

THE EFFECT OF MINGLE GAME ON STUDENTS' SPEAKING DESCRIPTIVE TEXT ABILITY

**(A Study at the Seventh Grade Students of SMP Swasta
Sariputra in 2018/2019 Academic Year)**

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***Abstract:** The purposes of this research are to find out: 1) The application of Mingle Game in teaching speaking descriptive text, 2) Students' speaking descriptive text ability before and after using Mingle Game, 3) whether there is a significant effect of using Mingle Game at the seventh grade students of SMP Swasta Sariputra. Method of this research is experimental method. The population of this research are all of the seventh grade students of SMP Swasta Sariputra that consists of 62 students. Systematic sampling technique is used to get the sample of research, the sample consist of 31 students. The technique for collecting data are observation sheet and test. The result of the application of mingle game is 3.6, it is categorized "Very Good". Before using mingle game is 38.29, it is categorized "Fail". Meanwhile, after using mingle game is 63.75, it is categorized "Enough". The result of t_{test} is 12.02 and t_{table} is 2.04, it means that there is a significant effect of using mingle game on students' speaking descriptive text ability at the seventh grade students of SMP Swasta Sariputra in 2018/2019 Academic Year.*

Keyword: Mingle Game, Speaking Descriptive Text Ability.

Abstrak: Tujuan penelitian ini adalah untuk menemukan: 1) Penerapan Mingle Game pada pembelajaran kemampuan berbicara siswa dalam teks deskriptif. 2) Kemampuan siswa dalam menguasai berbicara dalam teks deskriptif sebelum dan setelah menggunakan Mingle Game. 3) Adanya pengaruh yang signifikan dari penggunaan mingle game terhadap kemampuan berbicara siswa dalam teks deskriptif di kelas tujuh SMP Swasta Sariputra. Metode yang digunakan adalah Experimental. Populasi dalam penelitian ini adalah seluruh siswa kelas tujuh SMP Swasta Sariputra. Ini terdiri dari 62 siswa. Teknik sampel yang digunakan adalah sistematis sampel untuk mendapatkan sampel terdiri dari 31 siswa. Teknik pengumpulan data dengan menggunakan lembar observasi dan tes. Hasil dari pengaplikasian mingle game adalah 3.6 itu dikategorikan "Sangat Baik". Nilai yang diperoleh sebelum menggunakan mingle game adalah 38.29, itu dikategorikan "Gagal". Sedangkan setelah menggunakan mingle game adalah 63.75, itu dikategorikan "Cukup". Hasil uji t_{test} adalah 12.02 and t_{table} adalah 2.04. ini berarti ada pengaruh yang signifikan menggunakan mingle game pada kemampuan berbicara siswa dalam teks deskriptif pada siswa di kelas tujuh SMP Swasta Sariputra pada tahun ajaran 2018/2019.

Kata kunci: Mingle Game, Kemampuan Berbicara Siswa dalam Teks Deskriptif.

I. INTRODUCTION

Speaking is the ability of human to express their ideas, feeling and thoughts by using oral speech in which it usually involves speaker and interlocutor. Speaking is one of the four important skills in learning English that should be mastered by students besides reading, writing and listening. Speaking is one of the language art of talk as a communication interaction with someone, and it is very difficult to master it.

Nation and Newton (2009: 4-5) say "Speaking is typical activities talking conversation, giving a speech or lecture, telling a story, and telling someone how to do something". Next, Brown and Abeywickrama (2010:

13) say “Speaking is productive skill that can be directly and empirically observed”. Based on explanation above, the writer concludes speaking is productive skill or typical activities talking conversation, giving a speech, telling a story and telling someone how to do something. Harris in Utami (2017: 10–12) says that, there are five indicators that must be fulfilled in speaking they are; pronunciation, fluency, grammar, vocabulary, and comprehension.

a. Pronunciation

Pennington and Richards in Nation and Newton (2009: 76) say that, Pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing and aspiration, voice setting features and stress and intonation. Next, Paulston and Burder in Gilakjani (2016: 2) defines that, pronunciation is the production of sound system which does not interfere with communication either from the speakers’ or the listeners’ viewpoint. Based on explanation above, the writer concludes the pronunciation is production of the sound system and articulation which does not interfere with communication either from the speakers’ or the listeners’ viewpoint.

