

**THE USE OF MINGLE GAME TO IMPROVE STUDENTS'
SPEAKING SKILL AT THE TENTH GRADE OF
SMA NEGERI 9 LUWU**

A Thesis

*Submitted as a Part of the Requirements for S.Pd. Degree
in English Education Study Program*



Written by:

EGA

16.0202.0020

IAIN PALOPO

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2020

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Supervised by:

- 1. Dr. Masruddin, S.S., M.Hum**
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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
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Palopo, 14th October 2020

The Researcher



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THESIS APPROVAL

This thesis entitled “**The Use of Mingle Game to Improve Students’ Speaking Skill at the Tenth Grade of SMAN 9 Luwu**” which is written by **Ega, Reg. Number. 16.0202.0020**, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Wednesday, 18th of November 2020 M**, coincided with **3rd Rabiul Akhir 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Palopo, 18th November 2020 M
3rd Rabiul Akhir 1442 H

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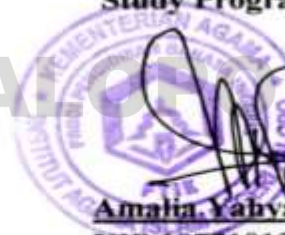
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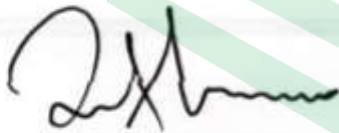
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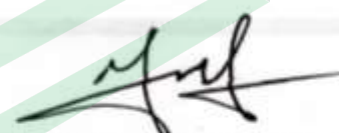
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(اما بعد)

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Finally, the researcher dedicates this thesis to assist the readers in their affairs, May Allah Swt blesses us. Aamiin.

Palopo, 13th October 2020

The Researcher



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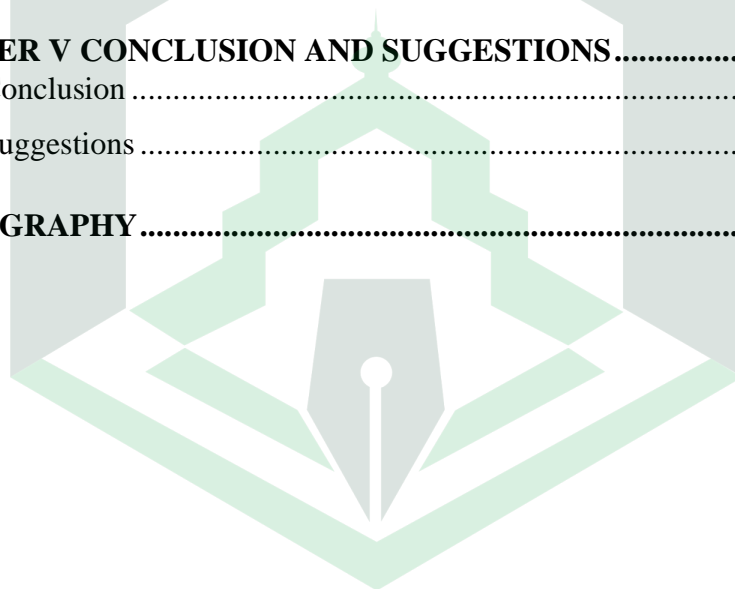


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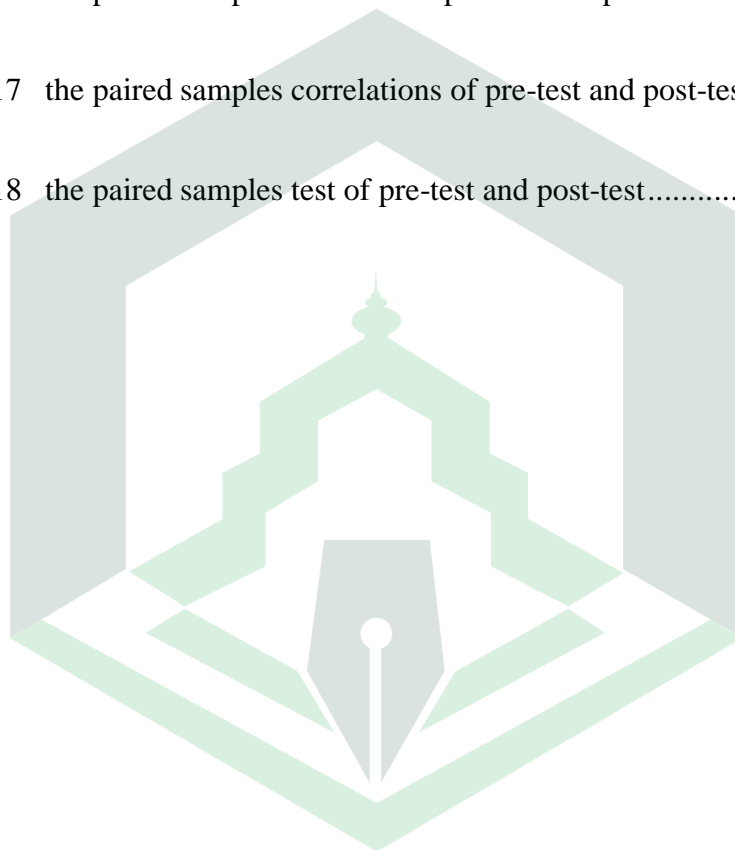


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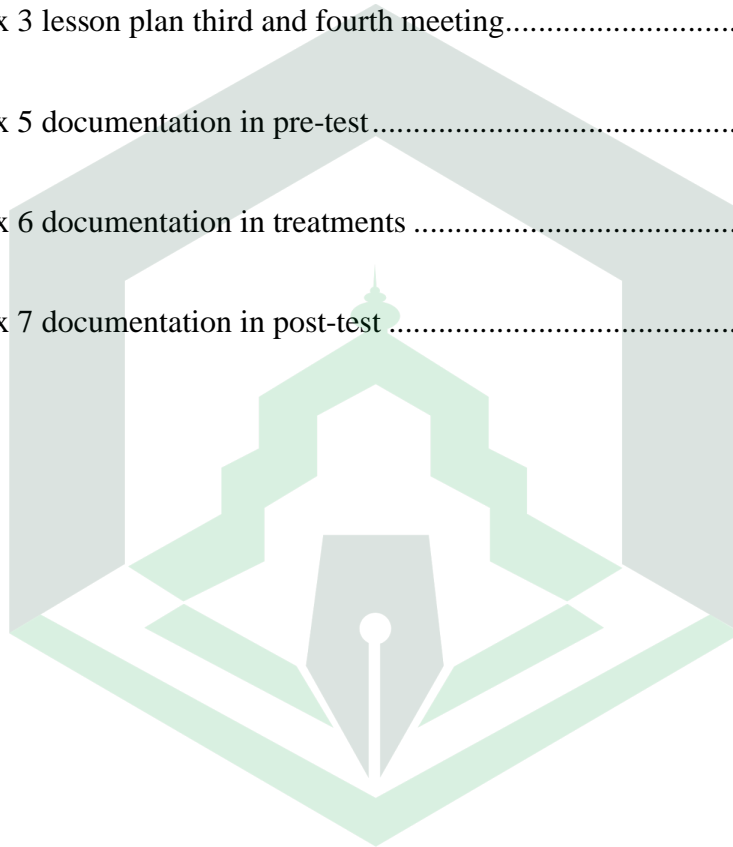
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ABSTRACT

Ega, 2020. “The Use of Mingle Game to Improve Students’ Speaking Skill at the Tenth Grade of SMA Negeri 9 Luwu”. A thesis of English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: (1) **Dr. Masruddin, S.S., M.Hum** , and (2) **Muhammad Iksan, S.Pd., M.Pd.**

This research aims to find out whether the use of mingle game is effective or not in improving students’ speaking skill. In this research, the researcher applied an experimental method and a pre-experimental as a research design. The researcher collected data by giving pre-test and post-test which are formulated in speaking test. The data collected through pre-test and post-test were firstly tabulated and analyzed in percentage. The sample of the research was the students from X MIA A SMA Negeri 9 Luwu that consisted of 10 students. The instrument of this research is a speaking test used in pre-test and post-test. Then, the test was calculated and analyzed by using SPSS 20. Based on the findings and discussions of the study, this research shows that the use of mingle game is effective to improve students’ speaking skill. It proved by the result of the data indicated that there was a significant difference between the pre-test and post-test. The mean score in the pre-test was 32.90 and the mean score in the post-test was 60.00. The value of t_0 (t_{count}) = 18.229, the value of t_t (t_{table}) = 2.262 at the level of significance is 5% (0.05) with degree of freedom (df) = 9. Based on the result namely $18.229 > 2.262$ or t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$, it means that the use of mingle game is effective to improve students’ speaking skill at the tenth grade of SMA Negeri 9 Luwu.

Key Words: *Mingle Game, Speaking Skill, Students*

CHAPTER I

INTRODUCTION

A. Background

Speaking is the activity of giving speeches and talks.¹ Speaking is considered a practice for interacting with others. It takes place everywhere and should become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feelings, messages, and thought. They also share information with others through communication.² Speaking is one of the skills that students must master while studying English. We will master speaking if we continue to practice it on a regular basis.

Speaking is an interactive meaning-building process that includes generating, obtaining, and processing data.³ Speaking is very important because by mastering the speaking skill, people can build conversations with another, give the idea, share the knowledge, and exchange the information with others. Hence, in the speaking classroom, the learners should work as much as possible on their own, talk to one another directly and not through the medium of the teacher.⁴ We have to know that, we can talk to one another by using English if we have many vocabularies and always practice it.

