THE EFFECTIVENESS OF MINGLE MODEL TO IMPROVE BANJARESE UNDERGRADUATES' SPEAKING SKILLS

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KEBERKESANAN PENGGUNAKAN MODEL MINGLE UNTUK MEMPERTINGKATKAN KEMAHIRAN BERTUTUR MAHASISWA BANJAR

ABSTRAK

Dalam era globalisasi, kemahiran berbahasa pelajar Indonesia semakin dikenal pasti sebagai masalah dalam pengajaran dan pembelajaran bahasa Inggeris. Bukti empirikal menunjukkan bahawa masalah bertutur pelajar masih kurang tepat dan lancar. Kajian ini bertujuan untuk mengkaji keberkesanan Model Mingle Darmayenti dan Nofiadri (2015) untuk meningkatkan kemahiran bertutur mahasiswa Banjar. Sampel terdiri daripada dua kumpulan intek yang terdiri daripada mahasiswa semester kedua di sebuah universiti di Kalimantan Selatan. Seramai 33 orang mahasiswa dibahagikan kepada dua kumpulan iaitu kumpulan eksperimen dan kumpulan kawalan. Kumpulan kawalan melalui kaedah pengajaran bertutur secara konvensional manakala kumpulan eksperimen melalui Model Mingle. Kajian ini adalah satu kajian kaedah campuran yang menggunakan pendekatan kuantitatif dan kualitatif. Dalam fasa kuantitatif, data kedua-dua kumpulan dikumpulkan melalui kaedah kuasi eksperimen yang melibatkan praujian dan pascaujian. Satu temubual juga dijalankan untuk menyiasat pandangan kumpulan eksperimen mengenai penggunaan Model Mingle untuk meningkatkan ketepatan bertutur dan kelancaran bertutur. Data yang dikumpul dianalisis menggunakan siri ujian t dan analisis Lima Fasa. Hasil ujian t adalah signifikan secara statistik ($p < .05$) dengan $t(31) = -2.416$, sig = .011 untuk ketepatan bertutur dan $t(31) = -2.597$, sig =.007 untuk kelancaran bertutur. Hasil kajian menunjukkan bahawa Model Mingle menyediakan cara mudah untuk berkomunikasi dalam kelas dan mengoptimumkan penggunaan masa pembelajaran. Kesimpulannya, ia menunjukkan bahawa Model Mingle berkesan untuk meningkatkan ketepatan dan kelancaran bertutur berbanding kaedah pengajaran bertutur secara konvensional. Implikasi kajian menunjukkan bahawa reka bentuk eksperimen yang benar dengan pelbagai populasi menggunakan Model Mingle adalah penting untuk mengembangkan pemahaman tentang penggunaan model ini.

ABSTRACT

In this globalisation era, Indonesian university students' speaking skills is increasingly recognised as a serious concern in English language teaching and learning. Empirical evidence showed that the students stihave problem in speaking, both accurately and fluently. This study aimed to investigate the effectiveness of Darmayenti and Nofiadri (2015) Mingle Model to improve Banjarese undergraduates' speaking skills. Sample consists of two selected intact group of second-semester students at a university in South Kalimantan, with a total of 33 undergraduates who were divided into the experimental and control groups. The control group went through the conventional teaching speaking method while the experimental group went through the Mingle Model. This is a mixed method study which utilised the quantitative and qualitative approach. In the quantitative phase, data of both groups were collected through a quasi-experimental method which involved the pretest and posttest. An interview was also conducted to investigate the views of the experimental group on the use of the Mingle Model to improve their speaking accuracy and speaking fluency. Data collected were analysed using serial *t*-test and the Five-Phases Cycles analysis. The t-test results were statistically significant ($p < .05$) with t (31) = -2.416, sig = .011 for the speaking accuracy and t (31) = -2.597, sig =.007 for the speaking fluency. The qualitative results indicated that the participants found the Mingle Model provided an easy way to communicate in the class and optimised the learning time. The overall results of the study showed that the Mingle Model was an effective approac to improve students' speaking accuracy and speaking fluency as compared to the conventional teaching speaking method. To further prove, a follow-up study using true experimental design and with a variety of population on the Mingle Model is essential to expand the comprehension on the use of the model.