b. Grammar

According to Ur (2009: 75) "Grammar is sometimes defined as the way words are put together to make correct sentences". This is as we will see presently, an over-simplification, but it is not good starting points and an easy way to explain the term to young learners)". Furthermore, Chapman in Patel (2008: 141) "A study of language by specialist, made in order to establish the rules and principle which underline the correct speech and writing , rules and principle which are followed more or less unconsciously by the native speaker". Next, according to Scrivener (2005: 252). After reading explanation above the writer concludes grammar is the way words are put together to make correct sentences, rules about sentence formation, tenses, verb patterns and moment by moment structuring of what we say as it is being spoken.

c. Vocabulary

According to Nunan (2006: 121) "Vocabulary is the collection of word that an individual knows". Vocabulary is the collection of word in language. Vocabulary also list of words with their meaning. Next, according to Hanson and Padua (2011: 5) "Vocabulary refers to words we use to communicate in oral and print language". Based on definition above the

writer concludes vocabulary is collection of word that an individual knows, refers to words we use to communicate in oral and print language.

d. Fluency

According to Nation and Newton (2009: 152) "Fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clause". Furthermore, According to Carmen (2010: 25) "Fluency comes with time and practice and it should not to be expected in the beginning of learning". Based on explanation above the writer concludes fluency is about the flow, the absence of excessive pausing, and also the absence of disturbing hesitation markers. Fluency measured by speed of access or production and by the number of hesitations and amount of error.

e. Comprehension

Syakur in Rahman and Deviyanti (2012: 5) defines that, comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Furthermore, comprehensibility denotes the ability of understanding the speakers' intension and general meaning (Heaton in Rahman and Deviyanti, 2012: 5). Based on explanation above the writer concludes comprehension is understand the ability to understand

spoken language. In speaking, understanding is required so that the speaker to begin and listeners can respond. It is important to avoid misunderstandings between speakers and listeners. Indeed, communication can run smoothly.

Speaking ability has a close relationship with listening skill. In speaking act, the students must listen and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally. The ability to speak English is the most complex and difficult thing to master not only among informal but formal people too. In this case the difficulties were also faced by the seventh grade of SMP Swasta Sariputra Padangsidempuan. It can be seen from the observation on March 2019 of the writer who gave the pretest about describing a pet of the students.

According to Amarain, et al (2009: 28) "Descriptive text is used in all forms of writing to create a vivid impression of a person, place, object or event. Next, according to Pardiyo (2007: 34) "Descriptive text is type of written, which has the specific function to give description about an object (human or non human)". Based on explanation above the writer concludes descriptive text is one type of text in English where the type of writing, which has a special function to provide a clear description of an object for

example; objects, animals, man or something. Something this can be seen, heard and felt.

As social function of descriptive text are; According to Amarain, et al (2009: 28) "Social function of descriptive text is to describe a particular person, place or thing". Next, Djuharie (2007: 24) says that, social function of descriptive text is to describe someone, something, place, an animal. Based on explanation above the writer concludes social function of descriptive text is to describe particular person, place or thing in details or specific to make the reader be able to visualize the description.

There are generic structures of descriptive text such as; According to Amarain, et al (2009: 9) "There are two generic structures they are; 1) Identification is identify phenomenon to be describe, 2) Description is describes parts, qualities, characteristic". Next, Djuharie (2007: 24) says that, descriptive text has two generic structures they are; 1) Identification is the introduction of the subject or thing that will be described. 2) Description is informing the characteristics of the subject for example; psychological characteristics, behavior, physical appearance, distinctive features, qualities and the like. Based on explanation above the writer concludes there are two generic structures of descriptive text, they are:

- 1) Identification is the introduction of subject, phenomenon or thing that will be described. In descriptive text just to describe one topic.
- 2) Description is informing the characteristics of the subject for example; psychological characteristics, behavior, physical appearance, distinctive features, qualities and the like, where those referred to in identification.

In the preparation of descriptive text there are several linguistic elements that we must understand so that it is easier for us to make and also makes it easier for listeners or readers to understand the information we want to convey. Pardiyo (2007: 34) says that, language features of descriptive text are; 1) Present tense, present perfect tense. 2) Verb; be (is, are), have, linking verb (seems, looks, sounds, like). 3) using of adjectives to describe or illustrate the condition of an object.

Furthermore, Djuharie (2007: 24) says that, language features of descriptive text are; 1) Specific noun, for example; father, school, my dog, etc. 2) Simple present tense. 3) Detailed noun phrase is noun that get adjective. 4) The kinds of adjective that have character of describing, numbering, classifying. 5) Relational process, which uses verb that describe of participant, and implies ownership. 6) Figurative language, that uses figurative like; simile or metaphor as a way to illustrate the comparison.

