

**THE INFLUENCE OF USING MINGLE GAME TOWARDS STUDENTS'
SPEAKING ABILITY IN DIALOGUE OF THE SEVENTH GRADE AT
SMP YPPL BANDAR LAMPUNG IN ACADEMIC YEAR 2020/2021.**



A Thesis

**Submitted as a Partial Fulfillment of
The Requirement for S1- Degree**

By:

SERIN NURMAYULIA

NPM. 1611040164

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC

UNIVERSITY OF LAMPUNG

2021

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Study Program: English Education

Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Nurul Puspita, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC

UNIVERSITY OF LAMPUNG

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ABSTRACT

THE INFLUENCE OF USING MINGLE GAME TOWARDS STUDENTS' SPEAKING ABILITY IN DIALOGUE OF THE SEVENTH GRADE AT SMP YPPL BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021

This research was conducted to find the significant influence of using mingle game in students' speaking ability in dialogue. Mingle Game is an activity in which students move around and talk to each others to get some information needed. The research methodology was pre-experimental design. In this research, the population was the seventh grade of SMP YPPL Bandar Lampung in the academic year 2020/2021. The sample of this research use one class is experimental class. Experimental class treatment using mingle game. The treatments were held in 3 meetings. After got the data of students' score from pre-test and post-test, the researcher analyzed the data using SPSS.

From the data analyzed computed by SPSS, it was obtained that Sig. = 0.00. It means H_a is accepted because Sig. < 0.05. Therefore, there is significant Influence of using Mingle Game toward Students' Speaking Ability in Dialogue of the Seventh Grade at SMP YPPL Bandar Lampung.

Key Word: *Mingle Game, Speaking Ability, Pre-Experimental Design*

DECLARATION

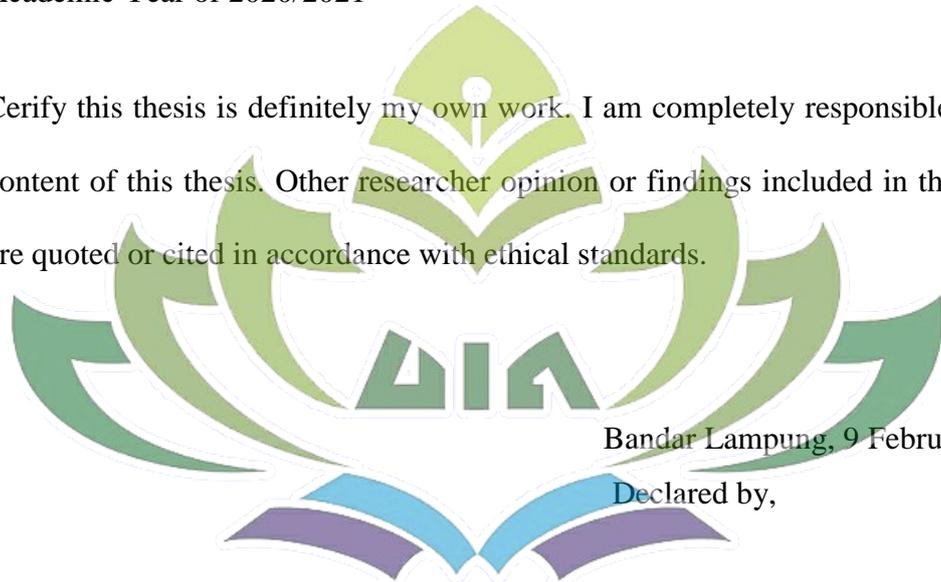
I am a student with the following identity:

Name : Serin Nurmayulia

NPM : 1611040164

Thesis : The Influence of Using Mingle Game towards Students' Speaking Ability in Dialogue of the Seventh Grade at SMP YPPL Bandar Lampung in Academic Year of 2020/2021

Cerify this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researcher opinion or findings included in this thesis are quoted or cited in accordance with ethical standards.



