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

(A Script)

By

Susan Rizki Utami

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

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

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There are various techniques that can be used in teaching speaking. However, pressured atmosphere and lack of activities are frequently found in the implementation. Hence, a mingle game as one of games are needed to make class enjoyable and to have more speaking practice. The aims of this research were to find out i) if there is a significant difference of students' speaking achievement after being taught by using Mingle Game and ii) the pattern of students' speaking achievement.

The subject were 36 students of class XI IPA 5 at SMAN 1 Bandar Lampung in 2016/2017 academic year. There were two raters to assess students' speaking performances and speaking test was used as the instrument. The students' speaking achievements were measured in terms of pronunciation, fluency, and comprehensibility. The data were analyzed by using Repeated measure t-test in which the significance was determined by $p<0.05$ and hypothesis testing was computed using Statistical Package for Social Science (SPSS).

The result shows T-ratio is higher than T-table $(18.402 > 2.030)$. The mean score of pre-test is 62.97 and the mean score of posttest is 73.25 in which the gain is 10.28. This implies that there was a statistically significant difference of the students' speaking achievement between the pre-test and the posttest after the use of Mingle Game technique. This suggests that teaching speaking through Mingle Game technique facilitates the students to improve their achievement in speaking.

Keywords: speaking, achievement, mingle game

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Susan Rizki Utami

A Script

**Submitted in a Partial Fulfillment of
The Requriements for S-1 Degree
in
The Language and Arts Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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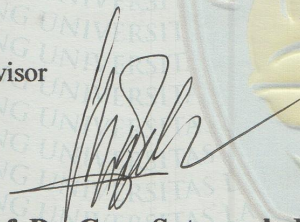|		
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Student's Name	:	Susan Rizki Utami
Student's Number	:	**1313042077**
Department	:	**Language and Arts Education**
Study Program	:	**English Education**
Faculty	:	**Teacher Training and Education**
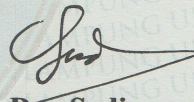
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Advisory Committee

Advisor   Co-Advisor

Prof. Dr. Cucu Sutarsyah, M.A.   **Drs. Sudirman, M.Pd.**
NIP 19570406 198603 1 002   NIP 19550712 198603 1 003

The Chairperson of
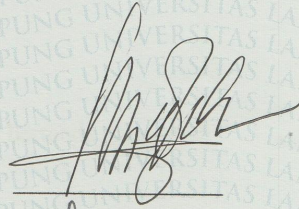The Department of Language and Arts Education
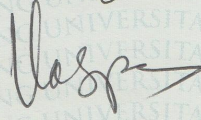
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NIP 19620203 198811 1 001

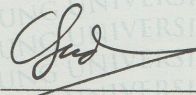**ADMITTED BY**

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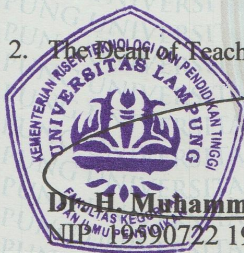   Chairperson : **Prof. Dr. Cucu Sutarsyah, M.A.**

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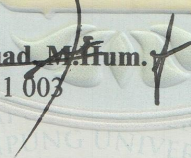
   Secretary   : **Drs. Sudirman, M.Pd.**

2. The Dean of Teacher Training and Education Faculty

   Dr. H. Muhammad Fuad, M.Hum.
   NIP 19590722 198603 1 003

Graduated on : **November 21st, 2017**

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Nama   : Susan Rizki Utami
NPM   : 1313042077
Judul Skripsi   : The Use of Mingle Game to Improve Second Grade Students'
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Program Studi   : Pendidikan Bahasa Inggris
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NPM 1313042077

CURRICULUM VITAE

Susan Rizki Utami was born on February 2nd, 1995 in Bukit Tinggi, West Sumatera, as the only child in Padangnese-couple family, Yusrizal and Poppy Sandra. Her father's profession is entrepreneur and her mother's is a housewife.

She began her education at Aisyah kindergarten, Bandar Lampung in 2000. Graduating in 2001, she continued her study to SDN 2 Sukajawa yet she moved to another school twice. The first was SDN 1 Gedong Aer in late 2002 then SDN 2 Rawa Laut in 2005 and she completed the study two years later in 2007. After that, she enrolled at SMPN 23 Bandar Lampung for her junior high school education and finished it in 2010. She continued her study to SMAN 10 Bandar Lampung and graduated in 2013. In the same year, she successfully passed out SNMPTN program and was accepted as a student of English Education Study Program of the University of Lampung.

During her study, she was actively involved in some organizations to enhance her leadership and public speaking skill. She started her organizational experience by joining School Internal Student Organization (OSIS) and extracurricular PASKIBRA in her senior high school and was chosen as the general secretary for both organizations. In the college, she joined and became a board of a student organization, HMJPBS in 2013 and the only university-scooped English organization, UKM-U English Society in 2014.

Susan completed her community service and teaching practice program at SMA Bustanul Ulum, Lampung Tengah, from July to August 2016. In the next year in January, she also had a chance to experience in pre-service English teacher camp EPIC in Batu, Malang which was held by Regional English Language Office (RELO), U.S. Embassy Jakarta for two weeks. After that she did her research at SMA N 1 Bandar Lampung from February to March 2017. Before she graduated, she completed a pre-service program for student teacher named SEA Teacher project in Philippines for a month in August.

DEDICATION

To my mother and father, to who are the only reasons to

dream bigger and live better.

To my uncle and aunty, without whom none of my success would be

possible and greater.

To all teachers, to who are the actors behind my educated life chapter.

MOTTO

يُكَلِّفُ وُسْعَهَا

"Allah does not burden a soul beyond that it can bear"

(Quran 2: 286)

"Acquire knowledge, and learn tranquility and dignity"

(Omar ibn al-Khattab)

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Indeed, without any supports, helps, and encouragements from open-handed people, never will the writer accomplish his bachelor thesis. Thus, the writer would like to express her sincere gratitude and deep respect to:

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At the end, the writer hopes that this paper can be beneficial for the readers and those who want to carry out this research further.