¹ Collins Cobuild, *Advanced Dictionary of English* (Indonesia: Gramedia Pustaka Utama, 2016).

² Ningtyas Oriliana Argawati, 'Improving Students' Speaking Skill Using Group Discussion', *Eltin Journal*, 2 (2014), 74.

³ Helen and Joyce Burns, Anne, 'Focus on Speaking', *National Center for English Language Teaching and Research*, 1997.

⁴ Nining Wardani, 'Implementation Debating Technique in Teaching Speaking', *Journal of Linguistics and Language Teaching*, 2 (2015), 2.

Many problems occur during teaching and learning of speaking. Indonesian students are learning English as a foreign language in this case. The students do not speak English on a daily basis. Based on a pre-survey conducted on April 30th, 2019 at the tenth grade of SMAN 9 Luwu, the researcher discovered some problems such as: (1) The students are difficult to use a foreign language, (2) The students get difficulties to find the appropriate words to create a sentence, (3) The students have lack of motivation to practice the second language, and (4) The students are shy and afraid to take part in the conversation. To help students improve their speaking skill, teachers must devise a strategy that is appropriate for their students' circumstances.

There are numerous ways to improve learning speaking skill. One of the alternative ways to create learning English especially in speaking English becomes educational and joy is using a game. Games are activities with rules, a goal, and an element of fun.⁵ By using game, students do not feel afraid anymore to share their ideas in English in front of the class. The game also has many advantages, such as providing students with challenges to be more creative and think of ways to win the game, as well as encouraging students to follow the rules and speak up more.

Further, there are many games to improve speaking skill such as puzzle game, snake and ladder game, word match game, mingle game, and so on. Those kinds of games are useful for students, but in this research, the researcher used a mingle game that is proposed firstly by Pollard & Hess (1997). Mingle game

⁵ Angkana Deesri, 'Games in the ESL and EFL Class', *The Internet TESL Journal*, 8 (2002), 1 <<http://iteslj.org/Techniques/Deesri-Games.html>>.

encourages students to help each other learn English and motivate their friends to learn the material, as well as to encourage one another to be brave and confident. They can collaborate to improve their speaking skill because they have partners with whom they can practice speaking and receive feedback from their friends.. Based on the explanation above, the researcher interest to research “*The Use of Mingle Game to Improve Students’ Speaking Skill at the Tenth Grade of SMAN 9 Luwu*”.

B. Problem Statement

Based on the background above, the researcher formulates the research question as follows: Is the use of mingle game effective in improving students’ speaking skill at the tenth grade of SMAN 9 Luwu?

C. The Objective of the Research

Relevant to the research question, the researcher states the objective of this research is to find out whether the use of mingle game effective or not in improving students’ speaking skill at SMAN 9 Luwu.

D. Significance of the Research

The results of this research are expected to give both theoretical and practical benefits as follows:

a. Theoretically

This research is expected to give a positive contribution to the theory of English language teaching, especially teaching speaking skill.

b. Practically

1. The Learners

To provide the assistance and solutions to English students, particularly students in the tenth grade at SMAN 9 Luwu to find out effective media in improving their ability in speaking English.

2. The Teachers

To provide new information to English teachers, particularly those in the tenth grade at SMAN 9 Luwu, in order to motivate students and improve their quality of English learning, particularly in speaking skill.

3. The Further Researcher

This research is expected to provide new knowledge for future research into improving students' speaking skill.

E. Scope of the Research

The research's scope is limited to the effectiveness of using a mingle game to improve students' speaking skill. The material in this research will be limited to describing things and places. The speaking abilities emphasized accuracy, fluency, and comprehension.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In writing this thesis, the researcher found research related to this research as follows:

- a. Darmayenti and Nofel Nofiadri (2015) had researched teaching English speaking skill by using mingle game for college students. The research used research and development as a research design. The result revealed that using the model resulted in a significant difference in student learning outcomes between students taught using the mingle model and students taught without the mingle model.⁶
- b. Mei Nitasari (2017) had researched the influence of using mingle game strategy towards students' speaking performance. The researcher used quantitative research as a research design. The research discovered that mingle game can affect students' speaking performance and that mingle game can be used as a strategy in the learning process of speaking skill.⁷
- c. Susan Rizki Utami (2017) had researched the use of mingle game to improve students' speaking achievement. This research used quantitative research as a research design. According to the finding of this research,

⁶ Darmayenti and Nofel Nofiadri, 'Mingle Model for Teaching English Speaking Skill for College Students', 22 (2015).

⁷ Mei Nitasari, 'The Influence of Using Mingle Game Strategy Towards Students' Speaking Performance at The Tenth Grade of SMAN 1 Punggur Central Lampung' (IAIN METRO, 2017) <<http://repository.metrouniv.ac.id/id/eprint/2191>>.

students' speaking skill improved after being taught the material using the mingle game.⁸

- d. Maf'ulah (2018) had researched about a similar topic to develop students' speaking skill using mingle techniques. Quasi-experimental was used as a research design. The result demonstrated that the mingle technique can help students in the seventh grade at SMPN 12 Palu improve their speaking skill. The result show that the mean score of the experimental group's post-test after treatment with the mingle technique is higher than the mean score of the pre-test..⁹
- e. Ulfah Nurul Khoriyah (2019) had researched improving students' speaking skill using mingle game. This research used classroom action research. Researcher discovered that by using the mingle game, students became more engaged in the teaching and learning process, and the result of the research in each cycle revealed that the students' speaking skill scores improved.¹⁰

In light of previous research findings, the researcher concludes that using mingle game effectively improved students' speaking skill. The researches above are similar in that they both use the same game to improve students' speaking

⁸ Susan Rizki Utami, 'The Use of Mingle Game to Improve Second Grade Students' Speaking Achievement at SMAN 1 Bandar Lampung', *UNILA Journal of English Teaching*, 6 (2017).

⁹ Maf'ulah, 'The Use of Mingle Technique to Develop Students' Speaking Skill at the Seventh Grade of SMP Negeri 12 Palu', 2018.

¹⁰ Ulfah Nurul Khoiriyah, 'Improving Students' Speaking Skill Using Mingle Games at the Eighth Grade Students of SMP N 1 Karanggede in the Academic Year 2019/2020' (IAIN SALATIGA, 2019) <<http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/6040>>.

skill. The research differs in the use of research methods, materials, and a slight modification of the mingle game.

B. Some Pertinent Ideas

1. Concepts of Speaking

a. Definition of Speaking

Speaking is an important skill for language learners to learn because it is necessary not only for academic practice but also for professional life. Speaking requires mastery of many vocabularies and pronouncing that has relations; additionally, when people speak, they are aware of what they want to reveal about their statements or ideas. Here are some definitions of the word “speaking”.

Bull says that “Speaking is talked to somebody about something, use your voice to say something, be able to use language, make a speech to an audience, say or state something.”¹¹ Muslish says, “Speaking is the ability to express the opinions or thoughts and feelings to a person or group verbally, either face or by distance.”¹² Thornbury stated that, “Speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real-time, with little time for detailed planning. He adds that speaking represents a real challenge to most language learners.”¹³

¹¹ Victoria Bull, *Oxford Learners’ Pocket Dictionary*, ed. by Victoria Bull, 4th edn (Oxford University Press, 2008).

¹² Masnur Muslish, *Melaksanakan PTK Itu Mudah*, 4th edn (Jakarta: Bumi Aksara, 2010).

¹³ Scott Thornbury, *How to Teach Speaking* (New York: Pearson Education Limited, 2005).

So the essence of speaking is an expression of feelings, ideas, and thoughts of someone who expressed in language sounds. The ability to speak is not only the ability to construct a sentence that occurs through communication, but also how to say the words to express thoughts, ideas, and feelings so that listeners can receive messages or information delivered through a series of intonation well that is assisted by the expression or the way information delivered. Agree with definition above, it inferred that speaking is used to interact and communicate with someone, utter ideas, feelings, thoughts, etc.

b. Elements of Speaking

The following are some of the speaking elements that all English students must master.¹⁴

1) Pronunciation

Pronunciation includes segmental features such as vowels and consonants, as well as stress and intonation patterns. According to Harmer, “if students want to speak fluently in English, they must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech.”¹⁵ The speaker must be able to articulate the words and speak clearly in order for the meaning of the talk to be conveyed.

¹⁴ J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching* (New York: Longman, 1990).

¹⁵ Jeremy Hermer, *The Practice of English Language Teaching*, 3rd edn (New York: Pearson Education Limited, 2001).

2) Grammar

It stands to reason that knowing a certain amount of grammar and vocabulary is required to be able to speak a foreign language. Grammar is made up of sounds and sound patterns, basic units of meaning such as words, and the rules that govern how they are combined to form new sentences. As a result, grammar is critical in speaking because if the speaker does not master grammar structure, he will be unable to speak English well.

3) Vocabulary

As we all know, vocabulary is a fundamental component of language. Single words, set phrases, variable phrases, phrasal verbs, and idioms comprise vocabulary. It is obvious that without vocabulary, we would be unable to communicate because we would not know what words to use.

4) Fluency

Fluency is defined as the ability to speak freely without pausing or hesitating. Meanwhile, Gower et al define fluency as "the ability to keep going when speaking spontaneously." When speaking fluently, students should be able to convey their message with their abilities, regardless of grammatical or other errors.