Bandar Lampung, 9 Februari 2021

Declared by,

Serin Nurmayulia

NPM. 1611040164



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin, Sukarame, Bandar Lampung, Telp. (0721)703289

APPROVAL

**Title : THE INFLUENCE OF USING MINGLE GAME
TOWARD STUDENTS' SPEAKING ABILITY IN
DIALOGUE OF THE SEVENTH GRADE AT SMP YPPL
BANDAR LAMPUNG IN THE ACADEMIC YEAR
2020/2021**

Name : SERIN NURMAYULIA
Student's Number : 1611040164
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

**to be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic
Lampung**

Advisor,


Iwan Kurniawan, M.Pd
NIP. 197405202000031002

Co-Advisor


Nurul Puspita, M.Pd
NIP. 198907172015032004

**The Chairperson of
English Education Study Program**


Meisuri, M.Pd
NIP.1980055152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin, Sukarame, Bandar Lampung, Telp. (0721)703289

ADMISSION

A Thesis entitled: **“THE INFLUENCE OF USING MINGLE GAME TOWARDS STUDENTS’ SPEAKING ABILITY IN DIALOGUE OF THE SEVENTH GRADE AT SMP YPL BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021”**, by: **Serin Nurmayulia, NPM: 1611040164**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, April 15th 2021.**

Board of Examiners:

The Chairperson : Meisuri, M.Pd

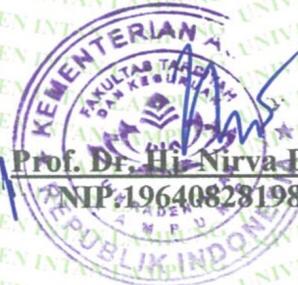
The Primary Examiner : Nunun Indrasari, M.Pd

The First Co-Examiner : Iwan Kurniawan, M.Pd

The Second Co-Examiner : Nurul Puspita, M.Pd

The Secretary : Dr. Nur Syamsiah, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hi Nirva Diana, M.Pd
NIP.196408281988032002

MOTTO

“Whoever believes in Allah and the Last day, Let him say good or be silent”



DEDICATION

This thesis dedicated to:

1. My beloved parents: Mr. Nonkamran and Mrs. Sukmawati who always give best prayed and supported me in my study and my life. Always give best motivation.
2. My beloved sister: Ferlyn Normatilova who always supported me and give some suggestions for better future and also her loves
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4. Special thanks to my beloved friend, Inggil Sukmawati as the best friend who always accompanied me anytime and anywhere. Always making me laugh during finished this thesis and always be there for me.
5. Special thanks to Ranti Pratiwi, who has taught me to calculate data.
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9. My KKN Family Banjarrejo especially Merly Wasuhaya and Dina Damayanti for the previous memories and moments that I never forgot.

CURRICULUM VITAE

Serin Nurmayulia was born in Bandar Lampung on July 16th, 1998. She is the last child of Mr. Nonkamran and Mrs. Sukmawati. She has one older sister named Ferlyn Normatilova and one older brother named Alfindra Al Ikhsan.

She began her formal school in Kindergarden Istiglal. After that, she continued her study at SDN 3 Rajabasa is her primary Education and graduated on 2010. Then, she continued to Junior High School of SMPN 20 Bandar Lampung and finished on 2013. She continued her study in SMA Muhammadiyah 2 Bandar Lampung and graduated on 2016. She was registered as a student of English Education Study Program at University Islam Negeri Raden Intan Lampung in 2016. In July to September 2019, she did a KKN Program in Banjarrejo, Lampung Timur, and she did a teaching practice program (PPL) at SMPN 17 Bandar Lampung.

During her time in University Islam Negeri Raden Intan Lampung, she joined ESA and Bahasa UKM to obtain some experiences. She experienced to be a commite in some occasions. To complete her study at the college, she did the research at SMP YPPL Bandar Lampung.

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Praise is only for Allah SWT, The Almighty God, for the strength and incredible blessings granted so the researcher is able to finish her paper. Then, peace and salutation always be given to our prophet Muhammad SAW who has guided us from darkness to brightness. This thesis entitled “The Influence of Using Mingle Game towards Students’ Speaking Ability in Dialogue of the Seventh Grade att SMP YPPL Bandar Lampung” as a partial fulfillment of the requirement for S1-Degree in English Education Study Program, Tarbiyah and Teacher Training Faculty in University Islam Negeri Raden Intan Lampung.

Having completed this work, the researcher realized that there are many individuals who have whole-heartedly helped and supported the writing in finishing this paper. Therefore, the author would like to express her sincere gratitude and respect to:

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Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this are always open heartedly welcome.

Bandar Lampung, February 9th 2021

The Researcher,

Serin Nurmayulia
NPM. 1611040164

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CHAPTER I INTRODUCTION

A. The Background of the Problem

There are four skills that must be mastered by the students when learning English, and speaking is one of them that should be mastered by the students, speaking skills became very important in the education field, students need to be exercised and trained in order to have a good speaking skill. Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.¹ Speaking is an action by people to convey information or express their feelings and thoughts by using verbal or oral. Speaking is one of the most skills that people should dominate to create communication between humans.