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LIST OF ABBREVIATIONS

ASEAN   Association of South East Asian Nation

EFL   English Foreign Language

SPSS   Statistical Packages for the Social Science

TEFL   Teaching English as Foriegn Language

TOEFL   Test Of English as Foreign Language

TOEIC   Test of English for International Communication

ZPD   Zone of Proximal Development

APPENDIX LIST

CHAPTER I

INTRODUCTION

1.1 Introduction

This chapter begins with the discussion on the importance of the English language and the importance of English in the Indonesian context. Next, the overview of the importance of the speaking skills as the domain of this study is discussed and this is followed by an explanation on some problems faced by Indonesian undergraduates in the speaking skills. This chapter also discusses the background, problem of this study, the objectives of the study, the research questions, the importance of this study and the operational definition that are used throughout the study. This chapter ends with the discussion on what needs to be done to overcome the Indonesian undergraduates' speaking problems. The researcher will conclude this chapter by writing the summary of the chapter.

1.2 Background of Study

Education is an effort to improve the quality of human resources. The Indonesian constitution guarantees the right of every citizen of Indonesia to get an education (Amendment Constitution of 1945, Section 31, verse 1). Education is a conscious and deliberate effort to create an atmosphere of learning and a learning process so that learners are actively developing their potentials and having a spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed to develop a better quality of human resource in Indonesia (National Education System Law, 2003, No.20, Section I). Thus, the improvement of the quality of the entire education system must be made and one of the important subjects which should be improved is the English language.

There are several reasons why English language teaching and learning is essential in Indonesia. First, is the impact of globalization because for a country to remain competitive its people need the English language. A country whose citizens are not proficient in the English language will lag in businesses and trade (Misso & Maadad, 2016). This happens because English is the lingua franca of most parts of the world (Yahya, 2017). In addition, President Joko Widodo, the Indonesian President who introduced a free-trade between Indonesia and the other countries world wide, has made the mastery of the English language essential. This economic policy introduced by the President has resulted in the need to master the English language in order for Indonesians to compete with the rest of the world. Further, many foreign companies have come to Indonesia and set up their businesses and trading. Since they

do their businesses in English, the mastery of the language amongst the Indonesian people is paramount.

Another reason why Indonesians need to be proficient in the English language is because of the employability factor (Handayani, 2016). Due to international free-trade, foreign companies have established their businesses all over Indonesia. The presence of these foreign companies offers Indonesians abundance of job opportunities (Handayani). However, these companies need their employees to have good English language proficiency (Handayani). Most of them use the results of the Test of English as a Foreign Language (TOEFL) and Test of English for International Communication (TOEIC) scores to employ their employees. The lack of English language mastery among Indonesians has resulted in them getting only low paid jobs in these foreign companies (Handayani). Thus, Indonesians should attain excellent English language proficiency to secure better positions in international companies.

Foreign companies in Indonesia need their employees to have excellent English language proficiency to persuade, present and promote their products. When they failed to employ Indonesian employees who are proficient in English, they have to turn to human resources from other neighbouring Association of South East Asian Nation (ASEAN) countries such as Singapore, Malaysia, and the Philliphines. To overcome the lack of employees who are proficient in English, some companies went to the extent of employing employees from the western countries (Handayani, 2016). As a result, Indonesians will only become the general workers while their ASEAN

counterparts will become managers and directors in the international companies in Indonesia.

Based on the reasons above, the English language began to be taught in all Indonesian schools. Various curricula and methods have been developed to improve students' ability in mastering the English language. Nevertheless, results show that many Indonesian students are unable to communicate well in the language (Sugeng, 2015). According to Mattarima and Hamdan (2014) there are various factors which led to the Indonesians inability to use the English language satisfactorily.