5) Comprehension

The final element of speaking is comprehension. Both speakers discuss comprehension because it can help people get the information

they want. Comprehension is defined as the ability to understand something by having a reasonable understanding of the subject or knowing what a situation looks like.

c. Problems in Speaking

Ur stated that there are some problems faces by the learner in speaking activities. These problems can be explained as follows:

1) Inhibition

Speaking, unlike reading, writing, and listening, necessitates some real-time exposure to an audience. Students are frequently inhibited about speaking in a foreign language in the classroom, whether they are concerned about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2) The lack of theme to be spoken

Some students struggle to think of anything to say, and they lack motivation to express themselves beyond a sense of guilt that they should be speaking.

3) The low participation

If only one participant is to be heard, he or she must speak at a time. In a large group, this means that each person will only have a limited amount of time to speak. This problem is exacerbated by the tendency of some students to dominate while others speak very little or not at all.

4) The use of the mother tongue

The students in several classes speak the same mother tongue. They may use it for a variety of reasons. For starters, it is less difficult. Second, speaking to one another in a foreign language feels unnatural. Finally, they feel less "exposed" when they speak in their native language. When they are speaking in small groups, it can be difficult to maintain the target language mother tongue.¹⁶

d. Teaching Speaking

Before we study and analyze teaching speaking, the researcher defines teaching and speaking and then combines them. The term "teaching" refers to the process of directing and encouraging learning. This is a method in which the teacher facilitates and encourages students' learning and teaching. Speaking is a communication ability that allows you to communicate with others. This is a method in which the teacher facilitates and encourages students' learning and teaching. Speaking is a communication ability that allows you to communicate with others. So, teaching speaking is a method in which the teacher helps facilitate and empowers communication skill.

Teaching speaking is a way of representing someone else's emotions and communicative needs, interacting with another person in any situation, and influencing others. The teaching of speaking skills has become increasingly important in the foreign language classroom. The

¹⁶ Penny Ur, *A Course in Language Teaching Practice and Theory* (New York: Cambridge University Press, 1996).

goal of teaching speaking skills is to help students communicate effectively. It means that students should be able to make themselves understood while maximizing their current proficiency. They should try to avoid message confusion caused by poor pronunciation, grammar, or vocabulary, and they should follow the social and cultural rules that apply in each communication situation.. Teaching speaking is to teach ESL/EFL learners to:

- 1) Produce English speech sounds and sound patterns.
- 2) Use word and sentence stress, intonation patterns, and rhythm of the second language (i.e. select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter).
- 3) Organize their thoughts in a meaningful and logical sequence.
- 4) Use language as a means of expressing values and judgments, and
- 5) Use the language quickly and confidently with few unnatural pauses, which are called fluency.¹⁷

The teacher must know the effective characteristics of teaching speaking activities in the teaching speaking process. Penny Ur notes that the characteristic definition surrounds:

- 1) Learners talk a lot. As much as possible of the period allocated to the activity is occupied by learners talking. This may be obvious but often most time is taking up with teacher talk or pauses.

¹⁷ David Nunan, *Simple Ways to Improve English Speaking in Teaching and Learning* (Cambodia: Home Of English International School, 2010).

- 2) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieving a task objective.
- 3) Language is acceptable, easily comprehensible to teach other and acceptable level of language accuracy.¹⁸

e. Assessing Speaking

The students' speaking performance covers some such as accuracy, fluency, and comprehensibility. Those assessment criteria were explained by J. B. Heaton.¹⁹

1) Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.

¹⁸ Penny Ur, *Course in Learning Teaching, Practice and Theory* (Great Britain: Cambridge University Press, 1996).

¹⁹ J.B. Heaton, *Writing English Language Test* (New York: Longman).

Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

2) Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with an effort a fairly wide range of expressions. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly, occasionally fragmentary but success in conveying the general meaning fair range expression.
Average	3	He has to make an effort much of the time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expressions.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting

		delivery. Almost give up making the effort at times. Limited range expressions.
Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

3) Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruption or classifications require.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is she/he can be understood. Even, when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2. Text Description

Kane (2000:352) stated that description is about sensory experience, how to something looks, sounds, tastes. Mostly it is about visual experience, but the description also deals with other kinds of perception. He also stated that descriptive text the generic structure and language feature as follows:

- a. The generic structure of the descriptive text
 - 1) Identification: identifying the phenomenon can be described.
 - 2) Description: describing the phenomenon parts, qualities, or/and characteristics.
- b. Language feature
 - 1) Using attributive and identifying process.
 - 2) Using adjective words.
 - a) Adjective of quality: good, beautiful, smart, etc.
 - b) Adjective of size: big, small, fat, etc.
 - c) Adjective of age: old, young, etc.
 - d) Adjective of color: red, black, white, etc.
 - 3) Using simple present tense.

3. Mingle Game

- a. Definition of Mingle Game

According to Yates in Samsuli, mingle game is an activity in which students move around and talk to each other to get some information

needed.²⁰ Mingle game is often designed to practice question asking and answering. In the mingle game, 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 mingling activity until students have a chance to talk to some students. The mingle game requires the students to tell each other what they think about a given topic. By asking and answering questions on cards, the students get the opportunity to say what they 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.

Mingle which is proposed firstly by Pollard and Hess in 1997 can be modified into a new model for teaching speaking skill. Formerly, it is an activity or technique in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics. The unique one of mingle game is that the students stand up and circulate simultaneously, in pairs or small groups, and switch from one classmate to another while speaking, listening, and taking notes.²¹

Mingle activity is started by asking different students with the same question and different responses learn through talk, activities are

²⁰ M. Samsuli, 'Improving Speaking Skills of the Seventh Grade Students of MTs Ummul Quro through the Mingle Game' (State University of Malang, 2011).

²¹ Laurel Pollard and Natalie Hess, *Zero Prep: Ready to Go Activities for Teachers* (Hertfordshire: Prentice Hall, 1997).

conducted by moving and walking, use card as a media, use peer and group of students, based student-centered, the lecturer is part of students and fun. Mingle activities include class questionnaires, matching activities (finding a partner), group dictations, and role-plays. It is repetitive and helps them find patterns.²²

In conclusion, the mingle game is a game played by students by forming groups then doing question and answer activities or explaining a topic so that other students get new information (feedback).

b. The Types of Mingle Game

There are some types of mingle game, such as:

1) 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).

2) 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

²² Darmayenti and Nofel Nofiadri, 'Mingle Model for Teaching English Speaking Skill for College Students', 22 (2015), 1.

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

3) Find the question find someone who

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.

4) Don't say goodbye

In this variation, 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.

5) 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.

6) 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.

7) If you tell me who

In this variation on you'll 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.²³

c. The Procedures of Mingle Game

The researcher makes modify to apply this mingle game, as follows:

- 1) The researcher prepares a secret card in an envelope and then divides students into some groups.
- 2) The researcher asks each student in the groups to take a secret card.
- 3) The researcher gives 1 minute for all the students to open the secret card then take 2 minutes for each student to describe something from the card in turn.
- 4) After describing what is on the card, other students in each group are invited to give questions and then guess it.

²³ Alex Case, '15 Variations on Find Someone Who and Mingling Games', *TEFLnet*, 2008, p. 1 <<https://www.tefl.net/elt/ideas/games/find-someone-who-mingling-games/>>.

d. The Advantages and Disadvantages of Mingle Game

1) The Advantages of Mingle Game

There are some advantages to using mingle game in the teaching and learning process. They are:

- a) The students were motivated to express their ideas in a group activity.
- b) The students became competitive.
- c) Students learned without realizing that they are learning.
- d) Improving students' proficiency.²⁴

2) The Disadvantages of Mingle Game

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

- a) The teacher cannot monitor every student in the class carefully because mingle game activity is very noisy.
- b) This game can spend a lot of time during the teaching and learning process.

C. Conceptual Framework

Speaking is one of the language skill that students should master. However, some students struggle with English speaking due to a variety of factors. To address this problem, teachers can employ a new strategy in teaching speaking to assist students in conveying information more effectively. The mingle game is one strategy that can be used. The benefit of using the mingle game is it can be used to

²⁴ Avansa Naufal Hakim, 'Using English Mingling Games to Improve the Speaking Skills of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati' (YOGYAKARTA STATE UNIVERSITY, 2004) <[http://eprints.uny.ac.id/20412/1/Avansa Naufal Hakim 08202244020.pdf](http://eprints.uny.ac.id/20412/1/Avansa_Naufal_Hakim_08202244020.pdf)>.

improve students' speaking skill, exchange ideas, help each other, allowing students to learn not only from the teacher but also from the school, allowing students to become more interactive and cooperative in the classroom. To clarify the conceptual framework so that it can be seen in the following draft.

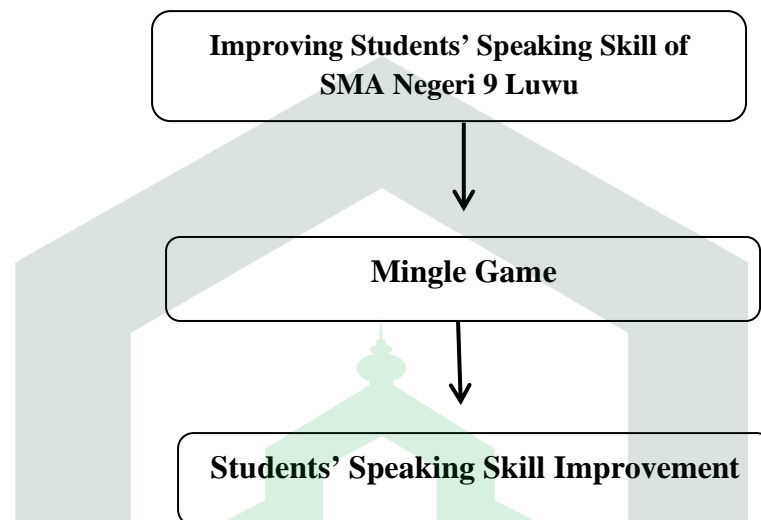


Figure 2.1

D. Hypothesis

Based on the review of related literature above, the researcher presents the hypothesis as follows:

1. H_0 (Null hypothesis): The use of mingle game is not effective in improving students' speaking skill at SMAN 9 Luwu.
2. H_1 (Alternative hypothesis): The use of mingle game is effective in improving students' speaking skill at SMAN 9 Luwu.