According to Nunan, speaking is an oral skill which consists of producing verbal sentences to convey meaning. He also adds that speaking is someone's ability to express ideas, feelings, thoughts and more emotions and to respond to what others say orally.² Speaking is a skill that people can express ideas, feelings and thoughts by using spoken language to make good conversation or dialogue between humans and satisfaction.

Speaking is a part of language skills which is important for language learners to be developed. Speaking involves the speaker to use

¹ CJ. Brumfi, K. Johnson, *Language Learning Through Communication Practice: In the Communicative Approach to Language Teaching*, (London: Oxford University Press, 1979), p. 167

² David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), p. 48

speech to express meanings to the other people. According Thomburry, Speaking is a part of daily life that have we take it for granted. The aim in the speaking skill is challenging. The teacher and students may face some problem like the inconvenient condition was appeared by the monotonous teaching technique use by the teachers.³

Some students sometimes were only passive in the teaching and learning process. However, compared to the other English skills, there are only fewer speaking activities during English classes so that the students do not have any chance to develop their communication skill.

Brown says Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of ability which often developed at different rates. Generally, there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.⁴ Speaking is art of the language that concern of comprehension, grammar, vocabulary pronunciation, and fluency by mastered all aspects people can deliver their feelings, thoughts, ideas it can be produce good communication.

According Ur in Samira Al Hosni, there are many factors that cause difficulty in speaking, and they area follows: First, Inhibition. Students are worried about making mistakes, fearful of criticism or simply

³ Scott Thomburry, *How to Teach Speaking*, (Edinburg: Pearson Education Limited, 2002), p. 1

⁴ Brown, *Language Assessment: Principle and Classroom Practices (1st edition)* (San Fransisco: Longman, 2004), p. 157

shy. Second, Nothing to say. Students have no motive to express themselves. Third, Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Fourth, Mother tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother.⁵

In learning speaking, students have many difficulties when learning it. Based on the preliminary research in SMP YPPL Bandar Lampung, the researcher conducted an interview with the English teacher there.⁶ Name of teacher is Ms. Syafiah, S.Pd. The researcher found that the students are still cannot speak English well, students supine practice speak English in the classroom, and they are also still unable to practice in the classroom, then less of the teacher technique varieties when teaching speaking. It was found that the students have difficulty in speaking English.

Besides from that, the researcher found some problems faced by students. First, students afraid of being wrong and nervous when they are try to speak English. Second, students feel ashamed when they started speak English alone. Third, students feel stale when teaching speaking because the teacher never uses games to teach speaking.

⁵ Samira Al Hosni, *Speaking Difficulties Encountered by Young EFL Learners*, (Oman: International Journal on Studies in English Language and Literature vol 2 (IJSELL), 2014), p. 23

⁶ Syafiah, *Interview the English Teacher* (SMP YPPL Bandar Lampung), 24 Desember 2020.

Based on the interview in preliminary research, the researcher get the data of students' speaking test from the English teacher. The test was about dialogue in the book. The students' score of speaking can be seen in the following table.

Table I
The Students' Speaking Score at the Seventh Grade of SMP YPPL Bandar Lampung in the academic year 2020/2021.

No	Score	The Number of Students	Percentage
1	≥ 72	20	39.2 %
2	< 72	31	60.8%
Total		51	100%

Source: the score from English teacher of SMP YPPL Bandar Lampung

From the data above, the total number of students in the failed category is higher than then passed category. There are 31 students in failed category (60.8%) and 20 students is passed category (39.2%). It can be inferred that the achievement of the students in learning speaking ability is low, because the criteria of minimum mastery (KKM) in speaking at SMP YPPL Bandar Lampung is 72.

To resolve this problem, the teacher must help students in teaching learning process using game. Game also makes students learn better since they have a feeling of making progress and are provided opportunity to practice and omit they fear. One of the games can be used in speaking class is mingle game.

According Pollard and Hess in Susan Rizki Utami, Mingle game it is an activity in which students stand up and circulate with one another, and talk to people especially at a social event and various topics.⁷ So students can move and talk to each other to get some information need. In this research, the researcher using Mingle Game to simplify the students in teaching and learning speaking.

