	iii
<b>RATIFICATION</b> .....	iv
<b>DEDICATION</b> .....	v
<b>MOTTO</b> .....	vi
<b>ABSTRACT</b> .....	vii
<b>ACKNOWLEDGEMENT</b> .....	viii
<b>TABLE OF CONTENT</b> .....	ix
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of the Study .....	1
B. Research Focus .....	5
C. Statements of the problems .....	6
D. Objectives of the study .....	6
E. Significances of the Study .....	6
F. Organization of the Thesis .....	7
<b>CHAPTER II: PREVIOUS RESEARCH FINDINGS AND THEORITICAL BACKGROUND</b>	
A. Previous Research Findings .....	9
B. Theoretical Background .....	11
1. Teaching Speaking .....	11
a. The Nature of Speaking .....	11
b. The Components of Speaking .....	12
c. The Characteristic of Successful Speaking .....	13
d. Technique in Teaching Speaking .....	14
e. Teaching Speaking in Junior High School .....	15
f. The factors Affecting Speaking Performance .....	16
g. The Measurement of Speaking Performance .....	19
h. Principles in Designing Speaking Teaching Technique .....	21
i. Problems in Teaching Speaking .....	22
2. The Mingle Game .....	24
a. The Nature of Mingle Game .....	24
b. The Implementation of Mingle Game in Teaching Speaking ..	26
c. The Advantages and Disadvantages of Mingle Game Strategy	28
<b>CHAPTER III: RESEARCH METHOD</b>	
A. Research Design .....	30
B. Researcher's Role .....	30
C. Research Setting .....	31
D. Data Sources .....	31
E. Techniques of Data Collection .....	32
F. Technique of Analyzing Data .....	35
G. Data Credibility .....	38
H. Research Procedure .....	39
<b>CHAPTER IV: RESEARCH FINDINGS</b>	
A. General Data .....	41
1. History of Azmania Islamic Boarding School Ponorogo .....	41

2. Visions, Missions and Purposes of Azmania Islamic Boarding School Ponorogo .....	42
3. Geographical location .....	43
4. Leader and Management .....	43
5. Curriculum of the School .....	44
6. The Data of the Students .....	45
7. Facilities and Infrastructure .....	46
<b>B. Primary Data .....</b>	<b>48</b>
1. The Data about the Utilization of Mingle Game in Teaching Speaking at Second Grade Students of Azmania Islamic Junior High School Ponorogo .....	48
2. The Data about the Factors Influencing the Successful Implementation of Mingle Game at Second Grade Students of Azmania Islamic Junior High School Ponorogo .....	58
3. The Data of the Students' Responses on the Implementation of Mingle Game in Teaching Speaking at Second Grade Students of Azmania Islamic Junior High School Ponorogo .....	60
<b>CHAPTER V: DISCUSSION</b>	
A. The Analysis of the Utilization of Mingle Game in Teaching Speaking at Second Grade Students of Azmania Islamic Junior High School Ponorogo .....	65
B. The Analysis of The Factors Influencing the Successful Implementation of Mingle Game at Second Grade Students of Azmania Islamic Junior High School Ponorogo .....	73
C. The analysis of Students' Responses on the Implementation of Mingle Game in Teaching Speaking at Second Grade Students of Azmania Islamic Junior High School Ponorogo .....	75
<b>CHAPTER VI: CLOSING</b>	
A. Conclusion .....	78
B. Suggestion .....	79
<b>BIBLIOGRAPHY</b>	
<b>TABLES</b>	
<b>LIST OF TABLES</b>	
Table1.1 Analytic Speaking Performance Criteria .....	19
Table1.2 Data of students of Azmania Islamic Boarding School Ponorogo in Academic Year 2019/2020 .....	46
Table1.3 Facilities and Infrastructure of Azmania Islamic Boarding School Ponorogo .....	47
<b>APPENDICES</b>	
<b>LIST OF APPENDICES</b>	
Research Matrix .....	01
Observation, interviews, documentation .....	02
Publication Letter .....	03
Plagiarism Letter .....	04





## CHAPTER I

### A. Background of the Study

English is an international and common language used as a tool for communication in daily life and in academic life.<sup>2</sup> As foreign language, in Indonesian school, English teaching and learning process should be emphasized to help students to be able to communicate to each other in English, both in oral and written form. Their ability to communicate clearly and fluently refers to their language performance. In order to use language well, the students have to master the language competence first. The language competence covers some skills and components.

In language learning, there are four skills that students should learn, they are listening, speaking, reading, and writing. As stated by Morrow Demirbas, receptive and productive skill is the combination of four English skills itself. Therefore, we can divide the language skills into two types. First are receptive skills which are reading and listening skills. It means extracted from the discourse. Second are Productive skills it is the term for speaking and writing skills where students actually have to produce language themselves.<sup>3</sup>

In Indonesia, English is taught as a foreign language. It has been taught from an elementary school up to the university level, even in the kindergarten they have to start to study English. It means that English still has important roles for the students. Speaking becomes an important skill. Therefore, the students need to master it in order to communicate in English clearly and fluently.

---

<sup>2</sup> Peach, *“Teaching English as a Foreign or Second Language”* ( Peach Corps Information Collection and Exchange, 1989) p. 7

<sup>3</sup> Morrow Dermibas, *“Perfomance Differences between ELT Freshmen’s Receptive and Productive Skills”*. The Journal of Language and Linguistic Studies. 2013. 107-110.

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.<sup>4</sup> Speaking is a crucial part in language learning. Despite the importance of 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.<sup>5</sup> 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.

Speaking skills is not only as one of the basic competences in language learning but also as one of the important skills that need to be mastered by the learners. Speaking is a productive skill. It involves the speaker to use speech to express meanings to other people. Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than that. Speaking is a productive skill that can be directly and empirically observed involving two people who are engaged in talking to each other and using language to express meaning so that other people can make sense of them.<sup>6</sup>

In Junior High School, the objective of the speaking is that the students are able to use the language to communicate with others in a simple context of their daily life. It

---

<sup>4</sup>HayriyeKayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language". The Internet TESL Journal. Vol. XII, No. 11, University of Nevada 2011, 1.

<sup>5</sup> Ibid. Hal.1.

<sup>6</sup>H. Douglas Brown, "Principles of Language Learning and Teaching: Fourth Edition". (San Fransisco: San Fransisco State University Press,2001) p. 140.

stated in the curriculum of 2013. It implies that the students need to show that they are able to practice their English ability orally, in order to gain their critical thinking and raises their self confidence in their learning process. In teaching speaking successfully in a class, the teacher should concern about their teaching quality, media, approach, method and activity will be used.

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 also 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 also 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. So, the students will learn the language effectively.

In the first observation, the teaching and learning process of English language used direct method, especially in developing their speaking skills. There were some activities in the classroom which was provoked by the teacher to improve students' speaking skills, such as role play and some games. But, some students of the second grade at Azmania Islamic Junior High School Ponorogo still got attracts. The researcher found that the most of students complained that they could not think of anything to say. They seem to have no motivation to express them beyond the feeling of guilty that they should speak. The others were speak very little or not at all.<sup>7</sup> But there was some interesting technique which the

---

<sup>7</sup>Preliminary Observation at Azmania Islamic Boarding School Ponorogo at January, 19<sup>th</sup> 2020.



teacher used to conduct those problems. The teacher of second grade use one of language games named Mingle games. When the teacher used this game the students felt comfortable in practicing their language orally. In order to teach successfully that's the interesting technique for teaching and learning process.

Furthermore, one way to develop students speaking performances is through repairing the teaching process gradually. English teaching focusing on speaking should be more emphasized on individual attention in order to gain teaching purpose. Teaching process should be handled warmly, joyfully, unthreatened, and challenging.<sup>8</sup> Therefore, teacher should be able to create meaningful atmosphere, joyfully, unthreatened, create and dynamic. In order to improve students' speaking skill as well, so, it is important to develop a new relevant model on students' need and characteristic.

One of the language games which can be developed on speaking class is mingle 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

---

<sup>8</sup>Darmayenti, Nofel Nofiandri, "*Mingle Model for Teaching English Speaking Skill for College Students*", Al-Ta'lim Journal.(2015 Vol.22, p.6-7) journal.tarbiyahainin.ac.id

of students, based students centre, and teacher is part of students.<sup>9</sup> That's fun learning. 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.

Using Mingle activity to develop speaking skill has many advantages. It will make the students can help each other to speak English and motivate their friends in learning the material and they can support one another to be brave and confident as well. They can work together to improve their vocabulary and pronunciation. They have partner to practice speaking and get feedback for their friends. The students have more chance to speak because Mingle activity requires and enhances the students' communication skills.

Based on the background information and observation of teaching speaking at Azmania Islamic Junior High School Ponorogo, this research concerns on how the utilization of mingle game as a good model to teach speaking skills is. Therefore, this research focus on the utilization of mingle game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo in academic year 2020.

## **B. Research Focus**

Based on the research background mentioned above, there are some problems in students' speaking ability in Azmania Islamic Boarding School Ponorogo, but the teacher used the effective technique to solve these problems. Mingle Game is one of the interesting technique that the teacher used to solve those problems. Therefore, the problems are limited as the following:

1. The teacher's rules in implementing the mingle game in speaking class.
2. Students from the second grade of Azmania Islamic Junior High School Ponorogo.

---

<sup>9</sup> *Ibid.* Hal. 2.

### **C. Statements of the Problem**

1. How is the utilization of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo?
2. What are the factors influencing the successful implementation of Mingle Game at second grade students of Azmania Islamic Junior High School Ponorogo?
3. How are students' responses toward the implementation of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo?

### **D. Objectives of the Study**

Based on the statements of the problems above, this research goal are:

1. To describe how the utilization of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo is.
2. To know what the factors influencing the successful implementation of Mingle Game at second grade students of Azmania Islamic Junior High School Ponorogo are.
3. 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.