Criteria of hypothesis acceptability according to Subana:

$t_{\text{count}} > t_{\text{table}}$: Accept alternative hypothesis (H_1), reject null hypothesis (H_0)

$t_{\text{count}} < t_{\text{table}}$: Accept null hypothesis (H_0), reject alternative hypothesis (H_a)²⁵

²⁵ Sudrajat Subana, Moersetyo Rahadi, *Statistik Pendidikan* (Bandung: Pustaka Setia, 2001).

CHAPTER III

RESEARCH METHOD

A. Method of the Research

This research applied an experimental method. It was aimed to find out the effectiveness of the mingle game to improve speaking skill.

B. Research Design

The research design applied a pre-experimental, pre-test and post-test design. The way to collect the data were with pre-test and post-test. A pre-test was aimed to know students' speaking skill before doing treatment and a post-test was aimed to know the students' speaking skill after doing the treatment. The formula as follows:

$$E = O_1 X O_2$$

Where:

- E: Experimental
- O₁: Pre-test
- X: Treatment
- O₂: Post-test²⁶

C. Variable

1. Independent variable: mingle game
2. Dependent variable: students' achievement in speaking skill

D. Population and Sample

1. Population

²⁶Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Cipta, 1998), p.84.

The population of this research was the student of SMAN 9 Luwu in the tenth grade in the academic year 2019/2020. The population consisted of 60 students in three classes.

2. Sample

Purposive sampling was used in this research. The sample was chosen based on the characteristics of the students, the cost, and the time allotted to the researcher to complete the research. The researcher was also given some suggestions by the headmaster and English teacher of SMAN 9 Luwu to limit students from conducting research due to the Covid-19 pandemic. Therefore, the researcher took 10 students in X MIA A as a sample.

E. The Instrument of the Research

1. Speaking Test

This speaking test, which consists of a pre-test and a post-test, is given to students to determine their ability to speak. Students described their classroom in the pre-test, while they described their school in the post-test. They were each given 2-3 minutes. Before treatment, a pre-test was given to determine the students' ability in speaking skill. After treatment, a post-test was conducted to determine the significance of the students' ability before and after treatment. Post-test was giving after treatment done; it aimed at knowing the significance of the students' ability before and after treatment.

2. Tape Recorder

The researcher used a tape recorder to collect the voices of the students. If there was anything unclear in the students' expression of opinions, the researcher can listen again using a tape recorder.

F. The Procedure for Collecting Data

The data collecting by using the procedures:

1. Giving Pre-test

The researchers conducted a pre-test for 2-3 minutes before providing information and explanations about mingle game. The purpose of administering tests to students was to determine how far their speaking competence or ability had progressed. The researcher obtained preliminary data from students during the pre-test. To collect data, the students each took a speaking test on the same topic (describing classroom).

2. Giving Treatment

In treatment, the researcher conducted four meetings. The steps were followed:

- a. In the first meeting, the researcher introduced herself and explained to the students about the general explanation of the materials "describing things and places," followed by explaining and exemplifying how to practice the material. Following the activities, the researcher used the mingle game to practice the students' speaking skill. The procedures of the mingle game are as follows: the researcher prepares a secret card in an envelope, divides students into groups, and then asks each student

in the groups to take a secret card. The researcher gives each student one minute to open the secret card, followed by two minutes for each student to describe something from the card in turn. After describing what is on the card, other students in each group are invited to ask questions and then guess what is on the card. Things in the classroom were the theme of the secret card on an envelope. The secret card includes a picture and some vocabulary based on the theme to assist students in describing it.

- b. In the second meeting, the researcher reviewed the material from the previous meeting then the researcher explained how to describe things to the students. After all the students understood, the researcher then applied the mingle game to practice students' speaking skill. The researcher prepares a secret card in an envelope and then divides students into some groups then researcher asks each student in the groups to take a secret card. The theme on a secret card was the things you must bring. The researcher then gives each student one minute to open the secret card, followed by two minutes for each student to describe something from the card in turn. After describing what is on the card, other students in each group are invited to ask questions and then guess what is on the card.
- c. In the third meeting, the researcher explained how to describe place to the students and asked each student to mention the public places they had visited. After that, the researcher applied the mingle game to

practice the students' speaking skill. The researcher writes some public places on a secret card. Then the researcher distributed the cards to each student in the group. The researcher gives one minute for all the students to open the secret card then take two minutes for each student to describe something from the card in turn. After describing what is on the card, other students in each group are invited to give questions and then guess it.

- d. In the fourth meeting, the researcher reviewed the material from the previous meeting and the researcher explains more about describing place. After all the students understood, the researcher then applied the mingle game to practice students' speaking skill. The researcher prepares a secret card in an envelope and then divides students into some groups then researcher asks each student in the groups to take a secret card. The theme on a secret card was public places. The researcher then gives each student one minute to open the secret card, followed by two minutes for each student to describe something from the card in turn. After describing what is on the card, other students in each group are invited to ask questions and then guess what is on the card.

3. Post-test

In the post-test, the researcher repeated the same activities as in the pre-test, testing the students' speaking skill one by one to see if they had

improved or remained the same, and the students explained about a topic (describing school) given by the researcher for about 2-3 minutes..

G. The Technique of Data Analysis

After collection, the data by conducting pre-test, treatments, and post-test, the researcher then will focus on the data analysis. Therefore, some procedures will be going by the researcher. The procedures will be explained as follows:

1. Scoring Students' Speaking Test

To analyze the data, the researchers determined the scoring classification uses profile J.B Heaton which includes Accuracy, Fluency, and comprehensibility. Those assessment criteria as follows²⁷:

Table 3.1 The Accuracy Criteria

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only confuse.
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
2	Pronunciation is seriously influenced by the mother tongue with

²⁷ J. B. Heaton, "Longman Handbooks for Language Teachers", (London and New York, 1990) p. 1003

	an error causing a breakdown in communication. Many basic grammatical and lexical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

Table 3.2 The Fluency Criteria

Rating	Fluency
6	Speak without too great an effort with an effort a fairly wide range of expressions. Searches for words occasionally but only two unnatural pauses.
5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly, occasionally fragmentary but success in conveying the general meaning fair range expression.
3	He has to make an effort for much of the time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expressions.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expressions.
1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

Table 3.3 The Comprehensibility Criteria

Rating	Comprehensibility
6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruption or classifications require.
5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek clarification.
3	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
1	Hardly anything of what is she/he can be understood. Even, when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2. Classification of Students Score

The rating classifications were used to provide the grades obtained by students. The following classifications were used:

Table 3.4 Rating Scale Classification

Classification	Scale	Rating
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3

Poor	26-40	2
Very Poor	0-25	1

3. Computing frequency of the rate percentage, the researcher applied the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = the number of samples (total respondents)²⁸

4. Calculating the mean score and standard deviation of students by using SPSS 20.

IAIN PALOPO

²⁸ Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003).

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presents the statistically tabulated results of the data analysis. It included students' pre-test and post-test scores, classification of students' pre-test and post-test scores, the mean score and standard deviation of students' pre-test and post-test scores, and transcription of students' pre-test and post-test scores.

1. Analysis of students' score in tests

a. Pre-test

The researcher demonstrates in this section that the students' scores in accuracy, fluency, and comprehensibility presented in the tables, mean score, standard deviation, and rate percentage of students' scores were calculated using SPSS 20. The following table was used to tabulate it:

Table 4.1 The Scores of Students' Speaking Skills in Pre-Test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	FN	2	2	2	40
2	YI	1	2	2	30
3	HA	1	1	1	25
4	CA	2	1	2	32
5	NI	2	2	2	40
6	MM	1	1	1	25
7	AA	1	2	2	30
8	SA	2	2	2	40

9	NA	1	2	2	35
10	DI	2	2	1	32
TOTAL		15	17	17	329
		MEAN SCORE			32.90

Table 4.1 presents the data of the pre-test scoring of students' speaking skill. Accuracy, fluency, and comprehensibility are three aspects of speaking skill. In this section, the researcher presented and tabulated the mean score of each student's speaking ability, as shown in the tables below:

1) Accuracy

For looking at the mean score of students' accuracy in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	10	1.00	2.00	1.5000	.52705
Valid N (listwise)	10				

As shown in table 4.2, the highest student score is 2 and the lowest score is 1. Furthermore, it indicated that the mean score of students' accuracy in the pre-test is 1.50, with a standard deviation error of 0.527. Before treatments, the researcher obtained students' inaccuracy scores through the speaking test. The accuracy score was shown in of a table of rate percentage score. It can be seen from the table shown as follow:

Table 4.3 The Rate Percentages Score of Students' Accuracy in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	5	50%
6	Very Poor	1	5	50%
Total			10	100%

According to table 4.3, the researcher showed that no students who got excellent, very good, good, and average categories (0%). There were 5 students (50%) who got a poor score and 5 students (50%) got very poor. It is possible to conclude that all students performed incorrectly on the speaking pre-test.