There are many previous study showed that Mingle Game is effective to intensify the students' score and motivate them in learning speaking. Looking at previous research, based on the research by Avansa Naufal Hakim with the title "*Using Mingle Game to Improve The Speaking Skills of The Seventh Grade Students At SMP Muhammdiyah 2 Mlati In The Academic Year of 2013/2014*" where this research analyze the data using qualitative research. He found that Mingle Game can be proven to increase students speaking ability.⁸

The second previous research by Susan Rizki Utami with the title "*The Use of Mingle Game To Improve Students' Speaking Ability Achievement At SMAN 1 Bandar Lampung*" where this research analyze the data using quantitative research. She found that Mingle Game can improve students' speaking achievement as it allows students to actively

⁷ Susan Rizki Utami, *The Use of Mingle Game To Improve Second Grade students' Speaking Achievement at SMA 1 Bandar Lampung*, (University of Lampung: Bandar Lampung, 2017)

⁸ Avansa Naufal Hakim, *Using Mingle Game to Improve the Speaking Skills of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati in the Academic year of 2013/2014* (UNY: Yogyakarta, 2014).

engage with new content by moving around the class asking and answering question with multiple members of the class.⁹

The third research by Nurfitriani Dianah with the title “*Using Mingle Game to Improve The Descriptive Text Speaking Skill of The Tenth Graders of SMAN 3 in The School Year 2016/2017*” this research showed that there is a great improvement of the students’ descriptive text speaking skill of the tenth grader of SMAN 3 Magelang who are taught by using Mingle Game.¹⁰

Based on the previous research above, the researcher focused this research on speaking skill in dialogue done by the students, and focuses on material greetings, leave taking, gratitude and apologize which is using mingle game. Mingle game can gives opportunity to students to move around and talk to each other to practice communication. By using mingle game teacher gave more chance for students to practice communication. This research focuses using Mingle Game in teaching speaking to the students in seventh grade of SMP YPPL Bandar Lampung. Therefore, the researcher conducted the entitle: *The Influence of Using Mingle Game towards Students’ Speaking Ability in Dialogue of Seventh Grade at SMP YPPL Bandar Lampung In academic year of 2020/2021.*

⁹ *Ibid*

¹⁰ Nurfitriani Dianah, *Using Mingle Game to Improve the Descriptive Text Speaking Skills of Tenth Graders of SMAN 3 Magelang In The School Year 2016/2017* (Universitas Tidar, Magelang, 2017).

B. Identification Of the Problem

Based on the background of the research there are some problems related to students speaking skill, the researcher found some problems as the following:

1. The students feel nervous and afraid of being wrong when they are trying to speak because they do not know vocabulary.
2. The students feel stale when they are learning speaking.
3. The students feel ashamed when speak English alone.
4. The English teacher took only a little role in his teaching and rarely developed learning activities for the performance student language skills. It makes classroom English learning activity not effective because it is monotonous and less challenging for some students.

C. Limitation Of the Problem

Based on identification of the problem, the researcher found the ideal game to solve these problems and focused the study on using Mingle Game toward students' speaking ability in dialogue of seventh grade at SMP YPPL Bandar Lampung in academic year 2020/2021. In this research, researcher focused in material greetings, leave taking, gratitude and apologize. It only focuses on speaking ability in dialogue by using Mingle Game. This research is designed to get the result of learning speaking ability in dialogue towards students by using Mingle Game.

D. Formulation Of the Problem

From the identification and limitation of the problem above, the researcher formulates as follow: Is there any influence of using mingle game toward students' speaking ability in dialogue of seventh grade at SMP YPPL Bandar Lampung in academic year 2020/2021?

E. Objective Of the Research

The aims of the research is this study to find out the influence of using Mingle Game towards students' speaking ability in dialogue of seventh grade at SMP YPPL Bandar Lampung academic year 2020/2021.

F. The Significance of the Research

After doing this research, the researcher hopes it can be used:

1. Theoretically, it may support the previous theories that Mingle Game can be applied to improve speaking skill in dialogue
2. For students, can help the students in learning English especially in speaking skill
3. For teacher, this study can be used to improve the students speaking skill in the classroom or out of the classroom.

G. Scope of the Research

The scope of the research is divided into four parts:

1. Subject of the Research

Subject of the research are students at the first semester of seventh grade at SMP YPPL Bandar Lampung.