Bandar Lampung, 21 November 2017

Susan Rizki Utami

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I.   INTRODUCTION

This chapter discusses several points: introduction that deals with background of the research, research questions, objectives, uses, scope, and definitions of terms.

1.1. Background

As the goal of language is communication, speaking becomes an important skill students need to master in order to communicate in English fluently and clearly. Speaking takes place everywhere and has become a part of our daily activities. Alfi (2015) states that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

However, many students, including the second grade students of SMAN 1 Bandar Lampung, who have spent years studying English, are still not able to speak English. This indicates that speaking is the most difficult skill for students to learn. There are some reasons why students get difficulty to speak English. The first reason is that they lack speaking activities. Practice of speaking is portioned less during teaching learning process. Teachers have focused more on teaching students how to answer reading and listening tasks since the English examination in formal education

measuring the students' reading-listening performance. English teachers also just introduce students to listening practice while they are explaining materials in the class. There is rarely speaking test or oral production practice. As a result, students get problem in speaking for they are not accustomed and less given a chance to practice speaking.

Darmayenti and Nofiadri (2015:1-2) found that the average of senior high school students had difficulty to say something in English because they had some problems which do not support them to speak correctly. They elaborated the reasons of students' difficulty in speaking English. The first reason is that they are lack of vocabulary. Students are restricted to express their ideas and then they use code mixing. Secondly, students cannot speak fluently because the students do translate in the time they produce English. So, the effect is that they take time to speak and their language adopts Bahasa Indonesia grammar-bahasa Indonesia sounded. Thirdly, they have problem on grammar. It sometimes makes them afraid to speak. For example, they construct a complex sentence in Bahasa Indonesia to tell the idea and feeling, but they do not know how to manage complex sentence in English. So, they try to avoid the idea to speak. In another case, the students also have low comprehension about what teachers say that is shown by the students' responses. In addition to this weakness, they prefer to keep silent instead of saying something in English in the classroom. They worry about making mistakes, fearful of criticism or losing face or simply shy of attention their speech attracts. Sometimes they complain that they cannot think of anything to say. They seem to have no motivation to express

themselves beyond the feeling of guilty that they should speak, while others speak very little or not at all. Since they have no motivation, lack of support and peer pressure. Another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. Commonly, teachers often use techniques that eventually make their students feel under pressure and fear of making mistakes. Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking skill to make students able express themselves and learn how to use English as the language. In brief, English teachers should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking ability, give attention to the speaking components', and make the English lesson more exciting. For this reason, the English teachers should apply appropriate method and technique of teaching speaking.

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

(2000) who believes that games are highly motivating in foreign language teaching because they are amusing and interesting they can be used to give practices in all language skills and can be used to practice all types of communication.

One of the games which can be employed in speaking class is mingle game that is firstly introduced by Pollard and Hess (1997). Formerly, it is an activity or technique in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics (talking cocktail party style). According to Pollard and Hess in Darmayenti and Nofiadri (2015:1-2), a major trait of Mingle activity is that the students stand up and circulate simultaneously, in pairs or small groups, and switch from one classmate to another while speaking, listening, and taking notes. Face-to-face interaction with at least a few other students is the principal goal. Mingle activity is started by asking different student with the same question and different responses of learning through talk, activities are conducted by moving and walking, use card as a media, use peer and small group of students, base students centered, and lecturer is part of students, and fun. Mingle activities include class questionnaires, matching activities (finding partner), group dictations, and role-plays. The activity does serve an important purpose. It gets students talking and forming sentences. It is repetitive and helps them recognize patterns.

Mingle game has two steps, act mingle and do presentation. On the activity of mingle game, the students do the following activities; (1) The students are shared the card, (2) The students read the information in the card, (3) The students do the conversation through moving and walking down, and (4) teacher controls and

facilitates the students. On the presentation, the students do the following activities; (1) the students present the result of Mingle, (2) teacher gives reward to the winner. In practice, it should be developed into some steps which can be used easily by the students in doing speaking.

There are previous studies that concerned on the use of mingle game technique. Firstly, a study conducted by Muslim in 2013. He used mingling activities to improve students' speaking ability at islamic junior high school Maarif NU Miftahul Huda Mangunranan seventh grade in academic year 2012 and found it successful. Secondly, a thesis written by Hakim in 2014 dealing with using mingle game to improve the speaking ability of the seventh grade students at SMP Muhammadiyah 2 Mlati showing that students' English speaking learning process improved. Lastly, the journal published by Darmayenti and Nofiadri in 2012 about Mingle model for teaching English speaking ability for college students at IAIN Imam Bonjol Padang which stated that Mingle model is more effective to improve students on all components of speaking skill and recommended to be implemented.

Based on the previous studies above, the researcher assumes that by using mingle game students have a chance to develop their speaking ability and are able to use English for communication. Thus, the researcher is interested to conduct a research by using mingle game.

1.2. Formulation of the Research Problem

Related to the background stated before, the researcher formulated the problems as follows:

1) Is there any significant difference of second grade students' speaking achievement at SMAN 1 Bandar Lampung after the students were taught by using mingle game?

2) What is the pattern of students' speaking achievement between the pre-test and post test after they were taught by using mingle game?

1.3. Objectives

Based on the problem formulated above, the objectives of this research are as follows:

1) To investigate whether there is a significant difference of second grade students' speaking achievement at SMAN 1 Bandar Lampung after being taught by using Mingle game.

2) To find out how the pattern of students' speaking achievement is between pre-test and posttest after being taught by using Mingle game.

1.4. Uses

This research is hopefully useful both theoretically and practically:

1) **Theoretically**

It may support theories that mingle game can be applied in teaching English especially in teaching speaking. In addition, this research can be used as reference for other researchers who focus on similar scope of research.

2) Practically

This research is expected to become an input in empowering the teachers of English to improve the students' speaking ability in teaching and learning processes by using mingle game.

