THE EFFECTIVENESS OF USING MINGLING ACTIVITY TO IMPROVE THE STUDENTS’ SPEAKING ABILITY AT ISLAMIC JUNIOR HIGH SCHOOL MAARIF NU MIFTAHUL HUDA MANGUNRANAN GRADE VII IN ACADEMIC YEAR 2012/2013

ABDUL KHAKIM MUSLIM

Muhammadiyah University of Purworejo

Abdul\_hakhim@yahoo.com

**Abstract**

This study is aimed to improve the students’ speaking ability at islamic junior high school ma’arif nu miftahul huda Mangunranangran grade vii in academic year 2012/2013. First, it is to know students’ speaking ability after being taught using teaching technique, mingling activity. Second, it is to find out the effectiveness of using Mingling Activity to improve the students’ speaking ability. Mingling activity is a technique in teaching and learning where students practice their English with other students. The mean score of pre-test before the researcher gave the treatment is 65.44, and the mean score of post-test after the researcher gave the treatment is 74.56. The t-test value is 7.6. The t-test value is higher than t-table. It means that the hypothesis of the research is accepted.

*Keywords: Effectiveness, Mingling Activity, the Students’ Speaking Ability.*

**A. Background**

Speaking is one of the important skills which have to learn if someone wants to master English. Speaking is one of the most important skills in learning English. The best way to learn speaking is practicing to speak. However, in many schools, the students does not have chance to speak English because they are passive students or also because the teacher does not use the suitable technique. Based on those problems, the writer tries to propose a new teaching technique to improve the students’ speaking ability which is called Mingling Activity. Thornbury (2000: 63) stated that one way of providing repetitive practice of formulaic language in a more communicative framework is to set up a mingling activity. This involves learners (space premitting) walking around, asking all the others questions with a view to completing a survey or finding a close match. Ramelan (1994: 4) explained that Speaking is a matter of habit. If someone wants to learn a foreign language he will obviously meet with all kinds of learning problem. These difficulties have to do with learning of the unfamiliar ways of arranging the foreign words into sentences. Brown ( 2007: 7) said that teaching is guiding and facilitating learning enabling the learn and sitting the condition for learning. Teaching means showing or helping someone to learn how to do something. Hornby (1995: 2) stated that ability means mental or phisical capacity, power or skill required to do something. On the other hand, Guralink (1994: 2) defines ability as a genetic word which represents the term capacity, capability, intellegence, competence, mind power, and other. It is also related to skill, knowledge to do something, profeciency, aptitude, faculty, expertise, facility, qualification, and strenght.

**B. Research Method**

The research was held on May 07, 2013 until May 16, 2013 at Islamic junior high school ma’arif nu miftahul huda mangunranan grade vii in academic year 2012/2013. The type of this research is quantitative research with an experimental method. The researcher uses one group pretest-posttest design in doing the research. In this research the researcher took 25 students of one class as sample from 59 students as population. Then, the researcher gave pre-test and post-test to the samples. To get the sample, the researcher uses purposive sampling technique, it is because of the consideration of time, effort, money, etc. In collecting the data, the researcher uses speaking test as instrument. The researcher gave two tests. Pre-test was given before treatment, and post-test was given after treatment. The pre-test is given to know the basic ability of students. The pre test in this research is the students are asked to introduce in front of the class, then the researcher records their introduction. The post-test is given to know the students’ speaking ability after the researcher gave the treatment. By using post-test, the researcher can know whether their speaking ability improves or not. The post-test in this research is the students are asked to make a conversation between two students and performs it in front of the class, and then the researcher records their conversation.

In analyzing the data, the researcher uses descriptive analysis and inferential analysis. The descriptive analysis is to describe the students’ speaking ability before and after the researcher gave the treatment by using mingling activity. The descriptive analysis is to find out mean, median, mode, standard deviation, and variance both of pre-test and post-test. Then, the inferential analysis is to test the normality of the data, the homogeneity of the data, and the hypothesis.