### **E. Significances of the Study**

1. Theoretical Significance

This research will give some useful information about the utilization of Mingle game in teaching speaking. This research is expected to be used as a reference for other researchers to conduct a reasearch in teaching and learning

process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

## 2. Practical Significance

### a) English teacher in Azmania Islamic Boarding School Ponorogo.

The results of the research are expected to become a source of the information about some teaching variations in teach students speaking skills and some factors that influencing students' speaking ability.

### b) Other English education students

The results of the research are expected to become one of the sources to enrich their knowledge about teaching and learning process.

### c) The researcher herself

This study is expected to increase her awareness about the implementation of mingle activity in teaching speaking for students and to give the valuable experience in doing this research in order to work with other people as well.

## F. Organization of the Thesis

In organizing this Thesis, it has purpose to easily understanding the Thesis structure. Therefore, this Thesis will divided into six chapters, those are:

Chapter I :Introduction, it discusses about: Background of the study, research focus, statements of the problems, objectives of the study, significant of the study, and organization of the thesis.

Chapter II :Literature review and theoretical analysis, it discusses about: Review of the related literature and the theoretical background about speaking, teaching speaking in Junior High School, language games, Mingle Game.

Chapter III :Methods, it discusses about: A brief explanation about research approach, research role, research setting, data sources that provides information, data collection technique, data analysis, checking of data validity, and

Chapter IV :Findings, it discusses about: A brief explanation and description of the general data and the specific data of the implementation of Mingle game in teaching speaking at second grade students of Azmania Islamic Boarding School Ponorogo, the factors that influencing the successful implementation of Mingle Game in teaching speaking in Azmania, and the students' responses when they taught by the teacher by using Mingle game.

Chapter V :Discussion, it describes about how the utilization of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo is, what the factors influencing the successful implementation of Mingle Game at second grade students of Azmania Islamic Junior High School Ponorogo are, and how students' responses on the implementation of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo are.

Chapter VI Closing, it contains of conclusion of the whole thesis and also the recommendation from the researcher.

## CHAPTER II

### PREVIOUS RESEARCH FINDINGS AND THEORITICAL BACKGROUND

#### A. Previous Research Findings

The use of mingle activity in teaching speaking has been investigated by some previous researchers; they explain that the implementation of Mingle Games in teaching speaking is a good new model to be used. They also explain that there was some significant difference of the students' speaking achievement after taught by Mingle Game technique.

Darmayenti who conducted her quantitative research in implementing "*Mingle Model in Teaching Speaking for College Students of State Institiute for Islamic Studies Imam onjol Padang in Academic Year 2012/2013*" she conducted her research through observation. She used quantitative method. Her statement of the problem was to find that there is or is not significant difference of students' speaking achievement after they were taught by using Mingle Game. She found that the implementation of mingle model gave a significant difference in term of the students-learning outcome between the students who are taught through Mingle model and by traditional one or without mingle model. In her study results the development of mingle model included preparation, warming up, set the rule, act mingle model, presentation, review and discussion. It is concluded that mingle activity is more effective to improve and raise students on all components of speaking skills. Therefore, it is recommended that the teacher will implement mingle activity in their teaching and learning process.<sup>10</sup>

---

<sup>10</sup>Darmayenti, Nofel Nofiandri, "*Mingle Model for Teaching English Speaking Skill for College Students*", Al-Ta'lim Journal.(2015 Vol.22, p.6-7) journal.tarbiyahainin.ac.id



The other research was conducted by Ririn Nurfajrin. The objective of her research was explained that Mingle game can improve students' speaking skill. She used Quasi-Experimental design which involved experimental and control groups. She concerned her research on "*The Use of Mingle Technique to Develop Students' Speaking Skill at the Seventh Grade Students of SMPN 12 Palu*". The samples were class VII A as the experimental group with 23 students and class VII B as a control group with 21 students. She analyzed the data statistically in order to find out the significant difference of the students achievement. After analyzing the data, it found that the value of T-counted (4.96) is higher than T-table (2.018). It means the hypothesis is accepted. Her results shows that mingle technique can develop students' speaking ability. The students also have positive responses in learning speaking in terms of asking and answering as well as in producing comprehensible sentences in which they could speak continuously without using many pauses during the speaking activity.<sup>11</sup>

The latest researcher was conducted by Susan Rizky Utami. She concerned her research on "*The Use of Mingle Game to Improve Second Grade Students' Achievement at SMAN 1 Bandar Lampung*". She used quantitative method. The aim of this research is to find out the significant difference of students' speaking achievement after being taught by using Mingle Game. The subjects were 36 students of class XI at SMAN 1 Bandar Lampung. The students' speaking achievement was measured in terms of pronunciation, fluency, and comprehensibility. The result shows T-ratio is higher than T- table (18.402 > 2.030). It means that there was a statistically significant difference of the students' speaking achievement after the use of Mingle Game technique. This suggests that

---

<sup>11</sup>Ririn N.F, "*The use of Mingle Technique to Develop Students' Speaking Skills*". ELTS Journal.Vol.1 No. 1, English Education Study Program, TadulakoUniversity 2017, 2.

teaching speaking through Mingle Game facilitates the students to improve their achievement in their speaking skills.<sup>12</sup>

Based on the previous research described above, it shows the benefit of the implementation of mingle activity to students speaking ability components. The gap between the previous research above and this research is all of the previous research about Mingle Game was quantitative research which to find about the effectiveness of Mingle Game in teaching speaking by using experimental research and this research is aimed to explain about the utilization of Mingle Game in Azmania. Therefore, the researcher is interested to explore how the utilization of mingle games in teaching speaking is. By this study the researcher wants to know more about the factors influencing the successful implementation of mingle game and also the students' responses about the game in their learning process which in the previous research had not yet found.

## **B. Theoretical Background**

### **1. Teaching Speaking**

#### **a. The Nature of speaking**

According to Brown, spoken language consists of short, often fragmentary utterances in a range of pronunciation. It deals with the ability to convey meaning through words that have to be pronounced. There is often a great deal of repetitions and negotiation of meaning between one speaker and another.

Speaking is a productive skill. It involves the speaker to use speech to express meanings to other people. Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce

---

<sup>12</sup>Susan, Rizky Utami, *“The Use of Mingle Game to Improve Second Grade Students’ Achievement at SMAN 1 Bandar Lampung”*. (Bandar Lampung: Universitas Lampung, 2017) p. 5



phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than that. Speaking is a productive skill that can be directly and empirically observed involving two people who are engaged in talking to each other and using language to express meaning so that other people can make sense of them.<sup>13</sup>

The productive skill is the skill that is used by learners to produce language. In this case the speaker performance can be directly observed and empirically measured in the speaking process. This situation involving two people who are engaged in talking to each means sharing the understanding with each other. The speakers deliver their intention in appropriate diction so that the listeners will understand the meaning. By using language to express meaning, the speakers express their intended meaning to the listener so that the listeners can make sense of the speakers. The participants have the same knowledge so that the speaker's intended meaning will be easily delivered.<sup>14</sup>

Based on the explanation above, we can summarize that the speaking is the process of using the argue or idea of speech to pronounce a vocal symbol in order to share and get the information, knowledge, and also opinion to each other. Moreover, speaking cannot be separated from listening aspects itself, because speaking contains of the speaker and the listener.

### **b. The Components of Speaking**

---

<sup>13</sup>H. Douglas Brown, *"Principles of Language Learning and Teaching: Fourth Edition"*. (San Fransisco: San Fransisco State University Press, 2001) p. 140

<sup>14</sup> Jeremy Harmer, *"The Practice of English language Teaching, New Edition"*. (Essex: Pearson Education Limited, 2007) p.60

Speaking classified into four components; there are accuracy, fluency, grammar, and pronunciation.

1) Accuracy

Accuracy is the ability of the speaker to speak in context, the speaker are able to choose the correct words and expressions to convey the meaning.<sup>15</sup> It is the ability to speak quiet and possible that is related to the context.

2) Fluency

Fluency is the ability to speak fluidly, confidently and consistently with norms of the relevant native speech community.<sup>16</sup> It is the ability to speak quiet and possible that is related to the context.

3) Grammar

Grammar is a set of language rules, it must be follow if we learn about the language correctly and grammatically correct.

4) Pronunciation

Pronunciation refers to the way the words are spoken by the speaker. It is also the manner in which someone utters in a word. So that is the way speaker talk some words in a language.<sup>17</sup>

Based on the description above there are four components of speaking skills. There are the important components that help the speaker to speak in a good way. Therefore, it cannot be separated from one another.

### c. The Characteristic of Successful Speaking

<sup>15</sup>Katleen, M. Bailey, "*Practical Language Teaching; Speaking*". (NY: Phoenix Ltd, 1995) p. 124.

<sup>16</sup> Ibid., p. 5

<sup>17</sup>Kasihani, "English for Young Learners", ( Jakarta: Bumi Jagakarsa, 2007), p. 43

The characteristic of successful speaking as stated by Penny Ur are described as bellows:<sup>18</sup>

- 1) Learners talk a lot in a specific time.
- 2) 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.
- 3) Motivation is high. Learners are eager to speak because they are interested in the topic and the activity.
- 4) Language is an acceptable level. Learners express themselves in utterance that are relates, and easily comprehension to each other.

Being a successful speaking activity, the learners need to be talks a lots, everybody has a chance, having high motivation, and the language need to be acceptable to their level.

#### **d. Technique in Teaching Speaking**

There are some technique in teaching speaking that commonly used, there are:

- 1) Acting from script

This activity enables students to acts one scenes from their course book. Students will often act out some dialogues they have written by them self.<sup>19</sup>

- 2) Communication Games

---

<sup>18</sup> Penny Ur, “ *A Course in Langauge Teaching, Practice and Theory*”, ( Cambrige Universitty Press: Britain: 1995), p. 120

<sup>19</sup>JeremyHarmer, “*The Practice of English language Teaching, New Edition*”.( Essex: Pearson Education Limited, 2007) p. 271.