1.5. Scope

This research is quantitative research. This research focuses on students' speaking achievement after being taught by using Mingle game. This research was conducted at SMAN 1 Bandar Lampung. The sample was the second year students of SMAN 1 Bandar Lampung. Their age ranged from 16 to 17 years old. The materials of the teaching learning were based on the students' hand book for the second grade of senior high school. The teaching of speaking and evaluation covered three aspects: comprehensibility, pronunciation, and fluency. However, for pronunciation, it is limited to segmental phonemes.

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are operationally defined as follows:

1) Speaking

Speaking is a productive skill involving two people who are engaged in talking to each other (Harmer, 2007:67), using language to express meaning so that other people can make sense of them (Cameron, 2001:40).

2) **Mingle game**

   Mingle game is an activity in which students wander around the classroom then mingle with their classmates by finding a partner they have not worked with, talk to each other in order to get the information needed.

3) **Achievement**

   According to John E. Horrocks cited by Bajracharya (2007), achievement is used to describe the status or level of person's learning and his ability to apply what he has learned.

4) **Pattern of Achievement**

   Pattern of achievement is a regular and intelligible form or sequence discernible in the way in which the achievement in a pre-test remains or changes in the posttest.

   Indeed, this chapter already presented the background, formulation of the problem, objectives, uses, scope, and the definition of terms in conducting the research.

II.   LITERATURE REVIEW

This theoretical review deals with some theories and research studies which were relevant to the topic. It had been mentioned in the previous section that the aim of the study was to investigate whether Mingle game can improve students' speaking achievement. Thus, in this section, the discussion would center around review on the speaking, teaching speaking, technique in teaching speaking, mingle game, mingle game as technique in teaching speaking, procedures of teaching speaking though mingle game technique, advantage and disadvantage, theoretical assumption, and hypothesis.

2.1. Speaking

To be able to understand about speaking which is the skill drawn in this research, some points related to speaking are explained as follows.

2.1.1. Definition of Speaking

Speaking is very important in daily activities. Speaking helps people interacting to each other by giving and receiving information. People can also express their ideas, thought, and feeling through spoken language. It implies that in the speaking process, people try to communicate with each other and use their language to send message to the second person. In this case, the speaking

processes need at least two people, one as a speaker who produces information and the other one as a listener who receives information (Byrne, 1984: 8)

According to Tarigan (1985), speaking is the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, taught and feeling. Hornby (1995: 127) defines speaking is making use of words in an ordinary voice and Widdowson (1984: 58) adds that communication through speaking is performed face to face interaction and occurred as art of a dialogue or other form of verbal exchange.

In a different study, Nisa (2015) states wherever people intend to learn or to understand a spoken language, they use the language by speaking in order to express their idea, feeling, and experience and so on. Therefore, Lado (1977: 240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. Welty (1976: 47) also says that speaking is the main skill in communication. Furthermore, Irawati (2003: 7) states that speaking is one of central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listener used to communicate information, ideas, and emotion to others using oral language.

2.1.2. Aspects of Speaking

In this part, it is necessary to review aspects of speaking because speaking can be says as good or bad based on the aspects of speaking. Harris (1974) says that speaking has five aspects that must be fulfilled: pronunciation, fluency, grammar, vocabulary and comprehension. While Heaton (1978:99) only takes

three criteria for analyzing oral ability; they are pronunciation, fluency, and comprehensibility.

1) Pronunciation

Pronunciation is the way people pronounce the words. Pronunciation refers to be the person's way of pronunciation as well as other skill. However, pronunciaton is limited to segmental phonemes which consists of sound segments; hence, the vowel, consonant, and semivowel sounds of a language.

2) Fluency

According to Brown (2001) states that fluency is the ability to use a language spontaneously and confidently and without undue pauses a hesitation. Fluency is an aspect that influences very much the students' ability in speaking English. The teachers have to guide the students to develop to master it to be fluent in speaking. In this case, the students can speak spontaneously by using a right language or the students do not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression. Simon and Schuster (1979) defined fluency as the quality of flowing, freedom, expressively, readiness or smoothness of speech.

3) Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by the speaker done by listener. Clark states that comprehensibility has two common senses. In its narrow sense, it denotes the building of meaning from sounds. Comprehensibility in broader sense denotes the interpretation

the meaning and utilizes the speech act conveyed. In other words, if there are two people want to make communication to each other, they have to be speaking because they have different information. The activity of speaking or communication should be understood by the speaker and listener. For example, a question, listener extracts the importation then tries to search the answer for it.

4) Grammar

Grammar is about the structure of the language. As stated by Heaton (1978:5) that explains grammar as the students' ability to manipulate structure and to distinguish inappropriate grammatical form in appropriate ones.

5) Vocabulary

Vocabulary refers to the words used in a language. Phrases, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all (Wilkins, 1983).

However, the researcher tends to adopts oral ability scale proposed by Heaton (1991) as guidance for scoring the students' speaking test that implements holistic scoring which covers pronunciation, fluency, and comprehensibility since the main goal of English learning through Mingle game technique is communicative competence. Moreover, Terrel (1977: 326) suggests that if we are to raise our expectations for oral competence in communication, we must lower our expectation for structural accuracy. Thus, if those aspects can be fulfilled by the students, the speaking can be determined as good.

2.2. Teaching Speaking

Teaching speaking is one of the important parts in teaching language. Teaching speaking means teach people to be able to interact with the others verbally in the right way. We know that language naturally made as a means of communication. Speaking is developed from the first contact with the language that we learn, because we can transfer our ideas or massages or thought or order to people using speaking. Language needs interaction (speaking) in the process to fulfill the purpose not just a set of grammar that students have in the school. Harmer (2007: 345-348) 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:

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.

Brown (2001:275-276) proposes some principles for designing speaking teaching techniques. They are presented as follows:

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.

6) Give students opportunities to initiate oral communication.

7) Encourage the development of speaking strategies, such as:

   a. Asking for clarification (What?)

   b. Asking someone to repeat something (Excuse me?)

   c. Using fillers (I mean, well)

   d. Using conversation maintenance cues (Right, Yeah, Okay)

   e. Getting someone's attention (Hey, Say, So)

   f. Using paraphrases for structures one can't produce

   g. Appealing for assistance from the interlocutor (to get a word or phrases, for example)

   h. Using formula expressions (at the survival stage) (How much does ___ cost? How do you get to the __?)

   i. Using mime and nonverbal expressions to convey meaning.