2. Object of the Research

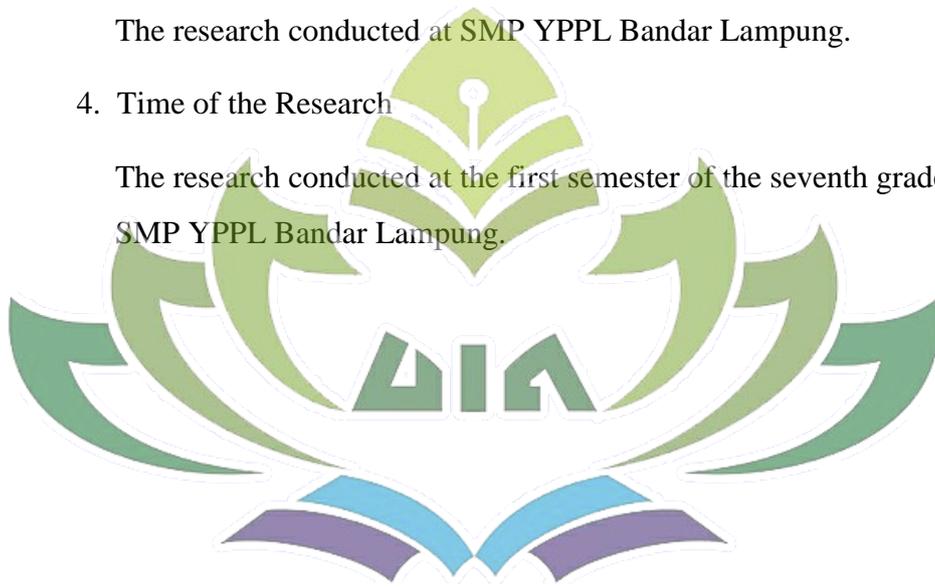
The Object of the research used of Mingle Game towards students' speaking ability in dialogue.

3. Place of the Research

The research conducted at SMP YPPL Bandar Lampung.

4. Time of the Research

The research conducted at the first semester of the seventh grade at SMP YPPL Bandar Lampung.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Speaking

a. The Nature Of Speaking

According Brown speaking is a productive skill that can be directly and empirically observed. 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.¹¹ Speaking is productive skill because this skill required people to express their ideas, thought, feeling by using spoken. By using speaking people can convey information to others and can build communication between human.

Harmer explained speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across.¹² Speaking is important skill to create a good communication. In communication process, the speaker must be able to share their ideas, feeling and thought clearly, so listeners can conceived what the speakers mean, so can create an effective

¹¹ Brown, H Douglas, *Principle Of Language Learning and Teaching*, (San Francisco: San Francisco University Press, 2001), p. 140

¹² Jeremy Harmer , *How to Teach English*, (London: Addition Pearson Longman, 2007), p. 123

communication. By using language to express meaning, the speakers express their intended meaning to the listeners so that the listeners can make sense of the speakers

According Pollard, speaking is one difficult aspect for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.¹³ Speaking must be mastered by the people because this is a way to people express their feelings, ideas with concern to how to use grammar and vocabulary, pronunciation to communicate with others. The conversation between two or more people is a blend of listening and speaking where the comprehension of what has been said is necessary for what the participants says next.

Based on these ideas, it is understand that though speaking people can communicate or express their feelings, thought or ideas in order to understand one to another. Speaking is an ability to converse or to deliver a sequence of ideas frequently. It means that in the process of speaking. There must be at least two people to create a communication, one as a speaker and the other is as a listener. In communication of speaking, the speaker must be able to express or share their ideas clearly, so that the listener can accepted what the

¹³ Lucy Pollard, *Lucy Pollard Guide to Teaching English*, (United State:Oxford University Press, 2008), p. 33

speaker communicates, they must comprehend incoming message and organize appropriate for production.

Though speaking we can share our thought, ideas, feelings to other people as well as situation and we can influence other people. Speaking includes some components such as: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context.

b. Teaching Speaking

Teaching speaking is one of the important part in teaching language. Teaching speaking means teach people to be able to interact with the others verbally in the right way. Speaking is developed from the first contact with the language that we learn, because we can transfer our ideas or messages or thought or order to people using speaking. Language need interaction (speaking) in the process to fulfill the purpose not just a set of grammar that students have in the school. Harmer gives some important points related to 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 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.¹⁴

c. Speaking Ability

Speaking ability is the important aspect skill when learning language. According Paulston and Bruder said that speaking ability has to be taken as an objective in language.¹⁵ It means that speaking as one of the aim of learning English. Students' speaking ability is students who study about how to express their ideas, opinions, feelings and thoughts using English with regard to grammar, pronunciation, fluency, vocabulary, and comprehension.