Teaching speaking by using games is often useful in giving students valuable practice. Game based activity can involve practice of oral strategies such as, describing, predicting, simplifying, and asking for feedback.<sup>20</sup>

### 3) Discussion

One of the reasons that discussion fail is that students are reluctant to give an opinion in a front of their classroom. Even, they cannot anything think to say. Many students feel extremely expose in discussion situation.<sup>21</sup>

### 4) Simulation and Role-Play

There are some benefits that students will get by using this technique. Students will simulate a real life encounter as if they were doing so in the real world. A simulation and role play can be used to encourage the students' ability to speak fluently in specific situation.<sup>22</sup>

There are some commonly speaking technique that teacher used. All speaking activity goal is to encourage students' speaking skills. Therefore, the teacher needs to be considers about the appropriate techniques and activities that suitable with their level. Every speaking activity can be funny and enjoyable if the students chose the technique that suitable with their needs.

## e. Teaching Speaking in Junior High School

<sup>20</sup> Jo Medonogh and Christopher Shaw, "*Material and Method in in EL*". ( UK: Blackwell Publising, 2003), p. 144.

<sup>21</sup>JeremyHarmer, "*The Practice of English language Teaching, New Edition*".( Essex: Pearson Education Limited, 2007) p. 272.

<sup>22</sup>Ibid., p. 275.

English is one of the important subjects taught in Junior High School in Indonesia. The major aims of English are developing communicative competences both written and oral ones, in order to achieve the functional literacy level and developing students' understanding about the relationship between culture and language itself.

Harmer gives some important points related to the teaching of speaking. They are the students' reluctance to speak and take part in the teaching learning activity. He adds some useful ways to minimize the students' reluctance in speaking activities, including<sup>23</sup>:

- 1) Preparation: giving enough time to think in their head about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.
- 2) The value of repetition: allowing them to approve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing.
- 3) Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.
- 4) Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

#### **f. The factors Affecting Speaking Performance**

In order to help students overcome the problems in learning speaking, it is necessary for the teachers to know some factors that affect their

---

<sup>23</sup> *Ibid.*, p. 345-348

speaking performance.<sup>24</sup> There are some factors that affect students' speaking performances, as follows:

1) Students' conditions

Students perform a speaking task under a variety of their own conditions. Nation & Newton believe that performance conditions can affect the students' speaking performance. The four types of performance conditions that Nation & Newton suggest include time pressure, preparation and planning, and the standard of performance.

2) Affective factors

One of the most important factors influencing the language learning success or failure is probably the affective side of the learner. Krashen states that a variety of affective variables has been confirmed to be related to success in foreign language acquisition in research over the last decade but most of those studies examined the three categories: students' motivation, students' self-confidence and students' anxiety.

3) Listening ability

Speaking skills cannot be increased unless we develop the students' listening skills. Students must understand what is said to them to have a successful conversation. Shumin shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every

---

<sup>24</sup>Douglas Brown. *Principles of Language Learning and Teaching* (San Francisco State University, 2001), p.271

speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

#### 4) Topical knowledge

Topical knowledge is defined as knowledge structures in long term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer believe that topical knowledge has effects on speaking performance.

#### 5) Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very less of motivation and become



afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with. <sup>25</sup>

Therefore, the researcher concluded that students' speaking performance can be affected by the factors that come from performance condition, it included time pressure, planning, standard of performance and amount of support, affective factors such as motivation, confidence and anxiety, listening ability and also feedback during speaking activities.

#### g. The Measurement of Speaking Performance

According to David P. Haris, here is the measurement of speaking performance:

Table 1.1

Analytic Speaking Performance Criteria

Aspect	Category	Indication
Fluency	3(good)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	2(Fair)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.

<sup>25</sup>Nguyen Hoang Tuan Tran Ngoc Mai , *Asian Journal of Educational Research Factors Affecting Students' Speaking Performance At Le Thanh Hien High School* ( VIETNAM Vol. 3, No. 2, 2015 ISSN 2311-6080) [www.multidisciplinaryjournals.com](http://www.multidisciplinaryjournals.com)



	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	3(good)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	2(Fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	3(good)	Effective use of vocabulary for the task with little inappropriate.
	2(Fair)	Effective use of vocabulary for the task with little inappropriate.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	3(good)	Very few grammatical errors.
	2(Fair)	Speech is broken and distorted by frequent errors.

	1(bad)	Unable to construct comprehensible sentences.
Comprehension	3(good)	Appears to understand everything without difficulty.
	2(Fair)	Has great difficulty following what is said. Can comprehend only social conversation; speak slowly and with frequent repetitions.
	1(bad)	Cannot be said to understand even simple conversation in English. <sup>26</sup>

#### **h. Principles in Designing Speaking Teaching Technique**

Brown proposes some principles for designing speaking teaching techniques. They are presented as follows<sup>27</sup>:

- 1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.

<sup>26</sup>David P.Haris.*Testing English as a Second Language*.India Offset Press.(New Delhi.1974), p.84

<sup>27</sup> H. DouglasBrown, "*Principles of Language Learning and Teaching: Fourth Edition*".(San Fransisco: San Fransisco State University Press,2001) p. 275-276

- 6) Give students opportunities to initiate oral communication.

### **i. Problems in Teaching Speaking**

Brown claims the problems in teaching speaking such as:<sup>28</sup>

#### 1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

#### 2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

#### 3) Reduced forms

Contractions, elisions, reduced vowels all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

#### 4) Performances variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

#### 5) Colloquial language

---

<sup>28</sup> H. Douglas Brown, *"Principles of Language Learning and Teaching: Fourth Edition"*. (San Francisco: San Francisco State University Press, 2001) p. 270-271.

The researcher makes sure that the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language.

6) Rate of delivery

One another salient characteristic of fluency is rate of delivery. One of the tasks from the researcher in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

In the speaking activity, learning to produce waves of language in a vacuum would rob speaking skill of its richest component and the creativity of conversational negotiation.<sup>29</sup>

## 2. The Mingle Games

### a. The Nature of Mingle Games

It has been known that the students' complicity is the main factor in developing English teaching and learning process. In a fact, students sometimes feel bored so they cannot give their attention and give their concentration on teacher explanation. Harmer states that one of the successful elements that necessary for English teaching and learning

---

<sup>29</sup> *Ibid.*, 276

process is engagement. Engaging is the technique of teaching where the teacher tries to gain the students' interest, emotion, and activities which engage the students for instance; games, music discussion, stories, movie analysis, etc.

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 uses some steps to improve the students' motivation and ability in learning English in the classroom.

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.<sup>30</sup> 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.

Mingle which is proposed firstly by Pollard and Hess in 1997 can be modified into new model for teaching speaking skill. 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.

The unique one of mingle game is that the students stand up and circulate simultaneously, in pairs or small groups, and switch from one classmate

---

<sup>30</sup> Hall Houston, "Mastering the Mingle", IH Journal.( Issue:33, 2012, P.32 ) ihworld.com

into another while speaking, listening, and taking notes. 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 a media, use peer and group of students, based students centered, and lecturer is part of students, an fun. Mingle activities include class questionnaires, matching activities (finding partner), group dictations, and role plays. It is repetitive and helps them find patterns.<sup>31</sup>

The Mingling Games are an activity in which students move around and talk to each other in order to get some information needed. This Mingling Games are often designed to practice question asking and answering the questions. In the mingling games, the students should walk around the classroom then mingle with their classmates by finding a partner they have not worked with, ask questions to each other and record the answers they can get. They usually carry out this mingling activity until students have a chance to talk to some students.

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.<sup>32</sup>

---

<sup>31</sup>Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", Al-Ta'lim Journal.(2015 Vol.22, p.03) journal.tarbiyahainin.ac.id

<sup>32</sup>Polard& Hess, "Zero prep: ready to go activities for teachers". (Herforthshire: Prentice Hall(1997) p. 29

## b. The Implementation of Mingle Game in Teaching Speaking

Mingle activities is that the students stands up and circulate simultaneously in a pairs or small groups. Then, they switch from one to another mate while they are speaking, listening, and taking a note. Face to face interaction is the main goal. It comes as a set of some cards and each card has a unique question. Mingle game has two concept, act mingle and do presentation.

Being a successful speaking activity, the teacher needs to do good preparation. According to Houston, there are some procedures when someone wants to do mingle game in their teaching speaking process, namely:

Before mingle:

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

During mingle:



1. 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.
2. 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.<sup>33</sup>

In the other hand, Darmayenti states in her research that applying Mingle game in speaking class has three steps. First, pre-activity includes preparing all the media and things that needed, arming 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. On the activity of mingle game, the students do the following activities:

- 1) The teacher divides the students into some groups
- 2) The teacher shares the cards into the students
- 3) The students read the information in the card
- 4) The students do the conversation by asking different responses, learn through talk, activities are conducted by moving and walking, and use cards as a media.
- 5) Teacher controls and facilitates the students.

---

<sup>33</sup> Hall Houston, "Mastering the Mingle", IH Journal.( Issue:33, 2012, p.33 ) ihworld.com



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.<sup>34</sup>

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.

### **c. The Advantages and Disadvantages of Mingle Game Strategy**

#### **1. The Advantages of Mingle Game Strategy**

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.
- c. Students learned without realizing that they are learning.
- d. Improving students' proficiency.

#### **2. The Disadvantages of Mingle Game Strategy**

---

<sup>34</sup> Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", Al-Ta'lim Journal.(2015 Vol.22, p.03) journal.tarbiyahainin.ac.id

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<sup>35</sup>



---

<sup>35</sup>Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", Al-Ta'lim Journal.(2015 Vol.22, p.6-7) [journal.tarbiyahainin.ac.id](http://journal.tarbiyahainin.ac.id)

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

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<sup>36</sup>.

