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Enhancing Students' Motivaton To Speak English Through Mingle Activity

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Abstrak

Motivasi menjadi salah satu aspek yang paling signifikan diantara semua aspek yang mempengaruhi belajar siswa yang dapat mempengaruhi prestasi belajar siswa. Banyak masalah yang ditemukan selama proses belajar-mengajar dalam berbicara bahasa Inggris. Siswa memiliki partisipasi dan motivasi yang kurang dan biasanya menghindari berbicara selama proses pembelajaran. Kegiatan berbaur merupakan salah satu kegiatan pembelajaran bahasa yang dapat membantu siswa mengembangkan motivasinya untuk berbicara. Beberapa penelitian sebelumnya berfokus pada peningkatan keterampilan berbicara siswa melalui aktivitas berbaur yang disebut 'temukan seseorang yang' tetapi hanya penelitian terbatas yang dilakukan tentang bagaimana meningkatkan motivasi siswa untuk berbicara bahasa Inggris menggunakan strategi mingle menggunakan petunjuk pada kartu. Oleh karena itu, tujuan dari penelitian ini adalah untuk meningkatkan motivasi siswa dalam berbicara bahasa Inggris melalui aktivitas berbaur menggunakan petunjuk pada kartu. Penelitian tindakan kelas ini dilakukan pada satu kelas siswa kelas X pada bulan April 2023 (semester genap tahun pelajaran) di SMK Prima Bekasi. Ada 23 siswa dan satu guru kelas sebagai peserta penelitian. Peneliti membutuhkan guru untuk mengamati siswa sebelum melakukan penelitian. Peneliti membutuhkan informasi tentang proses pembelajaran bahasa Inggris untuk memastikan apakah kegiatan mingle dapat diterapkan secara efektif di kelas atau tidak. Peneliti juga membagikan kuesioner kepada semua siswa untuk mendapatkan informasi lebih lanjut tentang motivasi siswa berbicara bahasa Inggris setelah melakukan kegiatan mingle. Teknik pengumpulan data diperoleh melalui observasi checklist dan kuesioner. Instrumen teknik pengumpulan data ini meliputi daftar periksa observasi, catatan lapangan, dan pedoman angket. Hasil penelitian menunjukkan bahwa kegiatan berbaur memberikan persepsi positif bagi siswa kelas sepuluh SMK Prima dan meningkatkan motivasi mereka untuk lebih banyak berbicara bahasa Inggris di kelas.

Kata kunci: *motivasi belajar, penelitian tindakan kelas, kegiatan bergaul*

Abstract

Motivation becomes one of the most significant aspect among all aspects influencing students learning that may influence students learning achievement. Many problems found during the teaching-learning process in speaking English. Students had less participation and motivation and usually avoided speaking during the learning process. Mingle activity is one of the language learning activities that can help students develop their motivation to speak. Several previous researches focused on increasing students' speaking skill through mingle activity called 'find someone who'but only limited researches done on how to increase students' motivation to speak English using mingle strategy using prompts on cards. Therefore, the purpose of the research is to enhance students' motivation to speak English through mingle activity using prompts on cards. This classroom action research was conducted in one class of tenth grade students in April 2023 (in the second semester of the school year) in SMK Prima Bekasi. There were 23 students and one class teacher as the research participants. The researcher needed the teacher to observe the students before doing the research. The researcher needed the information about the English learning process to make sure whether mingle activities would be effectively applied to the class or not. The researcher also distributed questionnaires to all students to get more information about students' motivation to speak English after doing mingle activities. The data collection techniques were gained through observation checklist and questionnaires. The instruments of these data collection techniques include observation checklist, field notes, and questionnaire guideline. The result shows that mingle activity gave tenth grader of SMK Prima positive perception and enhance their motivation to speak English more in the classroom.

Keywords: learning' motivation, classroom action research, mingle activity

INTRODUCTION

More and more people are dedicating time to learn English as a second language these days. Numerous countries include English in their school syllabus and children are beginning to learn English early in life. However, what is the real benefit of learning English? Learning English can assist people in making personal and professional advancements, whether we are looking for a new job or planning a global trip. We can start meeting people from all over the world, improve our career skills, and compete in the global job market.