According Broughton *et al* it is important that students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p. 345-348

¹⁵ Christina Bratt Paulston, Mary Newton Bruder, *Teaching English as Second Language: Technique and procedure*, (Cambridge: Winthrop Publisher, INC, 1976), p. 55

situations.¹⁶ It means students must be able to speak English because speaking ability is productive verbal skill that must be mastered by students. Students must practice speak everyday because speaking ability is producing a language and verbal intelligence.

Based on the explanation above, it can be conclude that speaking ability is the way to producing language to communication that regard to grammar, pronunciation, vocabulary, fluency and comprehension.

d. Indicator Of Speaking Ability

Speaking or oral communication has been considered as an important language for second or foreign language learner , naturally to speak is to convey a message someone else needs, or to get information which has not been known and more importantly to interact to other people.

Speaking skill is a difficult one to asses with precision, because speaking is a complex skill to acquire. There are some essential elements that students must learn, in order to get good speaking ability. Welty explains that speaking is the main skills in communication in two ways of process between a speaker and a listener and involved productive and receptive skills of

¹⁶ Geoffrey Broughton, *et al.*, *Teaching English as a foreign Language*, (2nd Ed), (New York: Routledge, 1980), p. 82

understanding.¹⁷ From this definition, it can be inferred that speaking is the important factor that can support the quality of communication in English and in order to be able speak, one should master the productive skills and receptive skills.

The following four or five components are generally recognized in analysis of speech process:

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, pronunciation is limited to segmental phonemes which consist of sound segments; hence, the vowel, consonant, and semivowel sounds of a language.

2. Grammar

Grammar is about structure of the language. Grammar as the students' ability to manipulate structure and to distinguish inappropriate grammatical form in appropriate one.

3. 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.

¹⁷ Welty, *The Teacher Aids in the Instruction Team*, (New York: Mc. Graw-Hill, 1976), p.47

4. Fluency

Fluency is the ability to use a language spontaneously and confidently and without undue pauses or 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.

5. Comprehension

Comprehension is the process of understanding of the utterances sent by the speaker done by listener. Clark states that comprehension has two common sense. In its narrow sense, it denotes the building of meaning from sounds. Comprehension in broader sense denotes the interpretation of the meaning and utilization of the speech act conveyed.¹⁸ In other words, if there are two people who 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, the listener extracts the importation then tries to search the answer for it.

According to the explanation above, it can be concluded that students' speaking ability is their ability to express their ideas,

¹⁸ Brown, *Language Assessment Principle and Classroom Practices*, (1st edition), (San Francisco: Longman 2004), p. 149

opinion, thought, feelings and experiences what they are going to say to other people by using their own words with good mastery of pronunciation, grammar, vocabulary, fluency and also comprehension of the content. It is going to be indicated with score achieved by students from the test given.

e. The Types of Speaking

According to Brown, there are some types of classroom speaking performance that student carry out in the classroom, such as:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human type recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of these kinds as carried out not for the purpose of meaningful interaction, but focusing on some particular elements of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language.

3. Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher or student initiated questions or comments

4. Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (Dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6. Extensive (Monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberate. These monologues can be planned or impromptu.¹⁹

Based on explanation above, the researcher will choose dialogue as types of speaking which has related to the material, because when students learn in class they need dialogue between students, so that the researcher select dialogue is a good choice to use by students.

¹⁹ Brown, H.D, *Principles of Language Learning and Teaching* (San Francisco State University, 2001), p. 271

f. Dialogue

Dialogue is a conversation between two or more people. It is a verbal exchange of ideas between people, and such fits the standard vision of how dialogue would function in the classroom.

Ur states dialogue is a good way to get learners to practice saying target language utterances without hesitation a within a wide variety of context.²⁰ It means that though dialogue students are able to practice and express their feelings, thought, ideas orally in the target language. Learners can be asked to perform dialogue in different way then the actual words of the text can be varied.

Thornbury said dialogue practice also provides a useful change of focus from teacher led classroom interaction. Teacher can manage the class by making a group of dialogue before practicing.²¹ For a start, the dialogue can be enacted by a teacher an selected students, this is the useful way of demonstrating to the rest of the class how subsequent students pair work is to be perform.