2) Fluency

For looking at the mean score of students' fluency in a pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Table 4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	10	1.00	2.00	1.7000	.48305
Valid N (listwise)	10				

It can be seen from Table 4.4 that the highest score of students is 2 and the lowest score is 1. It also clarified that the mean score of students' fluency in the pre-test is 1.70 and the standard deviation is 0.483.

Prior to treatment, the researcher distributes a speaking test to determine the students' fluency. Fluency score presented through the table rate percentage score that can be seen from the table shown as follow:

Table 4.5 The Rate Percentages Score of Students' Fluency in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	7	70%
6	Very Poor	1	3	30%
Total			10	100%

Table 4.5 shows that the score of fluency taken by the researcher in percentage. There are no students who got an excellent, very good, good, and average category. The majority of 7 students (70%) got a poor score and a very poor category for 3 students (30%).

3) Comprehensibility

For looking at the mean score of students' comprehensibility in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	10	1.00	2.00	1.7000	.48305
Valid N (listwise)	10				

It can be seen from table 4.6, the highest score of students is 2 and the lowest score is 1. It also stated that the mean score of students' comprehensibility in the pre-test is 1.70 and the standard deviation error is 0.483. Before treatment, the researcher distributes a speaking test to know the students' comprehensibility. The comprehensibility score was presented through the table rate percentage score. It can be seen from the table shown as follow:

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	7	70%
6	Very Poor	1	3	30%
Total			10	100%

Table 4.7 shows that the score of comprehensibility taken by the researcher in percentage. There are no students who got excellent, very good, good, and average categories (0%). The majority of students (7

students or 70%) gain poor scores and there were 3 students (30%) very poor score.

b. Post-test

In this section, the researcher showed the rate percentage of students' score of speaking abilities in the post-test. The result was presented in tables, these complete of students' score in speaking ability as follow:

Table 4.8 The Scores of Students' Speaking Skill in Post-Test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	FN	4	4	4	70
2	YI	3	4	4	65
3	HA	2	3	3	50
4	CA	4	3	4	65
5	NI	4	3	4	65
6	MM	2	3	3	50
7	AA	2	3	3	50
8	SA	4	4	4	70
9	NA	3	3	4	60
10	DI	3	3	3	55
TOTAL		31	33	36	600
		MEAN SCORE			60,00

On the other side, the researcher also made students score in speaking ability, which had been given treatment by mingle game. It was presented through the distribution frequency and percentage table as follow:

1) Accuracy

For looking at the mean score of students' accuracy in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Table 4.9 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	10	2.00	4.00	3.1000	.87560
Valid N (listwise)	10				

As can be seen from Table 4.9, the highest score of students is 4 and the lowest score is 2. Besides, it also indicates that the mean score of students' accuracy in the post-test is 3.10 and the standard deviation errors are .87560.

On the other side, the researcher also got a score of the students' accuracy who had been given treatment. The researcher gave a picture of the speaking test to know students' accuracy is speaking. It was presented through the table rate percentage scores. It can be seen from the table shown as follow:

Table 4.10 The Rate Percentage Score of Students' Accuracy in Post-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	4	40%
4	Average	3	3	30%
5	Poor	2	3	30%

6	Very Poor	1	0	0%
Total			10	100%

Table 4.10 indicates the score of accuracy taken by the researcher in percentage. There are no students who got an excellent, very good, and very poor score (0%). There are 4 students (40%) who got good. Therefore, there are 3 students (30%) who got average and 3 students (30%) got a poor category.

2) Fluency

For looking at the mean score of students' fluency in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Table 4. 11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	10	3.00	4.00	3.3000	.48305
Valid N (listwise)	10				

As can be seen in Table 4.11, it shows that the highest score of students is 4 and the lowest score is 3. It also indicates that the mean score of students' accuracy in the post-test is 3.30 and the standard deviation error is .48305.

After the treatment is done, the researcher gave a picture of the speaking test to know students' fluency. It was presented through the table rate percentage score. It can be seen from the table as follow:

Table 4.12 The Rate Percentage Score of Students' Fluency in Post-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	6	60%
4	Average	3	4	40%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			10	100%

Table 4.12 shows that the score of fluency taken by the researcher in percentage. It showed there are no students got excellent, very good, poor, and very poor category (0%). The majority of the 6 students (60%) got a good score. Only 4 students (40%) got average.

3) Comprehensibility

For looking at the mean score of students' comprehensibility in the post-test, the researcher it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	10	3.00	4.00	3.6000	.51640
Valid N (listwise)	10				

As can be seen from Table 4.13, the highest score of students is 4 and the lowest score is 3. Besides, it also revealed that the mean score of students' comprehensibility in the post-test is 3.60 and the standard deviation errors are .51640.

On the other side, the researcher also had made the score of the students' comprehensibility who had been giving a picture to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follow:

Table 4.14 The Rate Percentage Score of Students' Comprehensibility in Post-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	6	60%
4	Average	3	4	40%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			10	100%

Table 4.14 shows that the score of compressibility taken by the researcher showed that there are no students got excellent, very good, poor, and very poor category (0%). There are 6 students (60%) who got good and 4 students (40%) got the average category.

2. The mean score and standard deviation of pre-test and post-test

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also presented the total mean score and standard deviation of in pre-test and post-test, then compare both of them. The result presented in the descriptive statistic table as follow:

Table 4.15 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	10	25.00	40.00	32.9000	5.76291
Posttest	10	50.00	70.00	60.0000	8.16497
Valid N (listwise)	10				

Table 4.15 indicates that the standard deviation in the pre-test was 5.76 and in the post-test are 8.16. It also shows that the mean score of students in the pre-test is 32.90 and the mean score of students in the post-test was 60.00. The result of the table above shows that the mean score of students in the post-test is higher than the mean score of students in the pre-test. It concludes that using mingle game is effective in teaching speaking.

To know whether the pre-test and post-test were significantly different and also to know the acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 20. The results could be shown in the table of paired samples statistics, paired-samples correlations, and paired samples test. It presents in the following tables:

Table 4.16 Paired Samples Statistics of Pre-Test and Post- Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	32.9000	10	5.76291	1.82239
Pair 1 Posttest	60.0000	10	8.16497	2.58199

Table 4.16 is about paired sample statistics of pre-test and post-test above it indicates that the value of standard deviation in the pre-test is 5.76 and 8.16 in

the post-test. Besides, the standard deviation error in the pre-test was 1.82 and 2.58 in the post-test. The table above also shows that the mean score in the pre-test was 32.90 and in the post-test was 60.00. It concludes that the student's score improved from 32.90 to 60.00.

Table 4. 17 The Paired Samples Correlations of Pre-Test and Post-Test
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	10	.826	.003

Table 4.16 paired sample correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment .826. It means that there was a significant correlation between students' ability in teaching speaking by using mingle game before and after treatment.

Table 4.18 The Paired Sample Test of Pre-Test and Post-Test
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	27.10000	4.70106	1.48661	23.73706	30.46294	18.229	9	.000

From table 4.17 the paired sample test, the researcher got the data that t_0 (t_{count}) = 18.229 and df (degree of freedom) = 9. According to the Gay the value of t_t

= 2.262.²⁹ It is the standard of signification 0.05 with a degree of freedom (df) = 9. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$18.229 > 2.262$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} . It was concluded that was significantly different in teaching speaking before and after using mingle game. Because of that, the researcher assumes believed that using mingle game is effective to improve students' speaking skill at the tenth grade of SMA Negeri 9 Luwu.

3. Transcription

As an addition, the researcher proves this research result by presented the example of students' speaking:

a. Pre-test

In the pre-test, the researcher gave the topic to students to describe their classrooms.

HA : The classroom is so big and ... (long pause) and so nice to see. The color yellow, e... (long pause) white, blue, e... e... (long pause) and so on. In its, there table, chair, pikcel, e... e... e... (long pause) windows, door, e... e (long pause) mop, and .. and, student and ... (long pause) student and teacher. Finish.

*/ðə 'kla:srɒm ɪz səʊ bɪg ænd... (lɒŋ pɔ:z) ænd səʊ naɪs tu: si:. ðə 'kʌlə 'je
ləʊ, i:...(lɒŋ pɔ:z) waɪt, blu:, i:... i:...(lɒŋ pɔ:z) ænd səʊ ɒn. ɪn ɪts, ðeə 't*

²⁹ Tigor Hutapea, *Statistik: Teori Dan Aplikasi* (Bandung: Cet 1: (STIE-IBEK), 1995).

eɪbl, ʃeə, pɪkʃəl, i:... i:... i:...(lɔŋ pɔ:z) 'wɪndəʊz, dɔ:, i:... i: (lɔŋ pɔ:z)
mɒp, ænd.. ænd, 'stju:dənt ænd ... (lɔŋ pɔ:z) 'stju:dənt ænd 'ti:ʃə. 'fɪnɪʃ./

MM : The classroom is the ... (long pause) the classroom is the chair, flower, tabel, chair, window, mop ... (long pause) student, teacher, book, bag, eraser, ada payung o... umbrella.... (long pause). Finish.