Based on explanation above the writer concludes language features of descriptive text are; 1) Using noun phrase, 2) Using adjective, 3) Using simple present tense, 4) Focus on specific participants, 5) Use the identification process, 6) Linking verb, 7) Aims to show rather than tell the reader that something/someone .

When the writer did a pretest, the writer found the writer found several common mistakes made by them, one of them is lack in grammar mastering. This is the evidence from the results of the pretest which has given by the writer. Most students have lack in mastering grammar, for example; 1)“I have two **dog**”, it must be “I have two **dogs**”, 2) “Kitty **color** black and white”, it must be “Kitty **has** black and white **colors**”, 3) “I love cat because **my cute**”, it must be “I love cat because **it is cute**”. All of that students at the seventh grade of SMP Swasta Sariputra is still low in speaking descriptive text ability.

If this problem continuously happened, this will bring difficulties for the students in communicative English, because speaking is important in everyday life. Speaking in the context of English is one of the most important factors in developing other English skills. All culminate in speaking and also based on speaking. For example when learning writing or mastering various types of tenses so that when you speak, your

grammar and your vocabulary selection are not wrong. Then in listening when attending listening activities or just listening to English, at least the listener can say it again. In reading, which is reading the reading text of course, it will be speaking too. Thus why speaking can be an attraction and something important that must be learned.

Actually, many ways have been done by the teachers but The efforts that carried out by the teacher is not interest to students, it looks monotonous, and not efficient in process of learning. It can make students lazy to study English, still bored and not interest, and low motivation in English learning process especially speaking ability.

Based on previous explanation, writer interests conducting research on how to make students interested in speaking ability. In this case, the writer focuses on methods in teaching speaking ability, writer believe that students are more interested in learning processes especially in learning English speaking.

In this situation the researcher tries to do an alternative way of teaching speaking ability through game based methods. There are several game based methods as follows; mingle game, bamboo dancing, snowball throwing, guessing, and others.

From various game based methods writer choose mingle game to improve students' speaking ability. Pollard and Hess in Nitasari (2017: 26) say that, mingle game is activity or technique in which the students stand up and circulate with one another, and talk to people especially at a social event various topics. Next, Yates in Utami (2017: 16) says that, mingle game is an activity in which students move around and talk to each other get some information needed.

Based on explanation above the writer concludes the mingle game is an activity or technique where students stand up and circulate with one another and approaches a classmate, talks for a while, and then moves on to speak to another classmate to get some information needed. This game can make students develop their speaking skills, because in this game they can apply their ideas by describing a topic or information they have obtained.

Steps of mingle game are further elaborated Hall Houston in Utami (2017: 22) as the following:

- 1) Stand up. No one sit 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 find another student.
- 5) Speak in group of 2 only.
- 6) Move around freely. Don't talk in line behind other student.
- 7) Try to speak with students you don't know.
- 8) Talk to as many people as you can.
- 9) 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. 10) Teacher stay alert. Look for signs that things are not going properly walk around and encourage students to talk to each others. If the mingle is becoming a muddle, get the students' attention and explain again. 11) Teacher can end a mingle when students' enthusiasm starts to flag. Another option is to give them strict time limit (8 minutes then everyone sit down). Alternatively, teacher can ask students to stop at a pre – determined number of interactions(talk to 7 people then stop).12) When the mingle is over, it is best not to launch in to another activity immediately. A report phase and a feedback phase to give a sense of closure are recommended. 13) For the report phase, call on several students to tell the class something another students told him or her. Teachers can make this more interactive by calling on one students and asking him or her to choose another student. The first students then asks the student te second one for something funny or interesting hat he or she heard, and adds a few follow-up questions to get more information. Repeat several times. 14) For the feedback stage, teacher tell the class how they think everything went. Teacher point out some problems noticed, but avoid criticizing any student directly if the teachers fell it could be embarrassing. Ask students what they thought of the mingle and if they would like to do it again.

There are some advantages of mingle game, Darmeyanti in Utami

(2017: 28-29) says that:

- 1) Mingle game brings in relaxation and fun for students.
- 2) Mingle game usually involves friendly competition and keeps learnersinterested. 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' useof English in a flexible, communicative way.

Next, Nitasari (2017: 32) states that,

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

In addition, Ririnnurfajrin (2018: 3) says that,

- 1) Mingle technique to develop speaking skill have many advantages. It will make the students can help each others to speak English and motivate their friends in learning the material and they can support one another to be brave and confident as well.
- 2) They can work together to improve their vocabulary and pronunciation.
- 3) They have partners to practice speaking and get feedback from their friends.
- 4) The students have more chances to speak because mingle technique requires and enhances the students' communication skill.