Of all the variables that lead to effective language learning, motivation is one of the most significant. Understanding that motivation plays an important role in the process of learning a new language is essential for teachers to be able to assist their students effectively. Motivation can be explained in numerous ways, yet a simple way for seeing it is to see it as the justification for why individuals decide to do what they do, why they are or not ready to support the necessary effort, and why they will invest the degree of energy they do. (Altasan, 2016). Motivation can also be considered as a 'passion' for doing something and teachers should try

to motivate students by making their lessons more fascinating and engaging. For learners to succeed, they require a certain level of 'passion', and it is a teacher's role to help them find ways to connect to that passion. (Al Othman & Shuqair, 2013) In deciding on particular motivational strategies, teachers should always search a few simple, effective, and easy-to-maintain strategies that suit their teaching style and students' learning styles.

Many problems found during the teaching-learning process in speaking English. Students were afraid of speaking English due to limited speaking opportunities, felt shame about making mistakes, and were concerned about being criticized or laughed at by others. (Mufidah et al., 2021) As a consequence, they usually avoided speaking in class, resulting in reduced participation and motivation. Students become bored due to this situation because they have no prior experience learning English for a significant portion of their classroom activities. Some factors that make speaking difficult for students have included the use of mother tongue, a lack of conversation experiences, and a lack of confidence and motivation. (Shen & Chiu, 2019). The student needs fun and engaging experiences that will help them develop their motivation to speak English.

For the reasons mentioned above, mingle activity is one of the language learning activities considered to help students develop their motivation to speak. Mingle activities are activities in which a student meets a classmate, speaks with them for a short time, and then goes on to interact with another classmate (Borzova, 2014). Mingle activities are meaningful in that students stand up and circulate in pairs or small groups, moving from one classmate to another while speaking, listening, and taking notes. The key goal is to have face-to-face contact with at least a few other students. Mingle activity starts with the teacher asking different students the same question and getting multiple answers. The activities are performed by moving and walking, using cards as media, using peer and small groups of students, reflecting on the students, and having fun. Class questionnaires, matching tasks (finding a partner), group dictations, and role-plays are examples of mingling activities. The activity completes the main purpose to motivate students to speak and formulate sentences. (Pollard, 2001). Although students can apply their ideas by explaining a topic or information they have received, this activity also enables students to enhance their speaking skills (FR & Inayaturohmah, 2020).

Several previous researches focused on increasing students' speaking skill through mingle activity called 'find someone who'but only limited researches done on how to increase students' motivation to speak English using mingle strategy using prompts on cards. A few researches also showed that mingle model is suitable for students to improve learning outcomes in terms of productive language skills. With this fact, the teacher should be able to design innovative, creative, fun learning and practice critical thinking that is tailored to the student's

personality. (Febriani et al., 2021). Other studies revealed that the activity in mingling games technique make the students become more active to speak in group activity. Teacher can be teaching speaking communicatively using this technique to motivate the students and also to increase the students' ability to communicate in English. (Karsudianto, 2020). According to (Robertson & Acklam, 2000), mingles "allow constant repetition of a particular question or collection of the opinions of many students." This gives students the opportunity to repeat the same utterance several times, which gradually raises confidence in their use of English. Therefore, mingles promote both accuracy and fluency, provided that they are properly organized into the lesson plan.