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.<sup>37</sup> 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.

#### B. Researcher's Role

The characteristic of qualitative research cannot be separated from participant observation. In this study, the researcher role is passive participant. Therefore, it is the observer as the participant. In this stance, researcher may interact with the subject enough to establish rapport but do not really become involved in the behaviours and activities of

<sup>36</sup> M. A. Latief, *Research Methods on Language Learning*. (UM Press: Malang, 2013), 76.

<sup>37</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology* (New Delhi: New age International (p) Ltd., Publishers, 2006), 146.

the group.<sup>38</sup> It means that the researcher presented the scene of action but does not interact, recording of what happens in the setting by writing field notes by collecting other kinds of documentary evidence.

In this research, the researcher is determining instruments, the full participant and the data collector, while the other instrument is a supporter. Some supporting instruments used to help the researcher collect and analyzed the data. The supporting instruments are observation sheet and interview guide. The observation sheet is used by the researcher to observe the situation in the teaching and learning process in the class.

### **C. Research Setting**

The research setting of this study took place at at Azmania Islamic Junior High School Ponorogo which is located in Jl. Azmania No.02, Ronowijayan, Ponorogo. The subject of this is the teacher of the second grade and the second grade students of Azmania Islamic Junior High School Ponorogo.

The reasons for selecting this location are as follows:

1. The researcher wants to know deeply, how the implementation of mingle games activity in speaking skill is, what factors influencing students' speaking skills are and also to know the students' responses.
2. Azmania Islamic Boarding School Ponorogo is one of the newest Islamic boarding school but they really concern on how to develop the students' quality.
3. Azmania Islamic Boarding School Ponorogo is rarely used as observation for university students of IAIN Ponorogo.

### **D. Data Sources**

---

<sup>38</sup> Donal, Ary, et al., *Introduction to Research in Education* ( Belmont: Wadsworth Cengage Learnig, 2010), 433.

A data sources are a person, something or places that provides information for a piece of research. So, the researcher can get the data from the sources. In this study, data sources are derived from the teacher and students as primary sources. In addition, the document file of the school institution was collected as supporting data in this study. The researcher got more information from these data sources to collect the data needed.

The data sources in this research are:

1. Human, including English Teacher, and students from second grade of Azmania Islamic Boarding School Ponorogo.
2. Non human, including documents from TU of Azmania Islamic Boarding School Ponorogo (historical of Azmania Islamic Boarding School Ponorogo, vision, mission, goal, geographical location, organization structure, condition of teachers, staffs and students, facilities and infrastructure) and about teacher's strategies in teaching English employed by Miss. Vivi at second grade students of Azmania Islamic Boarding School Ponorogo.

#### **E. Technique of Data Collection**

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.<sup>39</sup>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. Then, the instrument is a mean used by the researcher to collect the data. The

instruments in this study are:

1. Observation

---

<sup>39</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology* (New Delhi: New Age International (P) Ltd., Publishers, 2006), 212.

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>40</sup> According to Morrison, it is argued enable the researcher to gather data on:

- a. The physical setting (e.g. the physical environment and its organization);
- b. The human setting (e.g. the organization of people, the characteristics and makeup of the groups or individuals being observed, for instance gender, class);
- c. The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal The program setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization).<sup>41</sup>

Based on Morrison's explanation above, it means that everything in relation with the topic of research must be observed. The data taken from the observation are the location of the school, the structure of the school organization, the condition of the teachers, staff and students, the school facilities and the method used by the teacher.

Those are the list of some points that researcher observe when observing the process and situation. The researcher takes the observation in teaching process to know how the implementation of Mingle game in teaching speaking at Azmania is and what the factors influencing the successful implementation of Mingle game in teaching speaking are.

## 2. Interview

---

<sup>40</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, Inc., 2012), 213.

<sup>41</sup> Louis Cohen, et al., *Research Methods in Education* (London and New York: Routledge Falmer, 2000),305.

According to Kvale, interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situated of research data.<sup>42</sup>

This research uses in depth interview. Depth interview is that interview that is designed to discover underlying motives and desires and is often used in motivational research. Such interviews are held to explore needs, desires and feelings of respondents.<sup>43</sup> It means the researcher gives some questions intensively about focus of the study. Therefore, the researcher can get and gather the data maximally. In performing interview, the first must be compiled is a list of person that will be interviewed. They give the information dealing with the problems statement. The data which gathered from the interview are:

- a. Usth. Refi kartikasari, S.Pd as Chief of Language Development of Azmania Islamic Boarding School. The researcher conducts an interview to Usth. Refi about the concept of the curriculum, vision, mission, goal, geographical location, organization structure, condition of teachers, staffs and students, facilities and infrastructure of Azmania Islamic Boarding School Ponorogo.
- b. Usth. Vivi Vellanita Wanda Damayanti, S.Pd, M.Pd as the English teacher of speaking class at the second grade students of Azmania Islamic Boarding School Ponorogo. The researcher conducts an interview to Utsh.Vivi about how the utilization of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo

---

<sup>42</sup>Louis Cohen, et al., *Research Methods in Education* (London and New York: Routledge Falmer, 2000), 267.

<sup>43</sup> C.R. Kothari, *Research Methodology: Methods and Technique* (New Delhi: New Age International, 20014), 110.



is and what the factors influencing the successful implementation of Mingle Game at second grade students of Azmania Islamic Junior High School Ponorogo are.

- c. The students of second grade of Azmania Islamic Boarding School Ponorogo. The interviews gains how students' responses on the implementation of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo are.

### 3. Documentation

A valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies.<sup>44</sup>

During the process of research, the observer may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).<sup>45</sup> In this research, the researcher will get data in documentation such as historical of Azmania Islamic Boarding School Ponorogo, vision, mission, goal, geographical location, organization structure, condition of teachers, staffs and students, facilities and infrastructure.

## F. Technique of Analyzing Data

---

<sup>44</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 223.

<sup>45</sup>*Ibid*, 181.



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.<sup>46</sup> There are three components of Data Analysis. Data analysis defines as consisting of three current flows of activity: data reduction, data display, and conclusion drawing/verification.<sup>47</sup>

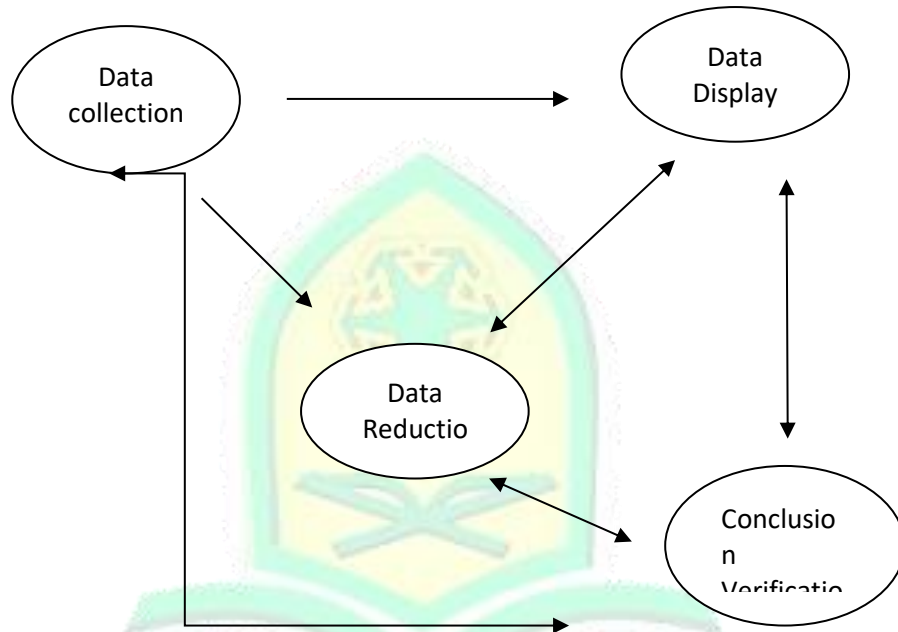


Figure 1.1 Component of Data Analysis.

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Data reduction occurs continuously throughout the life of any qualitatively oriented project. Data reduction is a form of analysis that sharpens sorts, focuses, discards, and organizes data in such a way that “final” conclusions

<sup>46</sup>Nicola Headlam, *Research Methods Textbook* (CLEP, 1986), 39.

<sup>47</sup>Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis*, (London: Sage Publications, 1994), 10.

can be drawn and verified. As Tesch, points out, it also can be seen as “data condensation”.<sup>48</sup>

Through data reduction, the research may focus on data of the utilization of Mingle Game in teaching speaking at the second grade students of Azmania Islamic Boarding School Ponorogo.

## 2. Data Display

Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays help us to understand what is happening and to do something either analyze further or take action based on that understanding.

## 3. Conclusion Drawing and Verification

Final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding; storage;, and retrieval methods used; the sophistication of the researcher; and the demands of the funding agency ,but they often have been prefigured from the beginning, even when a researcher claim to have been proceeding “inductively”. Conclusion drawing is also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst’s mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “inter subjective consensus”, or with extensive efforts to replicate a finding in another data set.<sup>49</sup>

---

<sup>48</sup> Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis*, (London: Sage Publications, 1994), 10-11.

<sup>49</sup>Matthew B Miles, et al., *An Expanded Sourcebook Qualitative Data Analysis*, (London: Sage Publications, 1994), 11.

The conclusion is the answer of the research problem which is the utilization of Mingle Game in teaching speaking at Azmania Islamic Boarding School Ponorogo which has been formulated.