2. Games in Foreign Language Teaching

a. The Nature of Games

Paul expresses that games supply a nonthreatening environment for coping with new learning. When the learns are having fun, they are likely to accept risk, make mistakes without having feeling of failure,

²⁰ Penny, Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 2009), p. 32

²¹ Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. 72

and try to solve their initial feelings and use it in their daily life. Paul also adds that games are the most effective learning to take a place.²² Students can encounter a new English word, expression, pattern, or even in a game, is far more motivated to learn and more likely to internalize a child who receives the new knowledge from teacher before game.

Lewis said that games are fun and the students like to play it. Playing games is a vital and natural part of growing up and learning.²³ Though games students experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide their stimulus. The game context makes the foreign language immediately useful to the children.

b. Types of Games

Brewster and Ellis explain four main types of games, they are accuracy-focused games (Language control), fluency-focused games (Communication), competitive games, and cooperative games.²⁴

1. Accuracy-focused games focus on individually practicing new language items and developing accuracy, often using chunks of language which are memorized through constant repetition that

²² Paul, Annamria, *Teaching Young Language Learners*, (London: Oxford University Press, 2006), p. 49

²³ Lewis, G, *Games fo Children*, (New York: Oxford University Press, 1999), p. 45

²⁴ Brewster and Ellis, *The Primary English Teacher's Guidance*, (London: Pinguin English, 2002), p. 56

provide useful pronunciation, vocabulary, and grammar practice.

The aim of this game is to score more points than others and there is often a clear ‘winner’

2. Fluency-focused games tend to focus on developing fluency and collaboration with others. This game is an important part of the ‘communicative’ approach. Collaboration is achieved by trying to create a context where students focus on getting a task done together, while of course using key language, rather than simply practicing language items.
3. Competitive games are organized in teams, group, pairs, or individually. There is only a winner who has done something first or gained the most points.
4. Cooperative games are done by trying to create a context where the students focus on getting a task done together. Cooperative games are games where the players or teams work together towards a common goal.

c. Criteria of Good Games

Lee states that games can add fun and variety to a conversation session. They are valuable both in manipulative and communicative phases of language learning. He also states that a good game must fulfill the following requirements:

1. Games should have the aim of game, clear instruction and how to set up the activity, materials to be photocopied for learners, the time allocation, and the main language focus for the learners;
2. Games should involve pair work and group work because they have the advantages, that learners are working simultaneously and to be more active;
3. Games should be tried out first before they are implemented in the class;
4. Games should involve group monitoring because students will be constantly correcting each other;
5. Games should be played fairly;
6. Games consider the language levels and interest of the learners; and
7. Games should be presented by giving a demonstration first before they played.²⁵

3. Mingle Game

a. Concept of Mingle Game

Mingle which is proposed firstly by Pollard and Hess can be modified into new model for teaching speaking skill. Formerly, it is an activity 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

²⁵ Lee, W R, *Teaching Language Games and Contest*, (London: Oxford University Press, 2002), p. 68

simultaneously, in pairs or small groups, and switch from one classmate into another while speaking, and taking notes.²⁶

According to Yates in Samsuli the mingle game is an activity in which students move around and talk to each other to get some information needed. This Mingle Game are often designed to practice question asking and answering. In the Mingle Game, the students should wander around the classroom the mingle with their classmates by finding a partner they has not worked with, ask questions to each other and record the answers they get. They usually carry out this mingle activity until students has a chance to talk to some students. The Mingle Game required 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 to express their emotions.²⁷

Borzova states that mingle is an activity where a student approaches a classmate, talk for a while and then moves on to speak to another classmates. The Mingle Game required students to tell each other what they really think about a given topic. By asking and answering questions, the students get opportunity to say what they really think about something and to discuss a topic in depth and to

²⁶ Pollard and Hess, *Ready to go Activities for Teacher*, (Herforthshire: Prentice Hall, 1979), p. 29

²⁷ Samsuli, M, *Improving Speaking Skills Of the Seventh Grade Students of MTs Ummul Quro Through the Mingling Games*, (Malang: Malang State University, 2011)

express their emotions. Mingle Game are one of the most popular games, they are good to get students up and move around and ask questions to much people to inform that they have given, so that they loosens their inhibitions and wakes them up. This game makes students more active in the classroom especially in speaking class.²⁸

In conclusion, Mingle Game is an activities for achieving a goal which the students move around and talk to each other to get some information from their classmates.

b. The Steps of Mingle Game

According to Case the steps of Mingle Game are:

1. Structured Mingle

Prepare a list of discussion topics or questions ahead of time. After students find a partner in the first round of mingle, they should freeze and listen to one topic or question that you pose. All pairs answer the same question. Then, after students mingle to find another partner, a new topic or question is posed. Do as many mingle rounds as you have questions or topics.