There are disadvantages of mingle game according experts, they are; Darmeyanti in Utami (2017:28-29) says that, there are two disadvantages of mingle game, 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.

In addition, Nitasari (2017: 32) says that, some disadvantages of mingle game, such as: 1) The mingle game must in large group, and 2) This game needed many participants.

Based on previous explanation, writer interests conducting research on how to make students interested in speaking ability. In this case, the writer focuses on methods in teaching speaking ability, writer believe that students are more interested in learning processes especially in learning English speaking. As we know that teaching method is a systematic and regular process carried out by teacher in the delivery of material to their students.

II. METHODOLOGY OF THE RESEARCH

The location of the research is in SMP Swasta Sariputra. It is located on Jl. Sudirman No 423 Padangsidempuan – Tapanuli Selatan.

In quantitative research, experimental method is a kind of the research which is aimed whether there is any cause and effect of something that exist on subject studied. This study applied the Pre-experimental design by using One-group Pre-test and Post-test research design, the researcher wants to find out whether any significant effect of mingle game in teaching speaking descriptive text ability.

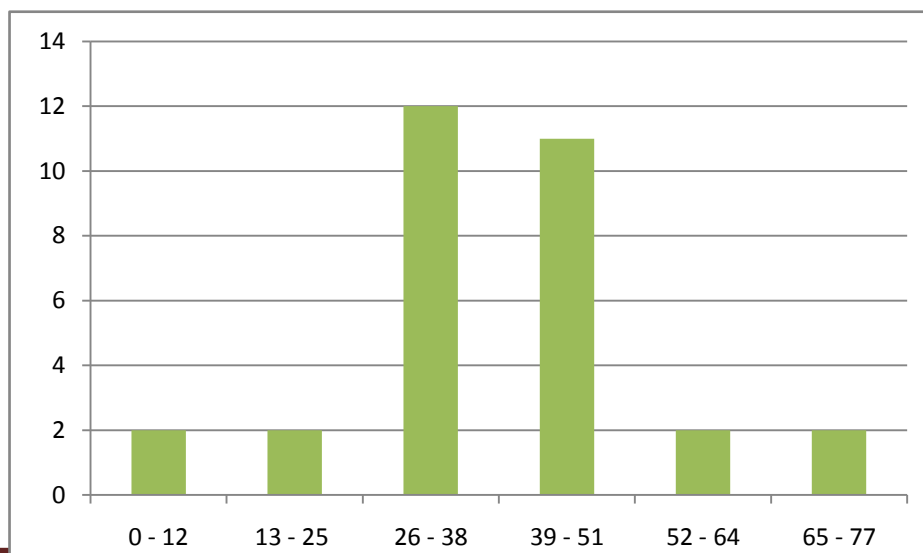
Population is the whole subjects that are used as the subject of the research. Sugiyono (2016: 80) says that, population is a generalization area consisting of objects/subjects that have certain qualities and characteristics applied by researchers to be studied and then drawn conclusions. So, the population of this research was the seventh grade of SMP Swasta sariputra which consist of three classes has specific number of students. The total of population was 62 students.

A sample is a sub group taken from a population. According to Ary (2010: 155) Systematic sampling is done by taking element to n in population which is started by the element which is chosen randomly. The steps that can be done to reach the sample are: 1) select total number of members in population (N); 2) divide N by n and determine the sampling interval (K) to apply to the list; 3) Select the first K member randomly from the first K members of the list and then select every K th member of the population for the sample; 4) $k = N/n = \text{total sample}$. So, researcher concludes that $N=62$, $n=31$, and $k=2$ and the sample of this research is every sequence 2 such as; 2, 4, 6, 8, 10 to 62 until the total sampling is 31 students.