### G. Data Credibility

Credibility is an important key to effective research. According to Lincoln and Guba, credibility refers to dependability, trustworthiness, and Tracy also states that expressing a reality that is plausible or seems true.<sup>50</sup> Though qualitative researchers can never capture an objective “truth” or “reality,” there are a number of strategies that you as a qualitative researcher can use to increase the “credibility” of your findings. Probably the most well-known strategy to shore up the internal validity of a study is what is known as triangulation.<sup>51</sup>

According to Denzin’s in which he proposes four types of triangulation: the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings.<sup>52</sup> The researcher will select the use of multiple methods and multiple sources of data in checking the accuracy of the findings.

The use of multiple methods of data collection, for instance, what someone tells you in an interview can be checked against what you observe on site or what you read about in documents relevant to the phenomenon of interest is. You have thus employed triangulation by using three methods of data collection; interviews, observations, and documents.

Triangulation using multiple sources of data means comparing and cross-checking data collected through observations at different times or in different places, or interview

---

<sup>50</sup> Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* (Southern Gate: Wiley-Blackwell, 2013), 235.

<sup>51</sup> Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation* (San Francisco: Jossey-Bass, 2009), 215.

<sup>52</sup>Ibid, 215.

data collected from people with different perspectives or from follow-up interviews with the same people.

## H. Research Procedure

In this research, there are some procedures of research which must be done. There are three procedures such as planning, application, data analysis and reporting.

### 1. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission observing, choosing and using information, preparing instrument, and something that relates the research. Before doing the research activity, the researcher must prepare the research material. The preparation in this research activities are:

- a. Getting permission letter from the institution
- b. Getting permission letter and approval from the school that it will be researched
- c. Arranging the plan of the research

### 2. Application

- a. Understanding the research preparation
- b. Asking the permission to the teacher who learn
- c. Entering to the field
- d. Observing the teacher's implementation of Mingle Game in teaching speaking at second grade students of Azmania Islamic Boarding School

Ponorogo.

### 3. Data Analysis

In this research, the researcher starts to analyze of the data. The researcher used data reduction, data display, and data verification.

#### 4. Reporting

In this activity, the researcher writes a research report in form of thesis writing about the utilization of Mingle Game in teaching speaking at Azmania Islamic Boarding School Ponorogo.



## CHAPTER IV

### RESEARCH FINDINGS

#### A. General Data

##### 1. History of Azmania Islamic Boarding School Ponorogo

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 healthy.

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 Suprpto 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 Ministry 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.

## 2. Visions, Missions and Purposes of Azmania Islamic Boarding School Ponorogo

### a. Vision

Visions on Azmania Islamic Boarding School Ponorogo are establishing Muslim students who have good Islamic character, professional, and competitive. Indicator of vision:

#### 1) Good Islamic character

Have characteristics of Islamic lifestyles based on Al-qur'an and As-sunnah

#### 2) Professional

Superior in academic and non-academic field

#### 3) Competitive

The realization of intelligent and competitive graduates

### b. Mission

To realize the visions above, Azmania Islamic Boarding School Ponorogo's missions are as follows:

1) Instilling character and human values in life based on Islamic teaching in an integrative way with a disciplined boarding system.

2) Implementing Al- Qur'an learning both *bi Al- Nadzar* and *bi Al- Ghoib* through *Tahsin, Tartil, Tahfidz* program.

3) Implementing sciences learning, *Aqidah, Syari'ah*, and life skills which are characterized by integrative princesses.



- 4) Implementing boarding school management based on an orderly, transparent, accountable, and competitive administration.

c. Purposes

The purposes to be achieved by Azmania Islamic Boarding School

Ponorogo are as follows:

- 1) Generally, Azmania Islamic Boarding School Ponorogo aims to present Islamic educational institutions which are characterized by a professional, accountable, and competitive boarding system.
- 2) In focus, Azmania Islamic Boarding School Ponorogo aims to produce a generation of Qur'ani women who are character, capable, and independent in facing the challenges of the global world.

### 3. Geographical location

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 Suprpto 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 Ministry 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.

#### 4. Leader and Management

Leader and management of Azmania Islamic Boarding School Ponorogo contains: Organizer, advisory, board of trustees, manager director, academic director, nurture director.

Organizational Structure of Azmania Islamic Boarding School Ponorogo, as follows:

a. Organizer

- 1) Drs. H.Imam Fauzan, MM.
- 2) Drs. H. Sulton, M.Sc.
- 3) Ir. H. Ahmad Baidowi

b. Board of Trustees

- 1) Muhammad Agus Yahya, SE
- 2) Hj. Sri Harta
- 3) Ir. H. Soepriyanto, MMA.
- 4) Ir. H. Hari WinarkoManager

c. Manager Director

- 1) Dr. Ahmad Munir, MA

d. Academic Director

- 1) Ir. Saiful Bahri

e. Nurture Director

- 1) Oki Rahmatullah Furqon, S.Pd.I

f. Headmaster of SMP Azmania Ponorogo

- 1) Asep Jamaludin S.H.I

## 5. Curriculum of the School

Azmania Islamic Boarding School Ponorogo is organized by referring to the National Education Curriculum (KTSP) and added to the 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 institution curriculum is designed to strengthen the religious competence (*Aqidah Akhlak, Fiqih Ibadah*), Qur'anic competence (*Tartil, Tahfidz, Tarjamah*), communication competence (English and Arabic), personal competence (talent development and achievement sports). As the core curriculum, the implementation of the institutional curriculum is adjusted to the development of children.

Besides the addition of the institutional curriculum, in learning and teaching activities in school both in the classroom and outside the classroom are designed habituation programs that are based on the values of the Qur'an and Sunnah with authentic understanding. Students are also accustomed to wearing clothes that are polite and in accordance with Islamic *syari'ah* guidance, so that they are accustomed to internalizing religious values in daily life.

Academis learning time at Azmania Islamic Boarding School Ponorogo is fifth effective learning days, which are Monday until Saturday and the allocation of study time starts at 7:00 a.m WIB until 14:30 p.m WIB. Saturday is designed as a students' day for the implementation of talent development programs through extra-curricular activities, enrichment, and remedial learning for students in need.

## 6. The Data of the Students

The number of students of Azmania Islamic Boarding School Ponorogo in academic year 2019/2020 consists of 87 students which are 116 spread from first grade until four grades. There are 49 students of the first grade. Then, there are 25 students of the second grade, 28 students of the third grade, and 14 students of the fourth grade.

Table 1.2

Data of students of Azmania Islamic Boarding School Ponorogo in  
Academic Year 2019/2020

Year	First grade		Second grade		Third grade		Fourth grade		Number all of students	
	Number of students	Classes	Number of students	Classes	Number of students	Classes	Number of students	Classes	Number of students	Classes
2019/2020	49	2	25	2	28	1	14	1	116	6

## 7. Facilities and Infrastructure

Azmania Islamic Boarding School Ponorogo provides facilities and infrastructure to support the teaching and learning activities. Facilities and Infrastructures at Azmania Islamic Boarding School Ponorogo are condition of building, props, and educational support. All of them are good condition.

Table 1.3

## Facilities and Infrastructure of Azmania Islamic Boarding School

## Ponorogo

No	Rooms' Name	The Number of Room
1.	Mosque	1
2.	Classroom	6
3.	Office	2
4.	Laboratories	1
5.	Library	1
6.	Canteen	1
7	Sports area	2
8.	Swimming pool	1
9.	Auditorium	2
10.	Dormitory with private bathroom	10
11.	Kitchen	1

**B. Primary Data**

**1. The Data about the Utilization of Mingle Game in Teaching Speaking at Second Grade Students of Azmania Islamic Junior High School Ponorogo**

The researcher conducted an observation in the utilization of mingle game in teaching speaking at second grade students of Azmania Islamic Junior High

School Ponorogo. In second grade, there are 25 students. The data was collected by the interview, observation, and documentation.

The researcher conducted an interview to Vivi Vellanita Wanda Damayanti, S.Pd, M.Pd as the English teacher of speaking class at the second grade students of Azmania Islamic Boarding School Ponorogo. From that, the researcher conducted an interview to Miss.Vivi as the teacher and some students to know how the utilization of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo is and what the factors influencing the successful implementation of Mingle Game at second grade students of Azmania Islamic Junior High School Ponorogo are. Miss. Vivi stated :

“One way to develop students’ speaking competence is through elevating the teaching process effectively. Teaching and learning process should be emphasized in student personal attention in order to gain the teaching objectives. The atmosphere should be enjoyable, fun, active, and less pressure.”<sup>53</sup>

From the interview the researcher knew that the reasons why the teacher used mingle game is to more emphasize in student personal attention. The classroom atmosphere should be creating in enjoyable, fun, and less pressure situation. So that, students’ self-confidence will easily gains. Miss. Vivi also added that:

“Mingle Game can be applied into a new model for teaching speaking effectively. Mingle game is game when the students stand up and asking-answering question with the different person by moving. It’s easy and more effective than role play.”<sup>54</sup>

From the interview the researcher knew that one of the activities which can be develop to teaching speaking is by using Mingle Game. Mingle game which is firstly proposed by Pollard and Hess can be a new activities that can develop

---

<sup>53</sup> Look at interview transcript number: 1/24-III/2020

<sup>54</sup> Look at interview transcript number: 1/24-III/2020

students' speaking skills. The unique one of Mingle games is that the students stand up and asking-answering question with the different person, in a small group or partner by moving around. While they are asking-answering the question they also can take some notes to point out some important point. Miss. Vivi said that :

“The main purpose of this game is that when the students are facing one to another without worries about mistakes they may make. They can talk as much as they can confidently. And I am the controller here”.<sup>55</sup>

Based on the interview the researcher knew that face to face interaction is the main goal of Mingle game. In the other side, many students feel worry when they speak in a front of their friend orally. But when we are applying this game we can solve the problem easily, because everybody should speak. They speak to the different person in the same time and they find the different answer from the question that they ask. Mingle game is the effective activities to raising their self confident and their critical thinking. Miss. Vivi added that :

“When we are applying this game we just need to give them one topic. Then, they should arrange their own question and ask the question to the others. It's up to them to ask the different or the some question to the different person. At the end of this activity, they will get the different answer from the different person. Can we imagine how much we can learn from this activity? They may find a new vocabulary, a new clause even a new phrase easily, right?”<sup>56</sup>

Here there were some opinions from the students about the implementation of Mingle game in their speaking class. The researcher conducted an interview to four students. Their names are Maulidya Ni'ma, Neysa Farras Maulidie, Dinda Putri Pramesti, and Ratri Hening Larasati.