First, English in Indonesia is a foreign language, and it is not used by Indonesians in their daily communication (Lauder, 2010). Most Indonesians feel that the English language is only used in schools or when they meet tourists from a foreign land. Thus, they are not motivated to learn the English language. Further, they felt that they are able to conduct their daily life without the use of the language hence, the mastery of the language is viewed as unimportant.

Second, the New 2013 National Curriculum states that English is a compulsory subject only in Junior High School (Nur & Madkur, 2014; Mattarima & Hamdan, 2014). This regulation has resulted in many elementary schools not teaching their pupils the English language because English is regarded as only an optional or additional subject. Since English is only taught in Junior High School, Indonesian students only learn the language six years before entering university.

Another factor which led to the inability of the Indonesian students to be proficient in the language is because English teachers in Junior High School and Senior High School only focus on giving tests and this is their primary goal in English teaching and learning. In addition to the above problems, teachers tend to rely excessively on English textbooks and they tend to focus only on teaching grammar and sentences structures (Mattarima & Hamdan, 2014). These factors have resulted in Senior High School students to have low English language proficiency when they enter the university (Nur & Madkur, 2014).

To improve students' English language skills, some universities have set up the Language Development Centre to help the first year students with their English language proficiency. The setting up of such centre is relevant because this helps students who are not from the English language department to improve their English language proficiency. For example, in a university in South Kalimantan the Language Development Centre offers an English intersive language course to its students during the first two semesters of their study. The centre helps the students to improve on their listening and speaking skills as well as their reading and writing skills.

Most experts pointed out that among the four language skills, the speaking skills are the most important due to some reasons (Horwitz, 2007). First, the speaking skills are used in a person's daily life. From the time one wakes up until one goes to sleep, he uses the speaking skills to socialise with others (Thornbury, 2009). Similarly, Tracy and Robles (2013) claim that the speaking skills are useful for students to participate in family, school, and workplace communication. In addition,

people need the speaking skills in seeking for information and to give instructions (Geyse, 2007).

The speaking skills are also important because it impacts other language skills. Hughes (2011) states that the speaking skills help students to enhance their vocabulary and grammar skills. In addition, these skills also improve students' writing skills (Hughes, 2011; Thornbury, 2009). The speaking skills further, help students to express their ideas and emotions. Through the speaking skills, they can tell stories, make a request, talk, discuss and show the various functions of a language (Tracy & Robles, 2013). A claim was also made by McDonough and Shaw (1993) that speaking skills lesson will provide students with a lot of practices in producing sentences for real communication. This means, when students learn the speaking skills, it will support their ability to use the language efficiently. For these reasons, it is important for Indonesian teachers to teach their students the speaking skills so that the students will become good English language speakers.

In this study, the researcher proposes to develop Indonesian undergraduates' speaking skills and focus will only be made on the their speaking accuracy and fluency. This is because by focusing on accuracy and fluency, it would contribute to reducing the students' speaking problems (Sugeng, 2015). In addition, by emphasising equally on students' speaking accuracy and fluency, it will help them to attain good English language proficiency.

Review of literature shows that one technique which can enhance students' speaking accuracy and fluency is through the Mingle Model (Pollard & Hess, 1997).

This technique has been used to improve students' speaking skills in countries like China and Russia. This is a model of teaching where a teacher can develop a variety of techniques in teaching. These techniques include: "Find Someone Who" (Klippel 1984; Geyse, 2007; Thornbury, 2009); "Opinion polls" (Klippel, 1984); "4/3/2 technique" (Nation, 1989); "Questionnaires" (Edge, 1993); "Surveys" (Seymour & Popova, 2003); "A tea party strategy" (Jonson, 2006); and "Find your match" (Vogt & Echevarría, 2008).

According to Borzova (2014) when teachers use the Mingle Model, they will let the whole class to participate actively in the speaking activities. Borzova continues that no student will be left behind or only sit and watch when two or three of their peers practice in front of the class (Darmayenti & Nofiandri, 2015).