2. on the activity of mingle, the students do the following activities;

- a) The students were given the card by the teacher
- b) The students read the information in the card

²⁸ Borzova E, *Mingles in Foreign Language Classroom*, (Russia: English Teaching Forum, 2014), p. 77

c) The students do the dialogue though moving and walking down

d) The teacher controls and facilitate the students

3. On the presentation, the students do the following activities;

a) The students present the result of mingle with their last partner

b) The teacher give reward for the winner²⁹

According Hall Houston the steps of Mingle Game are:

Before mingle:

Make sure that teachers have everything they need before they start the activity. If the classroom contains a large number of tables and desk, 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:

1. Stand up. No one sits down during a mingle
2. Walk around until you find someone to talk to
3. Speak English to do the activity
4. When you are finished, move and fine another student
5. Speak in group of 2 only
6. Move around freely. Do not walk in line behind other students

²⁹ Case, A, *Variations on Find Someone Who and Mingle Game:TEFL.Net*, Retrieved from www.edition.tefl.net/ideas/games/find-someone-who-minglingames/ (Accessed on January 30th, 2020)

7. Try to speak with students you do not know

8. 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:

1. 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.

2. 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.

3. Teachers can end a mingle when students' enthusiasm starts to flag. Another option is to give them a strict time limit. Alternatively, teachers can ask students to stop at a pre-determined number of interactions (talk to 7 people then stop).

After the Mingle:

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

2. For the report phrase, 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.

3. 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.³⁰

From two procedures above the researcher will combine the procedures based on experts, as follows:

1. Teachers describe about what is mingle game
2. Teachers show the video of the students about the material
3. Teacher divided class into two groups. The students do dialogue when teacher say "mingle" though moving and walking down and stop when teacher say "stop".
4. Students walk around until find someone to talk to. When you are finished, move and find another student
5. The students present the result of mingle with their last partner in front of class.

³⁰ Houston, Hall, *Mastering the Mingle by Hall Houston: (International House Journal. Issue 33 Autumn 2013).*

c. Advantages of Mingle Game

There are some advantages in using Mingle Game in teaching and learning process. They are:

- a. Mingle Game brings in relaxation and fun for students
- b. 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.
- c. Bringing real world context into classroom and enhances students' use of English in a flexible, communicative way
- d. The students were motivated to express their ideas in a group activity
- e. The students became competitive
- f. Students learned without realizing that they are learning
- g. Improving students' proficiency.³¹

d. Disadvantages of Mingle Game

Disadvantages of using Mingle Game in teaching and learning process. They are:

- a. The Mingle Game must in large group
- b. This game needed many participation

³¹ Avansa Naufal Hakim, A Thesis *Using English Mingle Game to Improve the Speaking Skill of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati in the Academic Year of 2013/2014*, (Yogyakarta, 2014).

- c. 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.

B. The Frame of Thinking

Speaking is skill in English that very important in our life, because life not separated from speak and communication. Speaking in English as a foreign language is difficult to teach, so the teacher should carefully when teaching speaking in the class in order to students, teacher should make students more understand about the material.

Mingle game is game that can be used by the teacher in teaching speaking ability especially in dialogue. Using Mingle Game, students will more active and enjoy during in the class, because Mingle Game is an activity in which the students move around and speak to each other to get someone information.

Mingle Game will compatible for the students in teaching speaking, because the students will be interest and active. The students can feel fun and enjoyable and can reduce boredom when the teacher using Mingle Game in teaching learning process. The implementation of using Mingle Game in the classroom will effective to the students, because this game is useful for teacher to teaching speaking ability especially in dialogue. In teaching and learning English, teacher must teach using

appropriate technique and media in order to students interesting in teaching learning process

C. Hypotheses

The hypothesis of the research as follows:

Ha: There is significant Influence of using Mingle Game towards Students' Speaking Ability in Dialogue of the Seventh Grade at SMP YPPL Bandar Lampung in Academic Year 2020/2021.

Ho: There is no significant Influence of using Mingle Game towards Students' Speaking Ability in Dialogue of the Seventh Grade at SMP YPPL Bandar Lampung in Academic Year 2020/2021.



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