This is According to Maulidya Ni'ma:

---

<sup>55</sup> Look at interview transcript number: 1/24-III/2020

<sup>56</sup> Look at interview transcript number: 1/24-III/2020



“When we are playing Mingle game in our class, the teacher teaches us by reviewing the previous topic and explaining the rule of the game. This is not difficult to understand, because Miss. Vivi explains the rules loudly. Then, we just play the game and start to ask to others. It was nice.”<sup>57</sup>

The other opinion about the about the implementation of Mingle game in their

speaking class according to Neysa Farras Maulidie as follow:

“Miss. Vivi draws a map in the whiteboard. She explains that our job is to find who the Good director is in our class. We find it by asking them about how to go to some place in the maps and give them assessment. So, I can learn how to use the true vocabulary and how to communicate with my friends with the good expression. It can improve how honest we are to assess our friends.”<sup>58</sup>

This is according to Dinda Putri Pramesti:

“Miss. Vivi divides us into inner group and outer group. So, we have a chance not only to ask them question but also we are asked by them. In my opinion it is the way to be a good director. I will not feel sleepy at this time. We not just study together but we also play the game together.”<sup>59</sup>

Here is the opinion according to Ratri Hening Larasati:

“In the beginning, Miss.Vivi gives us a piece of paper to take some notes about our friends’ performance. And Wow, they are good director. So interested! When playing Mingle game I can study and play game at one time. I also practice my English to others.”<sup>60</sup>

From the interview above the researcher concluded that there are so many advantages of Mingle game. When they are talking to each other they find a more new vocabulary, clause, and phrase. No matter, they ask the same question to the different person, because they will find the different answer from the different person. Mingle game is started by asking the same or different question to the different participant, different responses. This activity conducted by moving and

<sup>57</sup> Look at interview transcript number: 23/10-V/2020

<sup>58</sup> Look at interview transcript number: 05/10-V/2020

<sup>59</sup> Look at interview transcript number: 08/10-V/2020

<sup>60</sup> Look at interview transcript number: 12/10-V/2020

talking around. 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.

After interviewing the teacher and the students, the researcher also conducted an observation. The researcher conducted an observation on Monday, 16<sup>th</sup> March 2020.<sup>61</sup> 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:

a. 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

---

<sup>61</sup> Look at observation transcript number: 01/O/16-III/2020.

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.

b. 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”<sup>62</sup>. 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 circle.
- b) The 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.
- c) The students got 2 minutes to remember about the expression that relate to the topic. They closed their book when playing the game.

---

<sup>62</sup> Look at the Documentation transcript number: 01/D/16-III/2020.

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

#### c. 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.

Form the observation above, the researcher concluded that there are three main steps in applying the Mingle game. 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.

The second observation conducted on Monday, 24<sup>th</sup> March 2020<sup>63</sup>, as follow:

- 1) Pre-activity (Apperception)

---

<sup>63</sup> Look at observation transcript number: 02/O/24-III/2020.

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 asked them to mention some example of how to direct someone.<sup>64</sup> Miss. Vivi also prepared all the things and media that she needed to support the implementation of Mingle game in speaking class. 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 maps, book, whiteboard, and material paper. Miss Vivi also drew a map as a media to direct someone. The teacher asked the students to sit in circle model.

## 2) Main Activity

In this class, the media that Miss. Vivi used are maps, 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 "Are you a good director?", their job was to find who are good in directing someone and who are not . The rule was arranging by the teacher. The rules included they way to play, and the time that they

---

<sup>64</sup> Look at the Documentation transcript number: 02/D/24-III/2020.

need. 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 game. On the activity of mingle game, the teacher explained those rules and the students did the following

activities:

- a) The students divided into two groups. The first group namely inner circle and the second one namely outer circle.
- b) The students got 2 minutes to remember about the expression to directing someone. They should close their book when playing the game.
- c) The 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. Then, they gave the assessment to their friend whether they are good director or not.
- d) The teacher explained the rule of the Mingle game. The students in the outer circle asked the students in inner circle. They asked the way how to go to some place in the map. The outer was a Stanger and the inner was the director. The question related to the topic.
- e) In every 2 minutes the students in the outer circle moved to their left. Then, started to ask the question to the different person while taking some notes.



f) 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.

g) At the end of the game, they teacher would ask to the students who the best director are in their opinion.

The teacher was a controller. The students spoke to one another and everybody have a chance to speak. They moved around to find who the best director is. 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. They found who was good in directing someone and who was not. 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.

Based on the first and second observation above, the researcher concluded that Mingle games can be modified as the need of the topic. Because the concept of the Mingle game is when students stand up and talking to each other by moving around. Preparing the

media, material and classroom management was the main concept which made Miss. Vivi class success.

## **2. The Data about the Factors Influencing the Successful Implementation of Mingle Game at Second Grade Students of Azmania Islamic Junior High School Ponorogo.**

Based on interview that the researcher conducted to the teacher about the factors influencing the successful implementation of Mingle Game at second grade students of Azmania Islamic Junior High School Ponorogo , Miss. Vivi said that:

“There are 25 students in the second grade. Confirming that they do what we need is not easy. We do not know what they feel when entering our class. Our job is that how to arranging an activity that can increase their motivation. We know that the Mingle game needs a lot of the energy and motivation. The good choices about the warming up is main key”<sup>65</sup>

Based on the interview above, the researcher found that one of the factor influencing the successful implementation of mingle game is the students motivation and the activities. There are some correlation between students' motivation and the activities that teacher arranged. When the teacher arranged the activities that more creative and enjoyable, their motivation will increasingly better. Warming up as one of the first activities when applying Mingle game should be chose well. The mingle game is the game when the students' stand up and talk to each other by moving around. Therefore, when the students' motivation are high they implementation of Mingle game will be well. In addition, Miss. Vivi said that:

“One of the rules in Mingle game is dividing the students into some groups or in partner. It based on the teacher choice. But considering the effective one which relate to the class setting is important. Not every

---

<sup>65</sup> Look at interview transcript number: 1/24-III/2020

school has the big class and mingle game need more space. As my class before when I was implementing Mingle game, I did not teach them in a class but in Hall. I think that it's more effective if we teach them in outdoor."<sup>66</sup>

Based the interview above, the researcher knew that one of the steps in the mingle game is by grouping students and setting up their sit to make them interact to one another and having more chance and opportunities to speak. But the way how to grouping and setting their sit based on the condition is the important one. Mingle game needs more space so it needs a large place. They way teacher organize the seat of the students will give the big impact to the teaching and learning process. It gives more impact to the students who shy and less confident. Miss. Vivi said that:

“The other things that give the bigger impact to the implementation of mingle game is the clear instruction from the teacher. Not all the students will easily understand with our explanation, especially if we talk in English. That's why I always explain the instruction more than once. Repetition and clear explanation is the key. Mingle games need more understandable in the rule, if the students' doesn't understand enough they will lost when act the Mingle.”<sup>67</sup>

From the interview above, the researcher knew that the clear instruction is the key of the successful implementation of Mingle game. In Azmania teaching and learning process of English use English language at all. Not every student will easily understand with the explanation from the teacher. The clear explanation and the repetition is the key to make them understand. So, they can easily do what they should do. It is important to the teacher to make sure the students understand with the instruction. In addition Miss. Vivi said that:

“Preparation is the important part in the implementation of Mingle game. We should prepare all the material, media and things that we need

<sup>66</sup> Look at interview transcript number: 1/24-III/2020

<sup>67</sup> Look at interview transcript number: 1/24-III/2020

to support our teaching and learning process. As my last class when i teach them about how to directing someone, it would be more effective if I did not use blackboard to draw a map. But I should give a map for each student. So they would easily to see the map and ask and answering the question from the map.”<sup>68</sup>

Based on the interview above, the researcher knew that, preparation is the last key to implementing Mingle game successfully. It includes the material, media, and things that the teacher need in their teaching and learning process. Well preparation will give more positive impact to the students.

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.