2.3. Technique in Teaching Speaking

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Jesperson (1987:23) quoted in Frida (2016)

states that the essence of language is human activity in the part of individual to make himself understood by another. From the statement above, the writer can say that language is an essential part in human life to communicate with others. Therefore, it needs appropriate technique in teaching speaking. According to Setiyadi (2006), a technique is implementional which means it is something that actually takes place in language teaching or learning in the classroom. All activities that take place in a language class are techniques. The role of language teachers are also regarded as techniques. Thus, the success of teaching speaking depends on the technique that teachers use in the class. If the teachers use suitable technique in teaching, the student will be able to follow the lesson and improve their speaking easily. Since the communication through speaking is performed face to face interaction and occurred as art of a dialogue or other form of verbal exchange (Widdowson, 1984;58), therefore techniques with interactive and creative way are needed.

2.4. Mingle Game

It is essential to review mingle game since this research employs mingle game as technique in teaching speaking. Mingle game is introduced by Pollard and Hess (1997). It is an activity or technique in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics (talking cocktail party style) (Pollard and Hess, 1997:29). 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 principal goal. Mingle activity is started by asking different student 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 small group of students, base students centered, and teacher is part of students, and fun.

Additionally, Yates (2008) as cited by Samsuli (2001) defined mingle game as an activity in which students move around and talk to each other to get some information needed. These mingle games are often designed to practice question asking and answering. Furthermore, Borzova (2014) stated that mingle is an activity where a student approaches a classmate, talks for a while, and then moves on to speak to another classmate. This type of interaction is typically informal, though it can be formal as well, such as when students conduct opinion polls or interviews and address multiple respondents in order to reach a specified goal. The distinctive features of a mingle activity are that all the students work simultaneously, in pairs or small groups, and switch from one classmate to another while speaking, listening, and taking notes. Face-to-face interaction with at least a few other students is the principal goal. As soon as two individuals have finished an interaction, they change pairs either at random or in an organized fashion; for example, if they are standing or sitting facing each other in two circles, pairs change when one circle moves clockwise.

Based on the statements above, in the mingle games, the students should wander 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 get. They usually carry out this mingle 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 given topic. 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.

Case (2008) in Hakim (2014) admits that the mingle games are one of the most popular TEFL games. They are good to get students up and move around and ask questions to match people to inform that they have given, so that they loosens their inhibitions and wakes them up. He also lists 15 variations of the mingle games which make students to equally involved.

1. I'm Unique

    Students have to find out something that is true only of themselves in the class, e.g. ability only they have ("can"). They go round asking the same question (e.g. "Have you eaten crocodile?") until they have asked everyone. If at any time they find out that it is also true of someone else, they should quickly think of another thing and start again.

2. I'm the Same Too

    In this case, students stand up and try to find people who have things in common with them, e.g. the same number of sisters. As in most of these variations, it is important that they change partner after just one question. This is good for auxiliary verbs practice (So do I etc.).

3. I'm the same too Two

   In this slight variation on I'm the Same Too, students can't move onto another partner until they have found one thing they have in common with the person they are talking to. Everytime they change partners they have to ask different questions they can't get one point for "We are both Spanish" each time!

4. I'm the same too Three

   In this case, students have to find things that they have in common with the other students with a different short answer each time, one "So do I", one "So am I", one "So can I" etc.

5. Guess and find

   Before students stand up and start asking questions, they have predicted what will be true, e.g. how many people each of the statements on their worksheet something is true for("_____ people can play the guitar" or "5 people can _____")

6. Find what I've written

   Each student writes one or more true statements about themselves on slips of paper. The slips of paper are then taken in and distributed so that people have statements about others.

   Students stand up and race to find the people who wrote those things (or anyone else the same thing is true for).

7. The snowball game

   This is a variation on "Find what I've written". When students have written their true sentences, they screw them up into balls and when the teacher says start throwing them around like snowballs, including pick up other people's

"snowballs" and throw them. After one minute, students pick up snowballs close to them and go around trying to find who each statement is true for.

8. Answering the question to find someone

In this variation of Find What I've Written, students only write a very short and vague piece of information about themselves, e.g. "three" or "London". Students then have to guess what the question might be for the piece of information they receive, e.g. "How many sisters do you have?" and go around asking that question or change to other questions until they find the right answer. The people answering shouldn't say whether they wrote that or not, but just ask the question they are asked.

9. Shouting find someone who

Any of the variations can be played this way, which just involves giving them an activity where they have to speak to everyone in the class but not letting them stand up.

10. Shout or stand find someone who

If you have a class which is reluctant to speak loudly or to stand up, give them the choice of deciding which is the lesser of two evils by telling them they have to speak to everyone but not telling them how. Most classes will start by speaking to their partner, speaking slightly louder to someone further away etc. until they are standing up without any protests

11. Say hello wave goodbye

Like introducing "So do I", this variation adds both more language and more fun. Students have to do the Find Someone Who activity whilst pretending they

are at a cocktail party or similar and starting and ending each conversation with suitable language.

12. Don't say goodbye

In this variation on Say Hello Wave Goodbye, all the students are given role play cards with their Find Someone Who tasks on, but some people's tasks only say "Keep your partner speaking for as long as possible". Anyone who starts speaking to that person then has the additional challenge of politely ending the conversation so that they can move onto speak to someone else.

13. You'll never find someone who

In this variation, students set each other Find Someone Who tasks. This can either be something they think is not true of anyone in the class, or something they know is true but they think is difficult to guess who.

14. You'll never guess who

In the gossipy version, people have to try to find the answers to as many of their questions as they can whilst speaking to the minimum number of people. They do this by passing on all the information they have found so far, including things they don't need to know but they found out because they know someone else was looking for it. You can also get them to trade pieces of information.