/ðə 'klɑ:srʊm ɪz ði: ... (lɔŋ pɔ:z) ðə 'klɑ:srʊm ɪz ðə ʃeə, 'flaʊə, tebel, ʃə,
'wɪndəʊ, mɒp ... (lɔŋ pɔ:z) 'stju:dənt, 'ti:ʃə, bʊk, bæɡ, ɪ'reɪzə, 'ada payu
ŋg o... ʌm 'brɛlə.... (lɔŋ pɔ:z). 'fɪnɪʃ./

NA : The classroom is a.. the classroom is a place for tishing and learning between student and teacher to be carry out. The classroom is big and em..the shape as square. The classroom is colorful. In the classroom, there are chair, table, book, waiting boards, window, future,...(long pause) future and door and so on. Finish.

/ðə 'klæs,rʊm ɪz eɪ.. ðə 'klæs,rʊm ɪz ə pleɪs fɔr 'tɪʃɪŋ ænd 'lɜ:nɪŋ bi 'twɪn
'studənt ænd 'tɪʃər tu bi 'kæri aʊt. ðə 'klæs,rʊm ɪz bɪɡ ænd ɛm..ðə ʃeɪp
æz skweɪ. ðə 'klæs,rʊm ɪz 'kɒləʃəl. ɪn ðə 'klæs,rʊm, ðeər ɑr ʃeə, 'teɪbəl,
bʊk, 'weɪtɪŋ bɔ:rdz, 'wɪndəʊ, 'ʃju:ʃər,...(lɔŋ pɔ:z) 'ʃju:ʃər ænd dɔ:ɪ ənd so
ʊn. 'fɪnɪʃ./

b. Post-test

In post-test, the researcher gave the topic to students to describe their school.

HA : I want to describe about school based on the picture. School is a place for teaching and learning process between students and teachers.

Inside, there are several rooms such as offices, mosque, teacher rooms, canteen, and BK room. The color is colorful. Our school have scout extracurricular, computer, art, student conceal, and paskibraka.

/ai want tu di 'skraib ə 'baʊt skul beɪst an ðə 'pɪktʃər. skul ɪz ə pleɪs fɔr 'tɪfɪŋ ænd 'lɜːnɪŋ 'pra, sɛs bɪ 'twin 'studənts ænd 'tɪfərz. ɪn 'saɪd, ðer ar 'sevrəl rumz sʌf əz 'ɔfəsəz, mʌsk, 'tɪfər rumz, kæn 'tɪn, ænd bɪkeɪ rum. ðə 'kʌlər ɪz 'kʌlərfəl. 'aʊər skul hæv skaʊt ,ɛkstrəkə 'rɪkjələr, kəm 'pjutər, art, 'studənt kən 'sil, ænd paskibraka./

MM : I will describe about school based on the picture. The school is SMAN 9 Luwu. The school located on trans Sulawesi street. In there, there are several classrooms, office, library, computer laboratory, headmaster room and another room. This school categorized big building and many facilities can we meet there. Enough, finish.

/ai wɪl di 'skraib ə 'baʊt skul beɪst an ðə 'pɪktʃər. ðə skul ɪz SMAN 9 Luwu. ðə skul 'loʊ, keɪtəd an trænz ,sulə 'wesi strɪt. ɪn ðer, ðer ar 'sevrəl 'klæs, rumz, 'ɔfəs, 'laɪ, brəri, kəm 'pjutər 'læbrə, tɔri, 'hed 'mæstər rum ən d ə 'nʌðər rum. ðɪs skul 'kætəgə, raɪzd bɪg 'bɪldɪŋ ænd 'meni fə 'sɪlə, teɪts kæn wɪ mɪt ðer. ɪ 'nʌf, 'fɪnɪʃ./

NA : I am NR. I want to describe about school based on the picture. School is an institution where teaching and learning carry out. Were, there are teachers and students. School also not only for learning but in the school, there are also various organizations such as students conceal, scouting, PMR, computer, and sports. In the school has fourteen

classrooms. Inside school also has various kinds of rooms such as classrooms, teacher rooms, art room, bathroom, meeting room, canteen, and others. This school is colorful. This school is large shape and rectangle size. Finish.

/aɪ æm enər. aɪ wʌnt tu di 'skraɪb ə 'bɑʊt skul beɪst ən ðə 'pɪkʃə. skul ɪz ən ,ɪnstɪ'tuʃən wɛr 'tɪfɪŋ ænd 'lɜːnɪŋ 'kæri aʊt. wɜː, ðer ar 'tɪfəz ænd 'studənts. skul 'ɔːlsəʊ nat 'oʊnli fɔː 'lɜːnɪŋ bʌt ɪn ðə skul, ðer ar 'ɔːlsəʊ 'veriəs ,ɔːrgənə 'zeɪfənz sʌf æz 'studənts kən'sɪl, 'skaʊtɪŋ, PMR, kəm 'pʃuːtər, ænd spɔːrts. ɪn ðə skul hæz 'fɔː'tɪn 'klæs,rʊmz. ɪn'saɪd skul 'ɔːlsəʊ hæz 'veriəs kɑːndz əv rʊmz sʌf æz 'klæs,rʊmz, 'tɪfər rʊmz, art rʊm, 'bæθrʊm, 'mɪtɪŋ rʊm, kæn'tɪn, ænd 'lɔːðəz. ðɪs skul ɪz 'kʌlərfʊl. ðɪs skul ɪz lɑːdʒ feɪp ænd 'rektæŋgəl saɪz. 'fɪnɪʃ./

The examples above show the development of three students who became representatives for all samples. The explanation would be in three aspects (accuracy, fluency, and comprehensibility).

1) Accuracy

In this aspect, the sample's accuracy explanation in speaking from pre-test data above, the sample have serious pronunciation errors as well as many basic grammatical and lexical errors, like :

“The classroom is so big and ... (long pause) and so nice to see. The color yellow, e... (long pause) white, blue, e... e... (long pause) and so on. In its, there table, chair, pikcel, e... e... e... (long pause) windows, door, e... e (long pause) mop, and .. and, student and ... (long pause) student and teacher.”

In post-test, the accuracy of sample had been developed, like :

“School is a place for teaching and learning process between students and teachers. Inside, there are several rooms such as offices, mosque, teacher rooms, canteen, and BK room. The color is colorful. Our school have scout extracurricular, computer, art, student conceal, and paskibraka.”

2) Fluency

In the fluency aspect, it analyzed the effort of the sample in searching expression or word in speaking. From the data above, the sample did many long pauses while samples search for the desired meaning pauses in pre-test, like : *“The classroom is so big and ... (long pause) and so nice to see. The color yellow, e... (long pause) white, blue, e... e... (long pause) and so on. In its, there table, chair, pikcel, e... e... e... (long pause) windows, door, e... e (long pause) mop, and .. and, student and ... (long pause) student and teacher.”*

In this time sample did a long pause. It means the sample searched for the desired meaning in while long pause and frequently and halting delivery. Based on that example the classification for the sample was poor. In the post-test, there is no word “e”. It means fluency had been developed because it was better than in the pre-test when the sample got a long pause. Besides the sample was a success in conveying the general meaning.

3) Comprehensibility

It explains how easy it is for the listener to understand the speaker's intention and general meaning in the comprehensibility aspect. According to

the data presented above, the listener can understand a lot of what is said but must seek clarification when the speaker speaks in longer sentences.

Based on the sample explanation above, the sample could be classified as poor. The majority of what the sample said in the post-test was easy to follow, but several interruptions were required to help sample incomprehensibility. The average classification could be included in the post-test sample.

B. Discussion

In this research, three items were analyzed by the researcher based on three aspects of speaking assessment, namely accuracy, fluency, and comprehensibility. The researcher used 10 students as respondents and conducted four treatments to them. However, before conducting the treatments, the researchers conducted a pre-test to determine whether the students' speaking skills had improved or remained the same, and after conducting the treatments, the researcher conducted a post-test to determine whether the students' speaking skills had improved or remained the same.

In pre-test, the researcher gave a topic “describing classroom” and the researcher found that there were students (0%) who got excellent, very good, good, and average. There were 5 students (50%) who got poor and also 5 students (50%) who got very poor. In the fluency and comprehensibility, there were no students (0%) who got excellent, very good, good, and average. There were 7 students (70%) who got poor and the last there are also 3 students (30%) who got very poor. In post-test, the researcher gave topic “describing school”. On accuracy, there were 4 students (40%) got good, 3 students (30%) got average,

and 3 students (30%) got poor grades. Meanwhile, there are 6 students (60%) who got good and 4 students (40%) who got average grades in fluency and comprehensibility.

According to the research findings presented above, the researcher discovered that the use of a mingle game is effective in improving students' speaking skill. Per the data analysis, the mean score of the students' pre-test is 32.90, and the students' post-test score is 60.00. The pre-test standard deviation is 5.76, and the post-test standard deviation is 8.16. It means that using the mingle game to improve students' speaking skill is effective.

After analyzing the data, it showed that t_0 (t_{count}) with value (18.229) was higher than t_t (t_{table}) with value (2.262) with degree of freedom (df)= 9, and on the level significance 0.05, so the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that there was a significant difference between the results of the pre-test and post-test.

There were also previous research results that found the use of mingle game is effective in improving students' speaking skill as for the previous research, namely by Darmayenti and Nofel Nofiadri found that the application of the mingle model provided a significant difference in student learning outcomes between students taught through the mingle model and without the mingle model.³⁰ Mei Nitasari found that using mingle game effectively in teaching speaking. Mingle game strategy can be used to create an anticipatory set for a

³⁰ Darmayenti and Nofel Nofiadri.

lesson, to check for acquisition of information, or to liven up drill and practice.³¹ Susan Rizki Utami found that using this technique is successfully able to improve students' speaking achievement.³² Maf'ulah found that the mingle technique develop students' speaking skill.³³ Ulfah Nurul Khoriyah found that by using mingle game, students became active in the teaching and learning process and the results of the research in each cycle showed that the students' speaking skill scores increased. The students have more self- confidence to speak in front of the class.³⁴

The previous research's findings are similar and support this research. According to the researcher, the mingle game was an effective and interesting method that could be used in the classroom. Furthermore, the mingle game could encourage students to improve their speaking skill. In this game, students share their thoughts, information, opinions, and feelings with others. The researcher concludes that the mingle game can effectively improve students' speaking skill.