### **3. The Data of the Students’ Responses toward the Implementation of Mingle Game in Teaching Speaking at Second Grade Students of Azmania Islamic Junior High School Ponorogo**

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 24<sup>th</sup> March

---

<sup>68</sup> Look at interview transcript number: 1/24-III/2020

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. It can be seen in the bellow interview:

This is according to Miss. Vivi as the teacher, she stated:

“As I said before, the main goal of teaching speaking is that they can speak confidently without worries about mistakes. That’s what I see when I teach them by using Mingle game. Maybe, in the way of the utilization of this game, some of them feel confused. But most of them enjoy this game. When some students feel confused about the rule of this game, I always overtake them to help what they need and explain more. Therefore, they will understand and give their best performance.”<sup>69</sup>

Besides that, after conducted an interview with the teacher, the researcher also conducted an interview with the students. There were positive responses from them. It can be seen in the bellow interview:

This is according to Barlint Kasya Ababil:

“I enjoy this game. We can learn how to tell someone with the direction. So we do not need to shy to each other that asking us to tell the direction. And we can learn how to tell the direction in polite way.”<sup>70</sup>

Here is according to Elvira Raihan Bilqis:

“The game is violent, but I dizzy if the director cannot explain to me”<sup>71</sup>

Agustian Malfa Mumtazah also added that:

“The game is excellent, good job, wonderful, and makes me happy”<sup>72</sup>

Meanwhile Neysa Farras Maulidie said that:

“I enjoy this game because make me think how to use the true vocabulary and how to communicate with my friends with the good expressions. And then, this game can improve how honest you are to assess your friends.”<sup>73</sup>

<sup>69</sup> Look at interview transcript number: 1/10-V/2020

<sup>70</sup> Look at interview transcript number: 2/24-III/2020

<sup>71</sup> Look at interview transcript number: 3/24-III/2020

<sup>72</sup> Look at interview transcript number: 4/24-III/2020

<sup>73</sup> Look at interview transcript number: 5/24-III/2020

Cynara Cleva Cemisita also added that:

“This game is so excellent, because I like this game and this game make me feel enjoy in learning English. Besides that, this game can help us to increase our language and to more understand about the material.”<sup>74</sup>

This is according to Syifaul Mukaromah, she said that:

“I like this game because this game helps us to know how to direct someone when they are asking us”<sup>75</sup>

Then, Dinda Putri Pramesti said that:

“I am so happy with this game. Because it is the way to be a good director is. And I hope i can be a good director. Besides that, i will not feel sleepy at this time. We not jus study together, but we also play the game together. I enjoy it!”<sup>76</sup>

According to Zaula Dzikrona:

“I think this game makes me happy and it can help us to be a good director.”<sup>77</sup>

Nashwa Zahra Khatami also added that:

“It is a good game. It can make us better in our speaking skills”.<sup>78</sup>

Meanwhile Nabila Rofifa Ulkhaq said that:

“This game make me so happy, i support about this game, because this game make us to exercise to speaking English with our friends.”<sup>79</sup>

Ratri Hening Larasati also added that:

“I interest in this game. I can study and play game at one time. I can also practice my English to others.”<sup>80</sup>

According to Allifa Fiqri Faidah:

---

<sup>74</sup>Look at interview transcript number: 6/24-III/2020

<sup>75</sup>Look at interview transcript number: 7/24-III/2020

<sup>76</sup>Look at interview transcript number: 8/24-III/2020

<sup>77</sup>Look at interview transcript number: 9/24-III/2020

<sup>78</sup>Look at interview transcript number: 10/24-III/2020

<sup>79</sup>Look at interview transcript number: 11/24-III/2020

<sup>80</sup>Look at interview transcript number: 12/24-III/2020



“This game is funny but this game makes us hungry because this game asks us to explain it to many people.”<sup>81</sup>

From the interview above, the researcher concluded that most of the students' responses that they were enjoy with Mingle game. They were not sleepy anymore. Most of them said that when they are playing this game they can study and play at the one time. They felt no worry when they speak with one to another because everybody should speak. Some of them also said that through this game they knew how to use the vocabulary at the real time. But not only knew how to use the vocabulary but they learnt a new vocabulary, a new phrase, and a new clause at one time. They were happy, even though they were studying and learning at the one time. This game made them feel confident to speak English to other. They were not afraid to make mistakes while they are speaking.

On the other hand, some students gave the negative responses about Mingle game. It can be seen in the bellow interview:

According to Nisya Elri Fridawati:

“This game is just so so.”<sup>82</sup>

Cynara Cleva Cesimita also added that:

“I think this game just so so. But this game can make us easier to study or memorize the material. Then this game helps us to understand the material well.”<sup>83</sup>

Meanwhile Ajeng Kirana said that:

“This game is violent. But this game is very difficult because make me confused.”<sup>84</sup>

Azzahra Tsabitah Zaimatun also added that:

---

<sup>81</sup> Look at interview transcript number: 16/24-III/2020

<sup>82</sup> Look at interview transcript number: 13/24-III/2020

<sup>83</sup> Look at interview transcript number: 14/24-III/2020

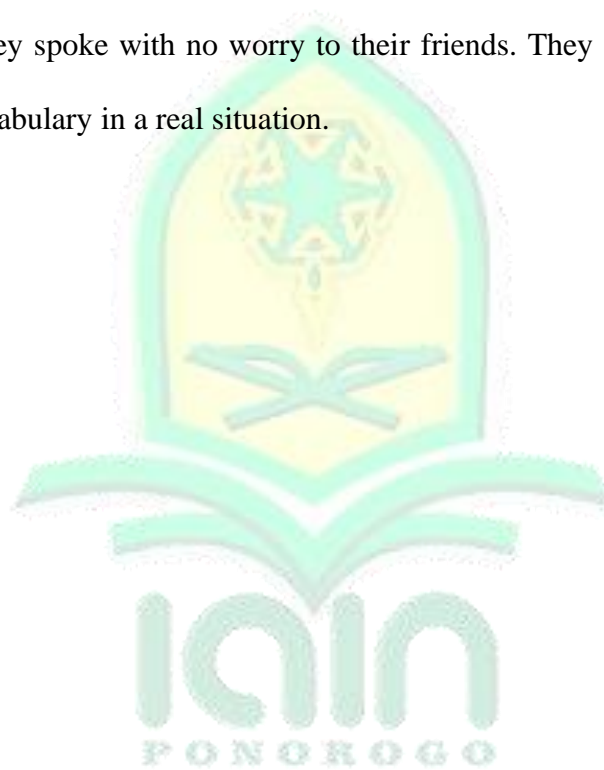
<sup>84</sup> Look at interview transcript number: 15/24-III/2020



“I think Just so so.”<sup>85</sup>

Based on the interview above, 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.



---

<sup>85</sup>Look at interview transcript number: 17/24-III/2020

## CHAPTER V

### A. The Analysis of the Utilization of Mingle Game in Teaching Speaking at Second Grade Students of Azmania Islamic Junior High School Ponorogo

Before we know more about the utilization of Mingle Game in teaching speaking at second grade students of Azmania Islamic Junior High School Ponorogo, first we must understand the condition and situation of students in the class. We also must know that become a teacher is not easy. In the second grade, there are 25 students. Teacher should strive to educate the students. In a class, it consists of many kind of students' behaviour. The teacher must strive to encourage the students to achieve the same educational purpose.

In teaching speaking teacher should consider about the students' need and the goal of speaking. Speaking is a productive skill. It involves the speaker to use speech to express meanings to other people. Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than that.

Azmania Islamic Boarding School Ponorogo is organized by referring to the National Education Curriculum (KTSP) and added to the 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.

Generally, all the students in second grade class of Azmania are good in their English skill. They use English and Arabic as their daily language. It becomes a new chance to teacher to create more activities which can improve more about their speaking skills.

The institution curriculum is designed to strengthen the religious competence (*Aqidah Akhlak, Fiqih Ibadah*), Qur'anic competence (*Tartil, Tahfidz, Tarjamah*), communication competence (English and Arabic), personal competence (talent development and achievement sports). As the core curriculum, the implementation of the institutional curriculum is adjusted to the development of children at the age of basic education.

For English lesson they used direct method. As the goal of the institution teaching and learning process of English encourage students to develop their communication competence. The teaching and learning process designed to make the students comfortable with the lesson. So it made their motivation higher than other school.

Most of people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than that. Speaking is a productive skill that can be directly and empirically observed involving two people who are engaged in talking to each other and using language to express meaning so that other people can make sense of them.<sup>86</sup>

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.

---

<sup>86</sup>Jeremy Harmer, *"The Practice of English language Teaching, New Edition"*. (Essex: Pearson Education Limited, 2007) p.60

Mingle which is proposed firstly by Pollard and Hess in 1997 can be modified into new model for teaching speaking skill. 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. The unique one of mingle game is that the students stand up and circulate simultaneously, in pairs or small groups, and switch from one classmate into another while speaking, listening, and taking notes. 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 a media, use peer and group of students, based students cantered, and lecturer is part of students, an fun. Mingle activities include class questionnaires, matching activities (finding partner), group dictations, and role plays. It is repetitive and helps them find patterns.<sup>87</sup>

The main problem in teaching speaking in foreign language is the students self-confident. Many students' feel worry when the teacher ask them to speak English orally. Based on the theory and research above, the researcher concluded that mingle game is the effective technique to solve the problem.

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

---

<sup>87</sup>Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", Al-Ta'lim Journal.(2015 Vol.22, p.03) journal.tarbiyahainin.ac.id

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:

1. Complete everything that need before starting the activity such as the teaching material, media, and students' worksheet is acquired.
2. Manage the containing classroom, the number of students, tables, and desks.

3. Plan how to present the activity to the students. The teacher may give the basic rules of mingle activities if it is needed.
4. The teacher may demonstrate before beginning and the teacher can provide the rules in the students' first language.<sup>88</sup>

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 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.

---

<sup>88</sup> Hall Houston, "Mastering the Mingle", IH Journal.( Issue:33, 2012, p.33 ) ihworld.com

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.

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:

1. 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.
2. 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.<sup>89</sup>

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 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.<sup>90</sup>

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

<sup>89</sup> Hall Houston, "Mastering the Mingle", IH Journal.( Issue:33, 2012, p.33 ) ihworld.com

<sup>90</sup> Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", Al-Ta'lim Journal.(2015 Vol.22, p.03) journal.tarbiyahainin.ac.id

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.

Based on the theories and the first and second observation in the utilization of Mingle game in Azmania above, the researcher concluded that Mingle games can be modified as the need of the topic. Because the concept of the Mingle game is when students stand up and talking to each other by moving around. Preparing the media, material and classroom management are the main concept to make the utilization of Mingle game success.

**B. The Analysis of The Factors Influencing the Successful Implementation of Mingle Game at Second Grade Students of Azmania Islamic Junior High School Ponorogo.**

Being a successful speaking activity, the learners need to be talks a lots, everybody has a chance, having high motivation, and the language need to be acceptable to their level. 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.<sup>91</sup>

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

---

<sup>91</sup> Penny Ur, “ *A Course in Languauge Teaching, Practice and Theory*”, ( Cambrige Universitty Press: Britain: 1995), p. 120

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.