15. If you tell me who

In this variation on You will Never Guess Who, students exchange information so they can find the information on their role cards as quickly as possible, but only giving people information they need if they can trade it for different information they are looking for.

2.5. Teaching Speaking through Mingle Game

One way to get students to speak is using Mingle game. The use of mingle games in teaching speaking has been investigated by some previous researchers, especially for the purpose of improving the speaking skills of the students.

Hakim (2014) who conducted his research using mingle game to improve the speaking ability of the seventh grade students at SMP Muhammadiyah 2 Mlati found that the use of classroom English with mingling games technique makes the students have self-confidence to speak English during the teaching and learning process. Some quiet students became more active to speak English in the classroom. They were not afraid anymore to join the activity with their friends. Some students became more confident to practice speaking and to do the conversation task in front of the class.

Darmayenti (2015) also implemented the use of Mingle model for teaching English speaking skill for college students. She found that Mingle model is more effective to develop students' skills on speaking and writing at State Institute for Islamic Studies (IAIN) Imam Bonjol Padang. The students' skills on English components get improvement. Activities on this model give learning opportunities individually to the students. Environment of learning through mingle model gives a relaxed, pleasant learning atmosphere in the classrooms to the students.

Borzova (2014) suggested that to be ready to incorporate mingles into teaching without regret. In her conclusion she said that Mingles allow teachers to create numerous opportunities for students to try out varied activities for themselves, and by doing so they recycle, refine, and expand their personal experiences. Encouraging students to act effectively in the amplified learning

environment, teachers lead students beyond what they know, can do well, or are already interested in. The use of mingles is the only class management strategy that allows every student to do a lot of talking in the classroom, increasing the quality of communicative competence in English

2.6. Procedures of Teaching Speaking though Mingle Game Technique

According to Pollard and Hess (1997) who introduced the Mingle Game technique, the procedures of doing mingle game was still not much extended. By Taking a name "Talk with Your Classmates" as the title of the mingle game activity, they explained the procedure as follows:

Talk With Your Classmates   (a mingle)

Write about yourself here: I eat _____.

Stand up. Tell your sentence to one classmate.

Talk with other classmates. Say the same thing, and listen to them.

Furthermore, the procedures of mingle game are further elaborated by Hall Houston (2012) as the following.

Before the mingle:

Make sure that teachers have everything they need before they start the activity. If the classroom contains a large number of tables and desks, move them to one side of the room, or even outside the classroom. If this is not feasible, consider moving to an empty room or a space outside. Teachers also plan how they will present the activity to your students. This might be

particularly challenging if the students have never done one before. In this case, present these basic rules:

- Stand up. No one sits down during a mingle

- Walk around until you find someone to talk to

- Speak English to do the activity

- When you are finished, move and find another student

- Speak in groups of 2 only

- Move around freely. Don't walk in line behind other students

- Try to speak with students you don't know

- Talk to as many people as you can

Note: With low-level classes, teachers may need to demonstrate with a student before they begin. In monolingual classes, teachers can provide the rules in the students' first language.

During the mingle:

- Teachers join in the mingle. This gives students a chance to get to know their teacher, and provides them with another demonstration of the activity.

- Teachers 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.

- Teachers can end a mingle when students' enthusiasm starts to flag. Another option is to give them a strict time limit (8 minutes then everyone

sits down). Alternatively, teachers can ask students to stop at a pre-determined number of interactions (talk to 7 people then stop).

After the mingle:

- When the mingle is over, it's best not to launch into another activity immediately. a report phase and a feedback phase to give a sense of closure are recommended.

- For the report phase, call on several students to tell the class something another student told him or her. Teachers can make this more interactive by calling on one student and asking him or her to choose another student. The first student then asks the second one for something funny or interesting that he or she heard, and adds a few follow-up questions to get more information. Repeat several times.

- For the feedback stage, teachers tell the class how they think everything went, and what could have made it even better. Teachers point out some problems noticed, but avoid criticizing any student directly if the teachers feel it could be embarrassing. Ask students what they thought of the mingle and if they'd like to do it again.

Concerning on the procedures of teaching speaking through mingle game technique, the teaching of speaking in the class can adopt P-P-P cycle (Presentation – Practice – Production) approach proposed by Skehan in Richards (2006). This approach views communicative competence as involving the speaking skills of the students. It consists of three stages, namely Presentation, Practice and Production. Since assessment towards students' speaking

achievement, the lesson plans therefore adopt this procedure. Below is the explanation of the stages of the P-P-P cycle using the technique of mingle games.

1. Presentation

   In this stage, students are introduced to the social activity of conversational situation by investigating the model of the example activity. The new grammar structure is presented, often by means of a conversation or short text. The researcher also explains the new structure and check students' comprehension of it. In the relation to the implementation of Mingle games, the activities done will be focused on example of conversational texts. The students were invited to speak some conversational text that given by the researcher. The students also identified what is the topic of the situation, including the location, people that did the conversation, etc.

2. Practice

   In this stage, students are practicing the expressions using new situations with some simple exercises. In this phase, the students' comprehension will be enhanced with some fun activities such as in pairs activity and large group discussion. The students also tried to do the conversation activity spontaneously in their groups to make the students more understand the materials.

3. Production

   In this stage, students practice using new structures in different contexts or information of situation given by the researcher in order to develop students' speaking skills.

Based on the approach explained above, Darmayenti (2014) elaborated the procedures of Mingle game into pre teaching activity, main activity, and post teaching activity. Pre teaching activity includes preparation. Main activities included orientation, exploration, interpretation, re-creation or confirmation. Post activity includes conclusion and reflection. The development of Mingle model includes preparation; warming up; set the rule; act Mingle model; presentation; review and discussion.

In doing preparation as a pre activity, the teacher does the following activities namely;

1) Teacher prepares the cards which had information in it or copy a few examples that the students wanted to learn.

2) Teacher asks the students to sit at semi circle model.

Next activity namely main activity includes orientation, exploration, interpretation, and re-creation.

1) The activity on orientation is informing topic to the students. In this case, the teacher informed the topic and explained the activities on mingle model.