Learning Motivation

According to (Altasan, 2016) motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. To increase learning motivation (Asvio & Batusangkar, 2017) states that we can identify some indicators in certain stages. There are eight kinds of indicators of motivation :1) the duration of the activity;2) the frequency of the activity; 3) persintence of the objectives of the activity: 4) fortitude, tenacity and ability in the face of actions and difficulties to achieve the objectives; 5) devotion and sacrifice to achieve aims; 6) the level of aspirations to be achieved by the activities carried out; 7) the level of qualification achievement; and 8) toward its attitude toward the target activity. (Altasan, 2016) Motivation gives the reasons for peoples' action, desire, and need. mmm stated the importance of activating learners' motivation :“ The truth of the matter is that 99 percent of teaching is making the students feel interested in the material.”(Al Othman & Shuqair, 2013). Learning motivation is an momentous field in language pedagogy since it is seen as one of the key variables contributing to go the successful acquisition of foreign language or second language (Kormos & Csizér, 2010). Students motivation can influence their English language achievement.

Mingle Activity

Mingle is one of the most popular activities where a student gets near to a classmate, talks for a while, and then moves on to speak to another classmate. Teachers love them because they're flexible, get students stand up after have been sitting, provide quite a few opportunities for student talk time, while also reducing teacher talk time. They also enable shy and more introverted students to speak without feeling stressed out. Teachers should remember to give very clear instructions like asking students to make lines, circles, switch groups etc and always make sure that there is a clear purpose to each activity, to make the most of these activities as pre-mingle strategy. Mingle also provides remarkable speaking practice. Students are challenged to use the words, phrases, expressions and some useful language they know to express themselves. (Houston, 2012)

Teachers should pay more attention to the classroom condition before the mingle activity is conducted, such as moving tables and desks to one side of the room or even outside the classroom if there are a large number of students. We should also plan how we will present the activity to students and let them know some basic rules like when students stand up, no one sits down during a mingle, just walk around until they find someone to talk to and always speak English to do the activity especially with students they don't know and talk to as many people as they can. With low-level classes, teachers may need to demonstrate with a strong student before we begin and sometimes students' first language might be allowed. During the mingle, teachers should stay alert and look for signs that things are not going well. Teachers always walk around and encourage students to talk to each other. The mingle activity might be ended when students' enthusiasm begins to become unsteady and spiritless. (Kirmeliene, 2020)

Teachers shouldn't immediately start doing another activity with a lot of energy or enthusiastically when the mingle has just finished. It is better to have a feedback or report-to-the-class session. In the report to the class session, teacher can call on several students to tell the class something another student told him or her. When a teacher call on one student, ask him or her to choose another student and ask the next student for something funny or interesting that he or she heard, and add a few follow-up questions to get more information and repeat several times. If a teacher does the activity this way, the report-to-the-class session will be more interactive. And for the feedback session, a teacher can tell the class how we think everything went and what could have made it even better. Point out some problems we noticed, but avoid criticizing any student directly if we feel it could be embarrassing. Ask students what they thought of the mingle and if they'd like to do it again. (Houston, 2012)

RESEARCH METHOD

This research was conducted in one class of tenth grade students in April 2023 in SMK Prima Bekasi. The research was done in the second semester of the school year. There were two main reasons why this school was chosen. The first reason was the students had a problem in speaking English. The second reason was that the students lacked of motivation in speaking English. Therefore, to solve the problems the researcher did an independent research about mingle activities to motivate the tenth grade students in English speaking process.

This is a two-cycles classroom action research that include 4 stages of planning, action, observation and reflection. The research participants were one of English teacher (as a collaborator) and 23 students of SMK Prima Bekasi. The researcher needed the teacher to observe the students before doing the research. The researcher needed the information about the English learning process to make sure whether mingle activities would be effectively applied

to the class or not. The researcher distributed questionnaires to all students to get more information about students' motivation to speak English after doing mingle activities. The data collection techniques were gained through observation checklist and questionnaires. The instruments of these data collection techniques include observation checklist, field notes, and questionnaire guideline.

FINDINGS AND DISCUSSION

Planning, action, observation, and reflection were the four major stages that were conducted in two cycles to solve the problem discovered in the teaching and learning process according to the observation and questionnaire. The first cycle was conducted on March 10, 2023. In planning cycle, not only lesson plan has been prepared but also media such as laptop and projector and observation checklist to remember the class situation and see the differences in every cycle. The terminal objective of the lesson was that students would be able to practice making, accepting and declining requests using prompts on cards.