The teacher of second grade students of Azmania added that one of the rules in Mingle game is dividing the students into some groups or in partner. It based on the teacher choice. But considering the effective one which relate to the class setting is important. Not every school has the big class and mingle game need more space. Based on that, considering the settings and stduents' seat are the factors influencing the utilization Mingle game in Azmania.

Before doing the game, makes sure that all of the students understand enough about the instruction. Because the clear explanation from the teacher will enhances the successful implementation of Mingle game. The teacher of second grade students of Azmania said that the other things that give the bigger impact to the implementation of mingle game is the clear instruction from the teacher. Repetition and clear explanation is the key. Mingle games need more understandable in the rule, if the students' doesn't understand enough they will lost when they act the Mingle. Based on that, it is important to the teacher to make sure the students understand with the instruction.

Furthermore, the preparation takes the important role in factors influencing the implementation of Mingle game. It is suitable with the theory of Darmayenti in her Journal. She stated that Mingle game has three steps. First, pre-activity includes preparing all the media and things that needed, arming 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.<sup>92</sup> Therefore, the teacher should concern on preparing the material, the kind of activities, and the media that suitable with the students' need. So they would easily to understand. Therefore, preparing all the needs is the key to gain the successful implementation of Mingle game.

Form the theories, interview, and observation above the researcher concluded that 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.

### **C. The analysis of the Students' Responses on the Implementation of Mingle Game in Teaching Speaking at Second Grade Students of Azmania Islamic Junior High School Ponorogo**

Being a successful speaking activity, in implementing Mingle game the learners need to be talks a lots, everybody has a chance, having high motivation, and the language need

---

<sup>92</sup>Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", Al-Ta'lim Journal.(2015 Vol.22, p.6-7) journal.tarbiyahainin.ac.id

to be acceptable to their level. Besides those, successful speaking activity can be seen from students' responses. If their responses in a good way, it means it is a good and suitable activity.<sup>93</sup>

After did the observation and interview in students' speaking class at second grade students of Azmania. There were good and negative responses from them. Most of them said that they were enjoyed with Mingle game. They were not sleepy anymore. Most of them said that when they are playing this game they can study and play at the one time. They felt no worry when they speak with one to another because everybody should speak. Some of them also said that through this game they knew how to use the vocabulary at the real time. But not only knew how to use the vocabulary but they learnt a new vocabulary, a new phrase, and a new clause at one time. Even they were studying and learning a lot, they were happy. This game made them feel confident to speak English to other. They were not afraid to make mistakes while they are 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:

---

<sup>93</sup> Penny Ur, " *A Course in Language Teaching, Practice and Theory*", ( Cambridge University Press: Britain: 1995), p. 120

1. The students were motivated to express their ideas in a group activity.
2. The students became competitive.
3. Students learned without realizing that they are learning.
4. Improving students' proficiency.

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

1. The Mingle game must in large group.
2. This game needed many participants<sup>94</sup>

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 vocabulary 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.

---

<sup>94</sup> Darmayenti, Nofel Nofiandri, "Mingle Model for Teaching English Speaking Skill for College Students", Al-Ta'lim Journal.(2015 Vol.22, p.6-7) journal.tarbiyahainin.ac.id



## CHAPTER VI

### CLOSING

#### A. Conclusion

Based on the findings of the research and discussion, and then proposed the following conclusion:

1. 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.
2. 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.
3. 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.

## **B. Suggestion**

Based on the explanation above, the writer suggests some points as follows:

1. For the Teachers

Every student has their own capability and behavior, considering the appropriate technique that suitable with the student's need is important.

2. For the Students

a. The Students should be more active and confident in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

b. All of the students should be brave in speaking English.

4. For the School

The researcher greatly expects that this study can give good contribution for the school, such as a good inspiration for further studies in learning speaking performance.

5. For the Readers

This study is expected to give contribution to readers, especially the students of IAIN Ponorogo.

## BIBLIOGRAPHY

Ary, Donal, et al. *Introduction to Research in Education*. Belmont: Wadsworth Cengage Learning, 2010.

Bailey, M., Katleen. *Practical Language Teaching; Speaking*. NY: Phoenix Ltd, 1995.

Brown, Douglas, H. *Principles of Language Learning and Teaching: Fourth Edition*. San Fransisco: San Fransisco State University Press,2001.

Cohen, Louis, et al. *Research Methods in Education*. London and New York: Routledge Falmer, 2000.

Creswell, W, John. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc., 2012.

Darmayenti, and Nofiandri,Nofel. *Mingle Model for Teaching English Speaking Skill for College Students*, Al-Ta'lim Journal, 2015 Vol.22, (journal.tarbiyahainin.ac.id Accessed on 13<sup>th</sup> January 2020)

Dermibas, Morrow .*Perfomance Differences between ELT Freshmen's Receptive and Productive Skills*. The Journal of Language and Linguistic Studies. 2013. 107-110. (Available at: <http://www.jlls.org/vol9no1/107-127.pdf> Accessed on 23 October 2020)

Haris, P., David. *Testing English as a Second Language*. New Delhi: India Offset Press, 974.

Houston, Hall. *Mastering the Mingle*, IH Journal. Issue:33. ( ihworld.com Accessed on 7<sup>th</sup> May 2020)

Harmer, Jeremy. *The Practice of English language Teaching, New Edition*. Essex: Pearson Education Limited, 2007.

HayriyeKayi. *Teaching Speaking: Activities to Promote Speaking in a Second*

*Language*. The Internet TESL Journal. Vol. XII, No. 11, University of Nevada  
,2011.( iteslj.org Accessed on 13<sup>th</sup> January 2020)

Headlam, Nicola. *Research Methods Textbook*. CLES, 1986.

Kasihani. *English for Young Learners*. Jakarta: Bumi Jagakarsa, 2007.

Kothari, C., R. *Research Methodology: Methods and Technique*. New Delhi: New  
Age International, 2014.

M., A., Latief, *Research Methods on Language Learning*. UM Press: Malang, 2013.

Singh, Kumar, Yogesh. *Fundamental of Research Methodology* . New Delhi: New  
age International Ltd., Publishers, 2006.

Medonogh, Jo and Shaw, Christoper. *Material and Method in in EL*. ( UK: Blackwell  
Publising, 2003.

N.F, Ririn. *The use of Mingle Technique to Develop Students' Speaking Skills*. ELTS  
Journal.Vol.1 No. 1, TadulakoUniiversity: English Education Study Program,  
2017. ( jurnal.untad.ac.id Accessed on 13<sup>th</sup> January 2020)

Nguyen, Hoang, Tuan, Tran, Ngoc, Mai. *Asian Journal of Educational Research*  
*Factors Affecting Students' Speaking Performance At Le Thanh Hien High*  
*School* . VIETNAM Vol. 3, No. 2, 2015 ISSN 2311-6080.

([www.multidisciplinaryjournals.com](http://www.multidisciplinaryjournals.com) Accessed on 4<sup>th</sup> March 2020)

Peach. *Teaching English as a Foreign or Second Language*. Peach Corps  
Information Collection and Exchange, 1989.

Polard & Hess. *Zero prep: ready to go activities for teachers*. Herforthshire: Prentice  
Hall, 1997.

R.U, Susan. *The Use of Mingle Game to Improve Second Grade Students'*

*Achievement at SMAN 1 Bandar Lampung.* Bandar Lampung: Universitas Lampung, 2017.

Sharan B. Merriam. *Qualitative Research: A Guide to Design and Implementation* .

San Francisco: Jossey-Bass, 2009.

Tracy, J. ,Sarah. *Qualitative Research Methods: Collecting Evidence, Crafting*

*Analysis, Communicating Impact.* Southern Gate: Wiley-Blackwell, 2013.

U., R., Penny. *A Course in Language Teaching, Practice and Theory.* Britain :

Cambridge University Press, 1995.



## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : UMIATUL MUFIDAH

NIM : 210916078

Menyatakan bahwa saya telah lulus semua mata kuliah dan semua berkas dan persyaratan yang saya unggah/upload untuk mendaftar ujian skripsi di laman *e-learning* IAIN Ponorogo adalah asli, benar, dan dapat dipertanggungjawabkan.

Jika saya melanggar ketentuan-ketentuan yang telah ditetapkan, maka saya bersedia menerima sanksi dari pihak yang berwenang.

Hormat saya,



UMIATUL MUFIDAH

Appendix 03

### SURAT PERNYATAAN PERSETUJUAN PUBLIKASI

Saya yang bertanda tangan di bawah ini:

Nama : Umiatul Mufidah

NIM : 210916078

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : *The utilization of Mingle game in teaching speaking at Azmania Islamic Boarding school Ponorogo*

Menyatakan bahwa naskah skripsi telah diperiksa dan disahkan oleh dosen pembimbing.

Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di [etheses.iainponorogo.ac.id](http://etheses.iainponorogo.ac.id). Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab penulis.



Ponorogo, 21 Juni 2020

Penulis,

**Umiatul Mufidah**

**NIM.210916078**

*Appendix 04***PERNYATAAN KEASLIAN TULISAN**

Saya yang bertanda tangan di bawah ini:

Nama : Umiatul Mufidah

NIM : 210916078

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : *The utilization of Mingle game in teaching speaking at Azmania Islamic Boarding school Ponorogo*

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 21 Juni 2020

Penulis,

  
**Umiatul Mufidah**

**NIM.210916078**



## CURRICULUM VITAE



Umiatul Mufidah was born on, July 23, 1998. She is the older child in her family. In 2009, she was graduated from SDN 05 Gemaharjo, pacitan. After graduated from elementary school she continued her study in Junior High School at MTS Al Fattah Pacitan and graduated in 2013. She continued to study in MA Al Fattah Pacitan, taking Exact (IPS) as her focus of study. She decided to continue his study at State Institute of Islamic Studies of Ponorogo (IAIN Ponorogo) and she took English Education in that collage.