2) On the Exploration activities includes warming up, set the rule, and act mingle.

Warming up is the key of elaboration of a mingle model. The activities includes as follows,

a. The teacher models the expressions which are used by the students,

b. Asked them to response the expression,

    c.   Asked them to speak to one another and each of students got a chance to speak. The expression is used related to the topic being studied. It took ten minutes.

Next, set the rule was the following activity which is conducted by the teacher. This activity includes informing the rules of mingle such as how to play, time, and the way to win the game.

Next is the teacher shared the card to the students and divided them into groups. Mingle activity includes

    a. The teacher shares the card to the students

    b. Set the time

    c. Ask them to study the information firstly,

    d. Ask them to perform in group,

    e. Ask them to move around the class while completing the list of questions,

    f. Monitor students' activities,

    g. Gave a chance for each of students and groups to do mingle. The teachers looked at the students' activities.

In presentation, the teacher gave a chance to the winner to present it in front of the class. It could be single person or group. The teacher asked the rest of students to pay more attention on pronunciation, grammar, fluency, vocabulary, and comprehension. After finishing the activities, the teacher discussed with the students about the topic which had been studied. The students were asked to note the information which they got while speaking. The note taken by the students was shared to their groups. The teacher gave the clues of the right one.

Next activity is re-creation, the teacher asked the students to create a new conversation based on the result of discussion.

After finishing the activities, the teacher discuss with the students about the topic which has been studied. Next, the teacher gives reinforcement of the topic and the students get the conclusion of the topic. The last activity of Mingle model is doing assessment on students' speaking ability. Role play is an activity to evaluate students' speaking skill (Harmer, 2001; Brown, 2010).

2.7. The Advantages and Disadvantages

According to Darmayenti (2012), mingle game which has been reviewed has advantages in learning speaking skill as follows,

1. Mingle game brings in relaxation and fun for students.

2. Mingle game usually involves friendly competition and keeps learners interested. These activities create the motivation for learners of English to get involved and participate actively in the learning activities. Every student is involved to do interaction, including shy students. They are guided to start to speak.

3. Bringing real world context into the classroom, and enhances students' use of English in a flexible, communicative way.

However, mingle game also has some disadvantages. They are:

1. The teacher cannot monitor every student in the class carefully because the Mingle game activity is noisy. Students will be noisy for preparing their speaking performance and doing the activity.

2. It spends much of time during the teaching learning process. Mingle game can be time consuming since students have to walk around and make an interaction with every student in the classroom.

Both of advantages and disadvantages should be made as a consideration for teachers in order to improve the effectiveness of teaching learning process. By seeing the disadvantages it is expected that teachers enable to create the environment of the teaching learning process more enjoyable in order to avoid discomfort and students' embarrassment.

2.8. Theoretical Assumption

It can be assumed that speaking is an important part of second language learning and teaching. In teaching speaking, there are so many technique can be used in teaching learning process. The use of interesting technique is necessary for teaching speaking and mingle game can be used in teaching speaking. It can attract students and also get the goal about language. The researcher assumes that teaching English through mingle game will give the improvement to students' speaking ability and also the aspects of speaking itself. Harmer also stated that Mingle is one of collaborative activity which helps in developing communication skills and team building, help to break cultural barriers among students, lengthy Ice breaker activities help in promoting a sense of trust and friendship between the students (2001). Pollard and Hess (1997:21) add that this excellent all the purpose communicative activity for big English classes. So that, based on the frame theories above, Mingle game is a technique that can be used to teach speaking.

2.9. Hypothesis

Based on the theoretical assumption above, the researcher formulated the following hypothesis:

1. There is a significant difference of students' speaking achievement after being taught by using Mingle game technique.

III. METHODS

This part discusses about research method that is divided into some sections. They are research design, population and sample, data collecting technique, research procedures, validity and reliability, analyzing the data, data analysis, and hypothesis testing.

3.1. Research Design

This research was aimed to know whether the use of mingle game improves students' speaking achievement or not. Sugiyono (2006) states that experimental design is a study which is aimed at finding out the influence of particular treatment. There was only one experiment classchosen randomly which got pre-test, treatments, and posttest. Thus, *One-group pretest-posttest* design was administered in this research.

Quantitative research (quasi experimental) is used as the research design. It is a kind of research in which the data are measured by using statistic measurement in deciding the conclusion (Hatch and Farhady, 1982:22). The result was gotten from the comparison of the two tests (pre-test and post-test). According to (Setiyadi, 2006), the design is described as follows:

$$T1 \; X \; T2$$

$T1$: Pretest (Speaking test)

$T2$: Posttest (speaking test)

X : Treatment (Using Mingle Game)

(Setiyadi, 2006:133)

3.2. Population and Sample

The population of this research was second grade students of SMAN 1 Bandar Lampung. There were 9 classes of second grade in this school. These classes were classified into science class and social class. There were 5 science classes and 4 social classes that their ages ranged from 16-17 years old.

From the population above, there was one class as experimental class that got treatments (teaching speaking through mingle game).To determine the sample, simple random sampling method was applied by using a lottery in order to avoid subjectivity and to guarantee that every class has the same opportunity. Thus, under this reason, the class that was randomly chosen as the sample from the eight classes exist in SMAN 1 Bandar Lampung was XI IPA 5 and this class consisted of 36 students.

3.3. Data Collecting Technique

In collecting the data, the researcher used:

1. Pre-Test (Speaking Test)

The pre-test was administered before treatment. It aimed at knowing the students' speaking ability before being given the treatment using Mingle Game technique. In

administering the pre-test, 5 cards with situations in it were provided to the students and let them choose one. Then, the students would make dialogue about the situation they had chosen in 5 minutes before their performance was assessed. The form of the test was subjective test since there was no exact single answer. The speaking aspects that were scored were comprehension, fluency, and pronunciation.

2. Treatment

This was done after pre-test to teach the students through Mingle Game technique. There were three times of treatment. The students were treated until they could reach the objectives.