**C. Finding and Discussion**

After doing the research, the researcher got the data both from pre-test and post-test. In pre-test, there were 25 students who did the test given by the researcher. The highest score was 80, the lowest score was 52, the median was 68, the mode was 68, the range was 28, and the mean of pre-test was 65.44. In post-test, there were 25 students who did the test given by the researcher. The highest score was 88, the lowest score was 60, the median was 76, the mode was 76, the range was 28, and the mean was 74.56. Based on the data of pre-test and post-test, we can see that the mean score of post-test (74.56) is higher than the mean score of pre-test (65.44). So, it can be said that there is good influence to the students’ speaking ability after the researcher give the treatment (mingling activity) to the students.

In the inferential analysis, the researcher calculates the test of normality, the test of homogeneity, and the test of hypothesis. In the test of normality, X²value of pre-test is 3.69. X² table sig 5 % is 11.7. The data was normal if X²value of the data is lower than 11.7. X²value of pre-test is lower than 11.7, so it can be concluded that the data of pre-test was normal. Then, X²value of post-test is 2.89. X² table sig 5 % is 11.7. The data was normal if X²value of the data is lower than 11.7. X²value of pre-test is lower than 11.7, so it can be concluded that the data of post-test was normal. In homogeneity test, a data was homogenous if the score of F value is lower than the F value on table and a data is not homogenous if the score of F value is higher than the F value on the table. F table sig 5 % is 1.98. The F score of this data is 1.108. 1,108 is lower than 1.98, so it can be concluded that the data is homogenous. In the test of hypothesis, the result of t-value is 7.6. Based on the 0.05 significant levels, the value of t-table is 2.063. The result of computation shows that t-value is higher than t-table, that is 7.6>2.063. So, it can be stated that the hypothesis “Mingling Activity to improve the students’ speaking ability at Islamic Junior High School Ma’arif NU Miftahul Huda Mangunranan in academic year 2012/2013 is effective” is accepted.

**D. Conclusion and Recommendation**

Based on the research finding and discussion, the researcher concludes that:

1. The mean score of post-test is higher than the mean score of pre-test (74.56>65.44). It means that there is good influence after the students are given the treatment (Mingling Activity).

2. The t-test value is higher than the t-table (7.6>2.063). It means that the hypothesis of the research is accepted. In other words, Mingling Activity is effective to improve the students’ speaking ability at Islamic junior high school ma’arif nu miftahul huda mangunranan grade vii in academic year 2012/2013.

Finally, the researcher gives suggestions to the English teachers, to the students, and next researchers. To the English teacher, the researcher hopes that they must be more creative in teaching English. They can use more technique, method, strategy or others that can make the students interested in learning English. To the students, the researcher hopes that they can be more active in learning English. They also must practice it, so they can speak English. To the next researcher, the researcher hopes that, they can continue and complete this research because it is still far from perfect.

**Bibliography**

Arikunto, Suharsimi. 2006. *Prosedur Penelitian.* Jakarta: Rineka Cipta.

Brown, H. Dougloh. 2000. Principle of Language Learning and Teaching. San Frasisco State University: Addison Wesley Logman.

Thornbury, Scott. 2000. *How to teach speaking.* Logman.

Hornby, AS. 1997. *Oxford Learners Dictionary of Current English*. Oxford.

Nunan, David.1992.*Research Method in Language Learning*.Britain: Cambridge University

Rokhayati, Titi. *Metode for Metodologi Penelitian.* Universitas Muhammadiyah Purworejo: Unpublished.

Ramelan. *Introduction to Linguistic Analysis.* Semarang: IKIP.

Ramelan and Susbiyanto, Amir. 1994. *English Suprasegmental and Segmental Phonetics.* Semarang: IKIP

Sugiyono. 2010. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D.* Bandung: Alfabeta.

Center for Teaching 310 Calvin Hall [www.centeach.uiowa.edu](http://www.centeach.uiowa.edu)

<http://www.sekolahoke.com/2011/09/learning-english-more-fun-with-mingling.html>