Three steps on the action stage included pre-activity, main activity, and post activity. In the pre-activity, the researcher asked some questions to see students' background knowledge about the topic. In the main activity, the researcher gave each student a request card and explained that the students are going to use the prompt on their card to make a request "Can you ... (pass me my mobile phone etc), please?" and "Could you (tell me the time etc), please?" The students were asked to practice using all the prompts on the cards and respond to each other's request. The researcher explained that their responses to a request would depend on whether there is a tick or a cross on the back of the card. If there was a tick, students accepted the request. If there was a cross, students declined the request. Language for accepting and declining would be, for example, "Yes, of course" and "I'm sorry but I can't" etc. Next, the students were asked to hold their cards so the request and picture prompt were facing toward them and the tick or cross were facing away. Students then went around the class making, accepting and declining requests with as many different partners as possible. When the students have finished, they were asked to exchange cards. This mingle activity were repeated, but this time they holded their card the other way round so the request and picture prompt were facing away. The students then went around the class, making a different request each time they spoke to a classmate. The students continued in this way until they have spoken to as many different partners as possible. As the post activity, students were asked to tell the class how many students have accepted and declined their requests.

After planning and action stages, the researcher observed using observation checklist with scale one until three to see the students' participation.

Table Observation Checklist (first cycle)

No	Statements			
		Scale 1	Scale 2	Scale 3
1.	Students are interested to follow the lesson.		√	
2.	Students understand the instructions.	√		
3.	Students participate in the mingle activity.		√	
4.	Students speak more		√	
5.	Students speak confidently		√	

Scale 1 : There were 1 – 5 out of 23 students meet the category.

Scale 2 : There were 6 - 15 meet the category.

Scale 3 : All students meet the category.

From the table above and based on the researcher's notes in the first cycle, it can be concluded that the class situation were not too noisy, some of the students were busy with themselves, did not pay attention to the instructions and asked the researcher to repeat them but still they were having difficulties to understand them. In the second cycle, the table shows that students were more interested to follow the lesson with high motivation and understood the instructions very well. There were no questions about the instructions. They spoke more and more confidently when they mingled. In the reflection stage of second cycle, the researcher reviewed all the material and instructions and it can be seen that the mingle activity run smoothly.

In addition, the researcher also distributed questionnaires to all students. There were four statements in the close-ended questionnaires about students' motivation. Statement number three was about students' motivation to learn English and it was found that there were 91% or 19 out of 23 students agreed that they were highly motivated to speak English more in this mingle activity. Statement number eight, nine and ten were about the relation between students' motivation and mingle activity and most of them agreed that mingle activity enhance their motivation to learn English more so that they can speak more fluently and confidently.

Table The Result of the Questionnaire

No	Statements	Agree	Disagree

1	Saya mempunyai keinginan besar untuk menguasai bahasa Inggris	83% (19 siswa)	17% (3 siswa)
2	Mingle activity memotivasi saya untuk banyak berbicara dalam bahasa Inggris	83% (19 siswa)	17% (3 siswa)
3	Mingle activity memotivasi saya untuk berbicara dalam bahasa Inggris tanpa takut membuat kesalahan	74% (17 siswa)	26% (6 siswa)
4	Dengan mingle activity, saya tertantang untuk menghasilkan kalimat yang benar dalam berbicara	70% (16 siswa)	30% (7 siswa)

CONCLUSION

The research was conducted to find out how mingle activities enhance tenth grade students' motivation to speak English. The researcher applied two cycles-classroom action research designed by Kemmis and Taggart as the research method. Four stages in each cycle are planning, action, observation, and reflection. The data has been collected from observation checklist with the researcher's note, questionnaires, interviews. Activities in the first and second cycle are generally the same because it has almost the same lesson plans. Students gave good feedback to mingle activities. The students also said that they were happy doing the mingle activities and spoke English more confidently than usual. To sum up, mingle activities gave tenth grader of SMK Prima positive perception and enhance their motivation and self-confidence to speak English in the classroom.

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