3. Post-Test (Speaking Test)

Posttest was administered after treatment. It aimed at seeing the difference of students' speaking ability after they have taught by using Mingle Game technique. The result of the post-test was used to compare the data of the pre-test and making conclusion weather Mingle game can increase students' speaking ability. The speaking aspects that would be scored are comprehension, fluency, and pronunciation. Posttest was similar to pre-test. In administering the posttest, the researcher provided 5 cue cards with situations in it to the students and let them choose one. Then, the students made a dialogue about the situation they had chosen in 5 minutes before their performance was assessed. During the test, the dialogue was recorded by using voice recording.

4. Recording

Students' speaking performance was recorded during pre-test and posttest by using audio recorder as recording tool.

5. Transcribing

By listening the students' voice, the recordings of every student both of pre-test and posttest were transcribed

6. Scoring

Since this research used two raters to score the speaking test, the teacher filled the scoring sheet of first rater (R1) and the scoring sheet of second rater (R2) was filled by the researcher.

3.4. Research Procedures

The procedures of the research were as follows:

1. Determining Problem

This research came from some problems which happened in learning process. Some students were difficult to speak English very well and could not produce some words in English because they did not know how to say. This could be seen when the teacher spoke English to the students and they only kept silent without any response. And then, some students had less self-confidence because they did not know how to use grammar effectively in speaking. Besides, the students did not have motivation to speak English in front of the class because they did not get opportunities to train their speaking ability.

2. Selecting and Determining the Population and Sample.

   The population of this research was second grade students of SMAN 1 Bandar Lampung in 2016/2017 academic year. The sample was students of class IPA 5 who had different ability in speaking. There were 36 students.

3. Selecting Speaking Materials

   In selecting the speaking material, syllabus of class XI was used based on school 2013 curriculum which was the newest curriculum used by the school. The topics were giving and asking opinion, advice, and information. Based on this topic, the researcher taught argumentative dialogue.

4. Administering Pre-test

   Pre-test was conducted to the students on Monday, 20 February 2017. It was done to find out the students' ability in speaking before treatments. The pre-test was administered for about 80 minutes and the material of test was expression.

5. Conducting Treatment

   After administering the pretest, treatments were conducted in the next meetings. The treatment was implemented for three times with different topic in every meeting. The students played snowball and "find someone who" game during the treatments. Thus, in every meeting, the students were used in doing mingle and talking to their friend. The researcher gave the teaching material to the students that were kinds of expression, i.e, asking and giving advice, opinion, and information. Mingle Game technique required students to use expressions in various situations with different people. So, the students were gave an opportunity to practice their speaking by having a talk with many people.

6. Administering Posttest

After the last treatment given to the students, in the next meeting, on Monday, 20 March 2017, posttest was conducted to find out the difference of students' speaking achievement after getting treatment. Students' performance was scored based on the speaking aspects with specific criteria. They were pronunciation, fluency, and comprehensibility. The researcher administered posttest for 80 minutes by using different topics from the pre-test.

3.5. Instruments

In getting the data, the researcher used speaking test as the instrument.

Speaking Test

In this research, speaking test was used to find out the students' speaking ability. This oral test was in term of argumentative dialogue. A speaking test was given to the students by giving some cue cards that were chosen by the students. The students were asked to work in pair. And then, from some topics on cue cards, every pairs had to choose one and made some arguments about the topic that they had chosen with a limited time which is recorded by the researcher. Since it is a subjective test, there were two raters in judging. The two raters were the researcher and English teacher at SMAN 1 Bandar Lampung. In the intention to increase the reliability of the test, the two raters worked collaboratively to judge the students' speaking ability and used the oral English Rating sheet proposed by Heaton (1991). Based on the oral rating sheet (see appendix 6), there are three aspects will be scored; pronunciation, fluency, and comprehensibility. Here is the score sheet from two raters.

Table 3.1 English Speaking Test Sheet

No	Name	R1				R2			
		Pro	Voc	Flu	Total	Pro	Voc	Flu	Total

3.6. Validity and Reliability of the Instruments

Reliability and validity are the indicators to determine the quality of a measuring instrument. Thus, the validity and reliability of the instrument used in this research are as the follows:

3.6.1. Validity

One of criteria that determine the quality of a good instrument is its validity. Validity refers to the extent to which the test measured what is intended to measure.It means that the instrument should be designed fitted to the determined criteria so the writer can obtain the desired data in order to draw correct conclusions for his/her research (Fadila, 2016). According to the Hatch and Farhady (1982: 281) there are two basic types of validity; content validity and construct validity. The validity of the pretest and posttest in this research related to the content validity and construct validity of the test.

Content validity is the extent to which a test measured a representative sample of the subject meter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982).

Construct validity is concerned on whether the test is actually in line with the theory of what it means to the language. It means that the test measured certain based on the indicator.

Both of those validities above were combined to find out the valid test. The researcher processed the speaking test based on 2013 curriculum. She checked the standard competence and also the indicator to achieve the valid test which is qualify. Then she adopted those kinds of validity and used the indicator to create the speaking test. We can see that by applying the curriculum, standard competence and also the indicators, the test was proved to be able to measure and it is valid.

3.6.2. Reliability

An instrument is considered reliable if it consistently shows relatively same results (Setiyadi, 2006:16). Reliability of a test can be defined as the extent to which a test produces consistent result when administered under similar conditions (Hatch and Farhady, 1982:243).

According to Arikunto (2010:221) quoted by Fentari (2016) the reliability of the test is that an instrument can be believed to be used as instrument for collecting data because it has been good. It means that the test has some average result when it is tested to different occasion and the condition is the same as before.

Inter-rater reliability was applied in this research. It is in accounted from the two rows of score which is gotten from two correctors. In inter-rater reliability, the scoring can be done equally. Where, the students' speaking performance can be

evaluated equally by two correctors. Because the test is corrected by two correctors, generally the result of reliability test can be reliable.