The Mingle Model provides students with real-life practice and high-quality speaking activities (Darmayenti & Nofiadri, 2015). This learning model stresses on the cooperation and collaboration process among students as well as friendly competition amongst them (Ruzieva & Yuldasheva, 2017; Borzova, 2014). This is in line with the vision of the Ministry of Research Higher Education which states that "The realisation of high-quality education and the ability of science and technology and innovation to support the national and international competition" (http://www.dikti.go.id/visi-misi-strategi/). Literature on the Mingle Model are able to contribute in the development of education quality in Indonesia.

In this study, the researcher used the Mingle Model by Darmayenti and Nofiadri (2015) to improve undergraduates speaking skills. This study attempted to

examine the effectiveness of the Darmayenti and Nofiadri Mingle Model to enhance undergraduate' speaking accuracy and fluency. Findings of this study will contribute to the existing body of knowledge.

1.3 Problem Statement

The lack of students' oral communication skills has been a problem for many years in Indonesia. It is found that most of these students have not mastered their speaking skills despite the formal teaching and learning of the skills in school. Hadijah (2014) found that students have problems with grammar, pronunciation, vocabulary, fluency, and comprehension. While Mufidah (2015) finds that the alumni of English language department at a university in South Kalimantan encountered problems during their speaking lessons. Students do not know how to express things in English; they are unable to say things correctly in the language; they do not know how to participate in a discussion and they do not understand the differences between formal and informal English language. Echoing this, Sugeng (2015) asserts that the students' level of speaking accuracy and fluency is extremely low.

A considerable amount of literature had been published on the problems involving the speaking skills. Recently, researchers have shown an interest in the Mingle Model and its impact on the speaking skills (Ruzieva & Yuldasheva, 2017; Darmayenti & Nofiadri, 2015; Teng & Wong, 2015; Hakim, 2014; Borzova, 2014). These studies have reported that the Mingle Model had shown positive results in improving students' speaking skills.

As mentioned above literature has generally shown the impact of the Mingle Model on students' speaking skills (Ruzieva & Yuldasheva, 2017; Darmayenti & Nofiadri, 2015; Teng & Wong, 2015; Hakim, 2014; Borzova, 2014). Until recently, there has been no reliable evidence which showed that the Mingle Model impacted the students' speaking accuracy and fluency. The lack of information on the effectiveness of the Mingle Model in improving the students' speaking accuracy and fluency is a gap that should be filled. As such, this raises the researcher's curiosity and desire to find out the effectiveness of the Mingle Model in improving students' speaking accuracy and fluency at a university in South Kalimantan, Indonesia. In general, the aim of this study is to investigate the effectiveness of the Mingle Model in improving English as a Foreign Language (EFL) students' speaking accuracy and fluency.

Apart from investigating the effectiveness of the Mingle Model in improving the students' speaking skills. It is also important to study the students' view on the use of the Mingle Model in improving their speaking skills. This is because the views of the students may give further insights to research and practice in English language teaching.

1.4 Objectives of the Study

This study was conducted to achieve the following objectives:

1.4.1 To investigate the effectiveness of using Darmayenti & Nofiadri's Mingle Model to improve undergraduates' speaking accuracy.

1.4.2 To investigate the effectiveness of using Darmayenti & Nofiadri's Mingle Model to improve undergraduates' speaking fluency.

1.4.3 To investigate the undergraduates' views on the effectiveness of the Darmayenti & Nofiadri's Mingle Model during the speaking activities.

1.5 Research Question

This study was carried out to answer the following research questions:

1.5.1 How much does the Darmayenti and Nofiadri's Mingle Model improve the participants' speaking accuracy?

1.5.2 How much does Darmayenti and Nofiadri's Mingle Model improve the participants' speaking fluency?

1.5.3 What are the undergraduates' views on the use of Darmayenti and Nofiadri's Mingle Model during the speaking activities?