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³¹ Nitasari.

³² Utami.

³³ Maf'ulah.

³⁴ Khoiriyah.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that using mingle game is effective in improving students' speaking skill at the tenth-grade students of SMA Negeri 9 Luwu. It is proven that there is a significant difference between the students' mean score of pre-test and post-test. In the pre-test, the students' mean score is 32.90 and the students' score in the post-test is 60.00. The data have been analyzed by using (t_t) standard of signification 5% with a degree of freedom (df) =9, obtained $t_t = 2.262$ and standard of signification 0.05, the result of t_0 (t_{count}) were 18.229 from this researcher gave an interpretation that t_0 (t_{count}) was higher than $t_t(t_{table})$, $18.229 > 2.262$. It means that there is a significant difference between students' abilities before and after treatment. It could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that the use of mingle game is effective in improving students' speaking skill at the tenth grade of SMA Negeri 9 Luwu.

B. Suggestions

The success of teaching is determined not only by the lesson program, but also by how the teacher presents the lesson and uses the mingle game to make the class more lively and enjoyable. The method also benefits the teacher by providing numerous opportunities for students to participate in the teaching-

learning process. Regarding the teaching speaking by describing pictures, the researcher gives some suggestion for the teacher and students as follows:

1. For the teacher, they can use the mingle game to teach English, particularly to improve students' speaking skill. In order to play this game, the teacher must first explain how to describe things and places, and then the teacher asks the students to describe things and places using the mingle game.
2. It is recommended that students improve their command of the English language, particularly when speaking.
3. The future researcher intends to conduct a study to determine the impact of the mingle game on other English language skills such as reading and vocabulary.

Finally, the researcher realizes that this thesis is far from perfect, and as a result, constructive criticism and advice are expected to help the thesis be perfected. The researcher hopes that the findings of this study will be useful to the readers.

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Pre-test

Task activity in Pre-test

- Describe about classroom in 2-3 minutes.

Post-test

Task activity in Post-test

- Describe about school in 2-3 minutes.



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA NEGERI 9 LUWU

Mata Pelajaran : Bahasa Inggris

Kelas/semester : X/1 (satu)

Materi Pokok : Describing Things

Alokasi Waktu : 2 Pertemuan (3 JP)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong-royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
Memahami fungsi sosial, struktur	3.7.1 Mengidentifikasi ungkapan yang

3.7 teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi benda, sesuai dengan konteks penggunaannya.	digunakan untuk untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaannya
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
4.8 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.
4.9 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.9.1 Mengidentifikasi nama benda dan karakteristiknya.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi nama benda dan karakteristiknya.
2. Mengidentifikasi ungkapan yang digunakan untuk untuk menyatakan dan menanyakan fungsi benda sesuai dengan konteks penggunaannya.
3. Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
4. Membuat teks tulis pendek yang menggunakan ungkapan untuk untuk mendeskripsikan benda.
5. Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda.

D. Materi Pembelajaran

1. Fungsi sosial

Mengenalkan, mengidentifikasi, memuji, mengkritik, menebak, dsb.

2. Struktur text (gagasan utama dan informasi rinci)

- a. Menyebutkan nama benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- b. Menyebutkan sifat benda.

3. Unsur kebahasaan

- a. Penggunaan nominal singular dan plural secara tepat.
- b. Kata ganti.

Subject Pronoun	Object Pronoun	Possessive Adjective
I	Me	My
You	You	Your
We	Us	Our
They	Them	Their
He	Him	His
She	Her	Hers
It	It	Its

- c. Kata sifat.

Adjectives	Artinya
Big – small	Besar-kecil
Beautiful- ugly	Cantik-jelek
Old- new	Lama-baru
Tall- short	Panjang-pendek
Clean- dirty	Bersih-kotor
Good- bad	Bagus – jelek
Red, white, black, green, etc (colors)	Merah, putih, hitam, hijau, dll (warna)
Square, circle, triangle, rectangle, etc (shapes)	Persegi, lingkaran, segitiga, persegi panjang, dll (bentuk)

- d. Penggunaan simple present tense.

Contoh: Meja itu berbentuk persegi (The table is square)

- e. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- f. Ucapan, tekanan kata, intonasi

4. Topik

Benda di sekitar dan relevan dengan kehidupan siswa:

- a. The things in the classroom
- b. The things you must bring

E. Metode dan Media Pembelajaran

1. Metode : Mingle Game
2. Media : Secret Card

F. Sumber Pembelajaran

1. Buku Pelajaran Bahasa Inggris Kelas X, K13
2. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

1. Pendahuluan (15 menit)

- a. Guru memberi salam (*greeting*) dan berdoa untuk memulai pembelajaran yang dipimpin oleh ketua kelas;
- b. Guru memeriksa kehadiran siswa;
- c. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- d. Guru memperkenalkan diri (menggunakan bahasa inggris);
- e. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- f. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan inti (60 menit)

- a. Peserta didik dan guru mengamati serta menyebutkan benda-benda yang ada di dalam kelas dalam bahasa Inggris.

- b. Peserta didik mengamati penjelasan materi tentang mendeskripsikan benda yang disampaikan oleh guru.
- c. Peserta didik bersama guru bersama-sama mengidentifikasi bentuk benda-benda yang ada di dalam kelas (*small chair, big whiteboard, long ruler, dll.*) dengan menggunakan kata sifat.
- d. Siswa dibagi ke dalam 2 kelompok, terdiri dari 5 siswa untuk memulai praktik berbicara dengan menggunakan metode mingle game.
- e. Guru membagikan secret card kepada setiap kelompok.
- f. Siswa mendeskripsikan gambar dengan tema “the things in the classroom”.
- g. Setiap siswa dalam kelompok berkumpul (mingle) dan mendeskripsikan gambar dalam secret card secara bergantian.
- h. Setiap siswa menebak gambar yang dideskripsikan di masing-masing kelompok.

3. Penutup (15 menit)

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- d. Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

1. Pendahuluan (15 menit)

- a. Guru memberi salam (*greeting*) dan berdoa untuk memulai pembelajaran yang dipimpin oleh ketua kelas;
- b. Guru memeriksa kehadiran siswa;
- c. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan

memberikan contoh dan perbandingan lokal, nasional dan internasional;

- d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan inti (60 menit)

- a. Peserta didik mengamati penjelasan guru mengenai kata sifat (adjective) untuk mendeskripsikan benda.
- b. Guru menyuruh setiap siswa untuk menuliskan masing-masing satu benda yang selalu dibawa kemanapun.
- c. Guru membagi siswa ke dalam 3 kelompok, yang terdiri dari 3-4 siswa untuk memulai praktik berbicara dengan menggunakan metode mingle game.
- d. Siswa mendeskripsikan benda yang telah ditulis dengan tema “the things that you must bring”.
- e. Setiap siswa dalam kelompok berkumpul (mingle) dan mendeskripsikan secara bergantian.
- f. Setiap siswa menebak sesuatu yang dideskripsikan dalam masing-masing kelompok.

3. Penutup (15 menit)

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- d. Peserta didik dan guru mengucapkan salam perpisahan.

H. Rubrik Penilaian Speaking

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly by the mother tongue. A few grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonology error. A few grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

2. Fluency

Classification	Score	Criteria
Excellent	6	Speak without great an effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression.

Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expressions.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expressions.
Very poor	1	Full long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression.

3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruption or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey messages or to seek clarification.
Average	3	The listener can understand a lot of what he said, but he must constantly seek clarification, cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is she can be understood. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

4. Classification of Students Score

Classification	Scale	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

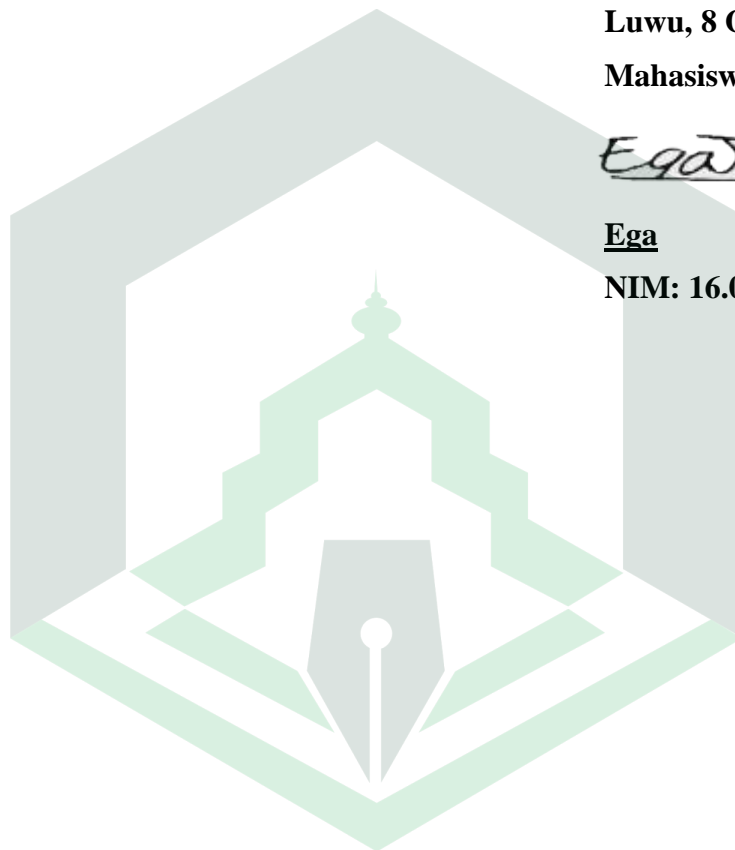
Luwu, 8 Oktober 2020

Mahasiswa

Ega

Ega

NIM: 16.0202.0020



IAIN PALOPO

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMA NEGERI 9 LUWU
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : X/1 (satu)
 Materi Pokok : Describing Places
 Alokasi Waktu : 2 Pertemuan (3 JP)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong-royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi benda, orang, dan tempat sesuai dengan	3.7.1 Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan fungsi benda, orang dan tempat sesuai dengan konteks penggunaannya.