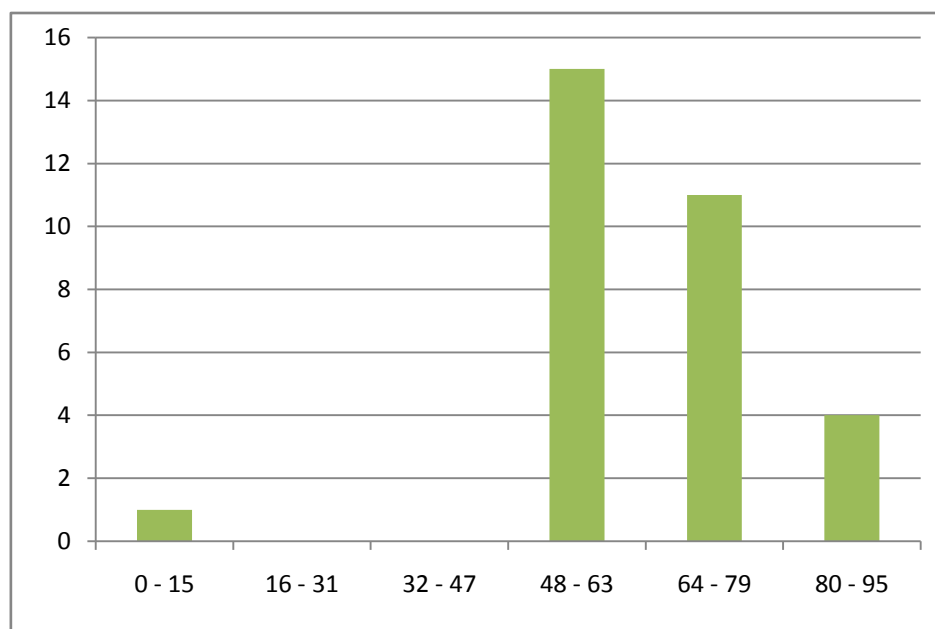
To analyze the data the writer uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, mode, histogram and so forth). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

III. RESULT

Based on the result obtained from the analysis of observation sheet about how the researcher apply mingle game on students' speaking descriptive ext ability at the seventh grade students which steps of mingle game. The average score was 3.6 and it is categorized "very good", the mean score pre-test of students' speaking ability is 38.29, it shown that their speaking descriptive text is "Fail" category where the highest score is 75 and the lowest score is 0. The average or mean that got by the students after using mingle game is 63.75 and it is categorized "Enough" where the highest score is 90 and the lowest score is 0.



Students' speaking descriptive text before using mingle game.



Students' speaking descriptive text after using mingle game

From the histogram above the researcher conclude that post -test is higher than pre-test and the researcher found that t_{test} is higher than t_{table} ($12.02 > 2,04$) it means that there is significant effect of using mingle game on students' speaking descriptive text ability at theseventh grade of student SwastaSariputra, or on the other word alternative hypothesis (H_a) is accepted.

IV. DISCUSSION

Based on the observation sheet result of application mingle game in teaching speaking descriptive text ability, the researcher found that the score is 3.6. The score is categorized "Very Good". Furthermore, the result of students' speaking descriptive text ability before taught by using mingle game; fluency is 45.6 "Fail" categorized, vocabulary is 54.8 "Fail" categorized, grammar is 44 "Fail" categorized, pronunciation is 42.2 "Fail" categorized, and comprehension is 39.3 "Fail" categorized. The mean score before using mingle game on students' speaking descriptive text ability at the seventh grade students of SMP SwastaSariputra is 38.29 and it is included in "Fail" category. Meanwhile, the result of students' speaking descriptive text ability after taught by using mingle game; fluency is 62 "Enough" categorized, vocabulary is 63.2 "Enough" categorized, grammar is 67.5 "Enough" categorized, pronunciation is 61.1 "Enough" categorized, and comprehension is 62.4 "Enough" categorized. The mean score after using mingle game on students' speaking descriptive text ability at the seventh grade students of SMP SwastaSariputra is 63.75 and it is included in "Enough" category. It means that there is an improvement on students' speaking descriptive text after taught by using mingle game.

CONCLUSION

The writer makes conclusion; 1) The result of application of mingle game in teaching speaking descriptive text at the seventh grade students of SMP Swasta Sariputra is 3.6, it is categorized "Very Good". It means that the writer using mingle game in teaching speaking well. 2) The students' speaking descriptive text before taught by using mingle game at the seventh grade students of SMP Swasta Sariputra is 38.25, it is categorized "Fail". While, the students' speaking descriptive text ability after taught by using mingle game at the seventh grade students of SMP Swasta Sariputra is 63.75 and it is included as "Enough" category. 3) The testing is done to measure the hypothesis which was made in chapter II showed that t_{test} is higher than t_{table} ($t_{\text{test}} 12.02 > t_{\text{table}} 2.04$). So, hypothesis of this research can be accepted. It means that there is a significant effect of using mingle game on students' speaking descriptive text ability at the seventh grade students of SMP Swasta Sariputra in 2018/2019 academic year.

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