To find the reliability of the test, the scores are tabulated to the table as below,

No	X	Y	XY	X2	Y2
1					
2					
3					
…	$\sum x =$	$\sum Y =$	$\sum XY =$	$\sum Y2 =$	$\sum Y2 =$

Notes:

r_{xy} = The coefficient correlation between X variable and Y variable.
X = The total score of rater 1
Y − The total score of rater 2
X^2 = The square of X
Y^2 = The square of Y
XY = The score of x and y product
$\sum XY$ = The total score of x and y product

Then the data of the table are calculated by using Pearson Product moment like as bellow:

$$r_{xy} = \frac{N\left(\sum XY - (\sum X)(\sum Y)\right)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

(Hatch & Farhady, 1982: 281)

Notes:

r_{xy} = The coefficient correlation between X variable and Y variable.
X = The total score of rater 1
Y = The total score of rater 2
X^2 − The square of X
Y^2 = The square of Y
$\sum XY$ = The score of x and y product

The Standard of Reliability

A. a very low reliability   ranges from 0.00 to 0.19

B. a low reliability   ranges from 0.20 to 0.39

C. an average reliability   ranges from 0.40 to 0.59

D. a high reliability   ranges from 0.60 to 0.79

E. a very high reliability   ranges from 0.80 to 1.00

Slameto (1998: 147)

The purpose of inter-rater reliability in this research was to ensure the reliability of scores and to attend the subjectivity of the research. Based on the Stemler (2007), Inter-rater reliability that is uniformly agreed upon in the statistical literature, there are generally two meanings associated with the term. It is used when scores of their test are independently estimated by two or more judges or raters. It means there is another person who gave score besides the writer herself.

After calculating the data, the result of the reliability can be seen as the following table :

3.2 Table of Reliability Result

Reliability	Pre-Test	Posttest	Criteria
	0.63	0.62	High Reliability

From calculating and see the result of computation by using the formula showed that reliability of pre-test was 0.63 (see appendix 14) and the reliability of posttest was 0.62 (see appendix 15). Thus, both test were categorized to high

reliability. After seeing the result of reliability pretest and posttest, it indicated that the data collecting instrument was reliable.

3.7. Data Analysis

Data analysis was done to create understanding for the data after following certain procedure final of result of the students that can be presented by the researcher to the readers (Setiyadi, 2006). To draw a conclusion in this research based on the analysis of students' speaking achievement through Mingle game, the researcher used the following steps:

1. Scoring the pretest and posttest.

2. After getting the raw score, the researcher tabulates the results of the test and the score of the pretest and posttest are calculated. Then the researcher used SPSS to calculate mean of pretest and posttest to see whether there was an influence or not after the students are taught by using Mingle game.

3. The tabulated result of the pretest and posttest are known by drawing the conclusion. The researcher uses statistical computerization in example repeated measures T-test of Statistical Package for Social Sciences (SPSS) for windows version 15 to test whether there is an influence or not.

3.8. Hypothesis Testing

To prove whether the proposed hypothesis will be accepted or rejected, Repeated Measure T-Test was used towards the average score of pre test and post test since the aim of Repeated Measure T-Test is to compare two kinds of data or mean from the

same sample. In this case, the researcher used significance level of 0.05 in which the hypothesis is approve if Sig<

The hypothesis is drawn as follows:

H0 : There's no significant difference of students' speaking achievement after being taught using Mingle game at SMAN 1 Bandar Lampung.

H1 : There's a significant difference of students' speaking achievement after being taught using Mingle game at SMAN 1 Bandar Lampung.

The criteria for accepting the hypothesis is as follows:

If Tvalue>Ttable H1 is accepted

If Tvalue>Ttable H0 is rejected

The researcher used SPSS to calculate the result whether it is significant or not based on the hypothesis.

This chapter had discussed about the method of the research which consist of research design, subject of the research, research procedure, criteria of good test, instrument, analyzing the data, data analysis, and hypothesis test.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses some points relating to the result after conducting the research. And there were the final findings which deals with conclusion and suggestion as follow:

5.1. Conclusion

Having conducted the research at the second grade of SMAN 1 Bandar Lampungand analyzing that data, the researcher tended to state conclusion as follow:

1. There is a significant difference of students' speaking achievement after being taught by using mingle game. The use of mingle game is effective to improve students' speaking achievement as it allows students to actively engage with new content by moving around the classroom, asking and answering questions with multiple members of the class. It can make students drill their speaking by asking same question, but they do not feel bored because they get various answers. The three aspects of speaking, i.e. fluency, accuracy, and comprehensibility, are also improved after using mingle game. Students are accustomed and get a maximum exposure about the topic that their teacher gives. So they can comprehend better, speak more fluently, and make less mistake when having a conversation.

2. In terms of the pattern, students with low to moderate achievement in speaking tend to improve significantly after the implementation of mingle game. Their achievement in posttest can be three times higher than in the

pre-test. This indicates that mingle game is not effective to students who have high achievement.

5.2. Suggestion

Considering the findings of the research, the researcher would like to recommendsome suggestion as follow:

1. For teachers:

    a) Since there was an improvement of students' speaking achievement, the researcher suggested the English teacher to use this Mingle Game as the technique to improve and increase students' speaking ability.

    b) For the teacher who wants to implement this technique for teaching speaking, it is better to give brainstorming to active students' backgroundknowledge.

    c) Teacher is difficult to handle big class in applying this technique. So that, the teacher should be able to manage the class by giving more attentions to students. It can be done by monitoring students' activity frequently, whether they are active or not during the teaching leaning activity. The teacher should walk around and also pay attention for each student. We can observe for every student who are not really active. This is suggested to stimulate the students by giving more interesting material.

2. For further researcher

    a) The researcher implemented Mingle Game technique to improve students' speaking achievement and found out that the most improvement aspect of speaking is comprehension. Further researcher

should pay attention more to the lowest aspect by developing the technique to make a significant improvement of the lowest aspect.

b) In this research, the researcher used Mingle Game technique to improve speaking skill. Further researcher should try to use this technique to improve the other skills.

c) Besides, the researcher used this technique to improve students' speaking ability of Senior High School. Further researcher should conduct this technique at different levels of student and topics.

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