	konteks penggunaannya.	
3.8	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda, orang dan tempat sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Mengidentifikasi struktur penyusunan frasa kata sifat dalam mendeskripsikan suatu benda, orang, dan tempat.
4.8	Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang benda, orang dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan benda, tempat dan orang.
4.9	Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	4.9.1 Mengidentifikasi nama benda, orang, tempat dan karakteristiknya.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi nama tempat umum dan karakteristiknya dalam bahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan fungsi tempat umum sesuai dengan konteks penggunaannya.
3. Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu tempat.
4. Menggunakan struktur teks dan unsur kebahasaan untuk mendeskripsikan tempat.

D. Materi Pembelajaran

1. Fungsi sosial

Mengenalkan, mengidentifikasi, memuji, mengkritik, menebak, dsb.

2. Struktur text (gagasan utama dan informasi rinci)

- a. Menyebutkan nama tempat umum dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- b. Menyebutkan karakteristik tempat umum.

3. Unsur kebahasaan

- a. Penggunaan nominal singular dan plural secara tepat.
- b. Kata ganti.

Subject Pronoun	Object Pronoun	Possessive Adjective
I	Me	My
You	You	Your
We	Us	Our
They	Them	Their
He	Him	His
She	Her	Hers
It	It	Its

- c. Kata sifat.

Adjectives	Artinya
Big – small	Besar-kecil
Beautiful- ugly	Cantik-jelek
Old- new	Lama-baru
Tall- short	Panjang-pendek
Clean- dirty	Bersih-kotor
Good- bad	Bagus – jelek
Red, white, black, green, etc (colors)	Merah, putih, hitam, hijau, dll (warna)
Square, circle, triangle, rectangle, etc (shapes)	Persegi, lingkaran, segitiga, persegi panjang, dll (bentuk)

- d. Penggunaan simple present tense.

Contoh: Rumah sakit itu berwarna putih (The hospital is white).

- e. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- f. Ucapan, tekanan kata, intonasi

4. Topik

Tempat-tempat umum (Public places)

E. Metode dan Media Pembelajaran

1. Metode : Mingle Game
2. Media : Secret Card

F. Sumber Pembelajaran

1. Buku Pelajaran Bahasa Inggris Kelas X, K13.
2. Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Ketiga

1. Pendahuluan (15 menit)

- a. Guru memberi salam (*greeting*) dan berdoa untuk memulai pembelajaran yang dipimpin oleh ketua kelas.
- b. Guru memeriksa kehadiran siswa.
- c. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional.
- d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan inti (60 menit)

- a. Peserta didik dan guru menyebutkan nama-nama tempat umum dalam bahasa Inggris.
- b. Peserta didik mengamati penjelasan materi tentang mendeskripsikan tempat yang disampaikan oleh guru.

- c. Peserta didik bersama guru bersama-sama mengidentifikasi karakteristik tempat umum (*beautiful park, big market, dirty school, dll.*) dengan menggunakan kata sifat.
- d. Siswa dibagi ke dalam 2 kelompok, terdiri dari 5 siswa untuk memulai praktik berbicara dengan menggunakan metode mingle game.
- e. Guru membagikan secret card kepada setiap kelompok.
- f. Siswa mendeskripsikan gambar dengan tema “public places”.
- g. Setiap siswa dalam kelompok berkumpul (mingle) dan mendeskripsikan gambar dalam secret card secara bergantian.
- h. Setiap siswa menebak gambar yang dideskripsikan di masing-masing kelompok.

3. Penutup (15 menit)

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- d. Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Keempat

1. Pendahuluan (15 menit)

- a. Guru memberi salam (*greeting*) dan berdoa untuk memulai pembelajaran yang dipimpin oleh ketua kelas.
- b. Guru memeriksa kehadiran siswa.
- c. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional.
- d. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

- e. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan inti (60 menit)

- a. Peserta didik mengamati penjelasan guru mengenai kata sifat (adjective) untuk mendeskripsikan tempat.
- b. Guru menyuruh setiap siswa untuk menuliskan masing-masing satu tempat umum yang ingin dikunjungi.
- c. Guru membagi siswa ke dalam 2 kelompok, yang terdiri dari 5 siswa untuk memulai praktik berbicara dengan menggunakan metode mingle game.
- d. Siswa mendeskripsikan tempat yang telah ditulis dengan tema “public places”.
- e. Setiap siswa dalam kelompok berkumpul (mingle) dan mendeskripsikan secara bergantian.
- f. Setiap siswa menebak sesuatu yang dideskripsikan dalam masing-masing kelompok.

3. Penutup (15 menit)

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- d. Peserta didik dan guru mengucapkan salam perpisahan.

H. Rubrik Penilaian Speaking

1. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly by the mother tongue. A few grammatical and lexical errors but most utterances are correct.

Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonology error. A few grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

2. Fluency

Classification	Score	Criteria
Excellent	6	Speak without great an effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
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3. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruption or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
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Average	3	The listener can understand a lot of what he said, but he must constantly seek clarification, cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is she can be understood. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

4. Classification of Students Score

Classification	Scale	Rating
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
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Very poor	1	25-0

Luwu, 8 Oktober 2020
Mahasiswa

Ega

Ega
NIM: 16.0202.0020

DOCUMENTATION

1. Pre-Test



2. Treatments

a. First Meeting



b. Second Meeting



c. Third Meeting



d. Fourth Meeting



3. Post-Test





**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 9 LUWU**

Jl. Trans Sulawesi Km. 25 Kelurahan Bosso Kec. Waleleng Utara Kab. Luwu 91952

SURAT KETERANGAN PENELITIAN

Nomor : 1249/ Disdik/ SMA 9/ Luwu/ X/2020

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 9 Luwu Provinsi Sulawesi Selatan :

N a m a : **Drs.WAHYUDDIN,ML**

N I P : 19650525 199502 1001

Pangkat/golongan ruang : Pembina, IV/b

Jabatan : Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa :

N a m a : **EGA**

N I M : 16 0202 0020

Jurusan/Program Studi : S1 Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di SMA Negeri 9 Luwu, mulai tanggal 08 September-08 Oktober 2020 sehubungan dengan penyusunan skripsi mahasiswa Institut Agama Islam Negeri Palopo yang berjudul, **"THE USE OF MINGLE GAME TO IMPROVE STUDENTS' SPEAKING SKILLS AT THE TENTH GRADE OF SMA NEGERI 9 LUWU"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bosso, 12 Oktober 2020
Kepala sekolah,



IAIN PAL



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
 Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No. 328 / In.19/FTIK/PBI/PP.00.9/11/2020

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Ega
 NIM : 16 0202 0020
 Semester : IX (sembilan)
 Program Studi : Pendidikan Bahasa Inggris
 Keperluan : Ujian Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 12 November 2020

Mengetahui,
 Ketua Prodi,

Admin Turnitin PBI,



[Signature]
 Amalia Yahya, S.E., M.Hum.
 NIP 197710132005012006

[Signature]

Muhammad Iksan, S.Pd., M.Pd.
 NIP 198603272018011001

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 Jl. Agatis Kef. Balandai Kec. Bara 91914 Kota Palopo
 Email: pbi.ftik@gmail.com

SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
 NIP : 19771013 200501 2 006
 Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Ega
 NIM : 16 0202 0020
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Alamat/ No. HP : 082349259806

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 12 Oktober 2020

Ketua Program Studi

a.n. Dekan
 Wakil dekan I
 Fakultas Tarbiyah dan Ilmu Keguruan



Munir Yusuf, S.Ag., M.Pd
 NIP. 19740602 199903 1 003



Amalia Yahya, SE., M.Hum
 NIP. 19771013 200501 2 006

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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ega

Nim : 16 0202 0020

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 14 Oktober 2020

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

IAIN PALOPO

CURRICULUM VITAE



Ega was born on 25th April 1999 in Mawa, Kota Palopo. She is the first child from the third siblings in her family. Her father name is Hasdin and her mother name is Iin Nurlang.

She was starting her studying at the Elementary School (SD) num. 111 Batusitanduk in 2004 and graduated in 2010 and continued it in Islamic Junior High School (MTs) Batusitanduk in 2013. She graduated it and then continued her studying in Senior High School (SMA) number 1 Bosso and she graduated in 2016. After that, she continued her study at the State Islamic Institute of Palopo in 2016 and taking English Department. She finished her studying at the State Islamic Institute of Palopo in 2021.



IAIN PALOPO