1.6 Importance of the Research

The results of this study will contribute to the existing body of knowledge pertaining to the use of Darmayenti and Nofiadri's Mingle Model in improving the speaking skills among Indonesians students in general and the undergraduates in particular. Other researchers might want to use this model in other settings such as the elementary schools, Junior High Schools, Senior High Schools, and universities. School teachers and university lectures will also benefit from this study because the researcher will report on the strength and the weaknesses of the Darmayenti and Nofiadri's Mingle Model. School teachers should focus on the strength of the model and may want to use it to develop their students' confidence to speak English. Moreover, the students' views on the Mingle Model may also be useful for those who want to conduct research in the same area of study.

Since this model offers interesting activities, students may be motivated to participate actively in speaking activities because it will be a worthwhile lesson. The use of Darmayenti and Nofiadri's Mingle Model will prepare university students for the working environment. This is because it will enable them to communicate effectively in English and they will be able to persuade, present, and promote the products of companies which employ them.

Universities' Language Development Centres may want to equip their lectures with the knowledge of using the Mingle Model in general and Darmayenti and Nofiadri's Mingle Model in particular so that they can later use it in their speaking classes to improve their students' speaking accuracy and speaking fluency. By

providing them with a lot of speaking activities on different topics, Indonesian undergraduates will be well equipped and they will be able to speak accurately and fluently. This in turn will prepare them for real-life working situations.

1.7 Operational Definition

Some words which are used in this study are defined on follows:

1.7.1 Mingle Model

The Mingle Model is a teaching technique used in foreign language classrooms by having all the students talk from one student to another within a certain time (Borzova, 2014). In this study, the Mingle Model refers to a teaching model developed by Dermayanti and Nofiandri (2015) where every student will interact with their friends in the speaking class. They will talk to a friend for a while, and then move on to speak to another friend. They will talk to as many friends as possible during the speaking activities.

1.7.2 Mingle Activities

The Mingle Activities refer to activities where every student interacts with another student for a minute and then change his partner (Borzova, 2014). In this study, the Mingle Activities refers to every single activity mentioned in the lesson plan carried out to improve undergraduates' speaking ability.

1.7.3 Speaking Fluency

Speaking fluency is the capacity to communicate without hesitation and pauses that leads to failed comprehensible interaction (Nation, 1989). In this study, speaking fluency refers to the speed, flow, degree of control of language items, and the way language and content interact (Vigoya, 2000).

1.7.4 Speaking Accuracy

Speaking accuracy is the creation of correct examples of language used (Vigoya, 2000). In this study, speaking accuracy refers to the students' ability to carry out oral communication correctly with minimal pronunciation, grammar and vocabulary errors.

1.7.5 Speaking Skills

Speaking skills refers to the ability to exchange information fluently and accurately. It also includes the competency to choose appropriate vocabulary and structures in all contexts (Thornbury, 2009). In this study, speaking skills refer to the undergraduate' performance during the English language speaking activity in the classroom.

1.8 Summary

The speaking skills are very important to Indonesian undergraduates. They need good speaking skills to deal with globalisation and attain better positions at work. However, Indonesian undergraduates have problems with grammar, pronunciation, vocabulary, fluency, and comprehension. In the case of the alumni of the English language department at a university in Banjarmasin, they also encountered problems during their speaking lessons in which the students do not know how to express things in English. They are unable to say things correctly in the language; they do not know how to participate in a discussion and they do not understand the differences between formal and informal English language. The main problem faced by the Banjarese undergraduates is their inability to speak accurately and fluently in English.

In order to improve the quality of the English language education in Indonesia, a teaching speaking model has to be studied deeper. Based on several studies, it is found that the Mingle Model had been used by researchers extensively to promote students' accuracy and fluency in speaking. Thus, this study was conducted to investigate the effectiveness of using Dermayanti and Nofiandri's Mingle Model in promoting speaking skills to undergraduates in a university in Banjarmasin, South of Kalimantan. In addition, the views of the undergraduates was also investigated with regards to the use of the Mingle Model in the speaking class.