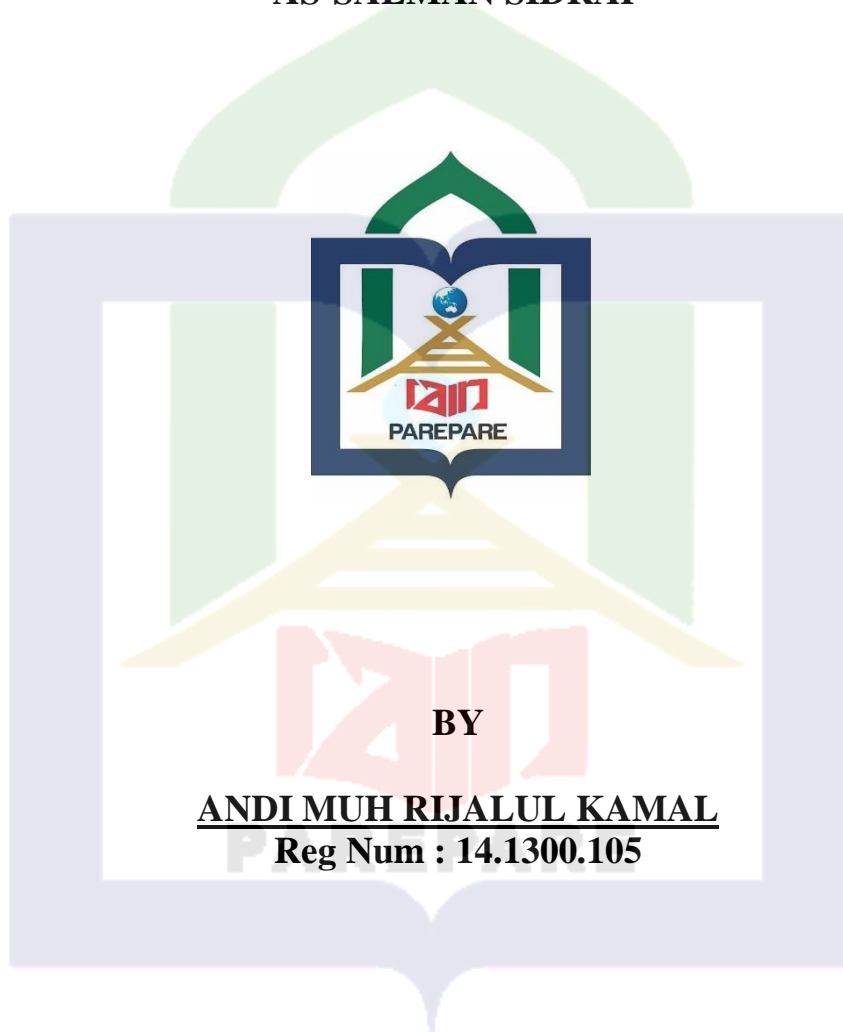


A THESIS

**THE USE OF MINGLE TECHNIQUE TO DEVELOP
STUDENTS SPEAKING SKILL OF SEVENTH GRADE
AT ISLAMIC BOARDING SCHOOL
AS-SALMAN SIDRAP**



BY

ANDI MUH RIJALUL KAMAL

Reg Num : 14.1300.105

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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For the Degree of Sarjana Pendidikan (S.Pd)

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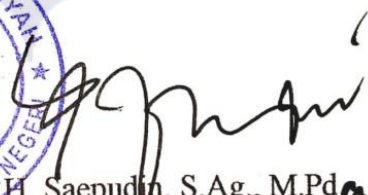
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Sidrap, 7 Juli 2021



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DECLARATION OF THE RESEARCH AUTHENTICITY

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speaking skill of seventh grade at Islamic Boarding
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Stated that him self conducted this skripsi, if it can be proved that it is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Sidrap, 21 Juli 2021



Andi Muh Rijalul Kamal

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ABSTRACT

Andi Muh Rijalul Kamal “ *the use of mingle technique to develop students speaking skill of seventh grade at islamic boarding school as-salman sidrap*” (Supervised by Nurhamdah and Nanning).

The objective of this research is to explain that the use of Mingle Technique can develop students' speaking skill of the seventh grade at Islamic Boarding School As-salman Sidrap. The design is use a quasi-experimental research designs which involve experimental and control groups. The research samples are class VII A as the experimental group with 23 students and class VII B as the control group with 21 students selected by purposive sampling technique. In collecting the data, the researcher give two kinds of test, pre-test and post-test to both experimental and control groups. The treatment is given only to the experimental group. The data are analyzed statistically in order to find out the significant difference students' achievement in pre-test and post-test. The mean score of pre-test of experimental group is 53.17 while control group is 59.09. The mean score of post-test of experimental group is 72.52 while control group is 69.95. By using the 0.05 level of significance and 42 as the degree of freedom $(df) = N_x + N_y - 2 = 23 + 21 - 2 = 42$, the researcher compute the data and find that the value of the t-counted (4.96) is higher than the t-table (2.018). It means that the hypothesis is accepted. In other words, using mingle technique can develop the students' speaking skill of the seventh grade at Islamic Boarding School As-salman Sidrap.

Keywords: Mingle Technique, Develop, Speaking Skill.

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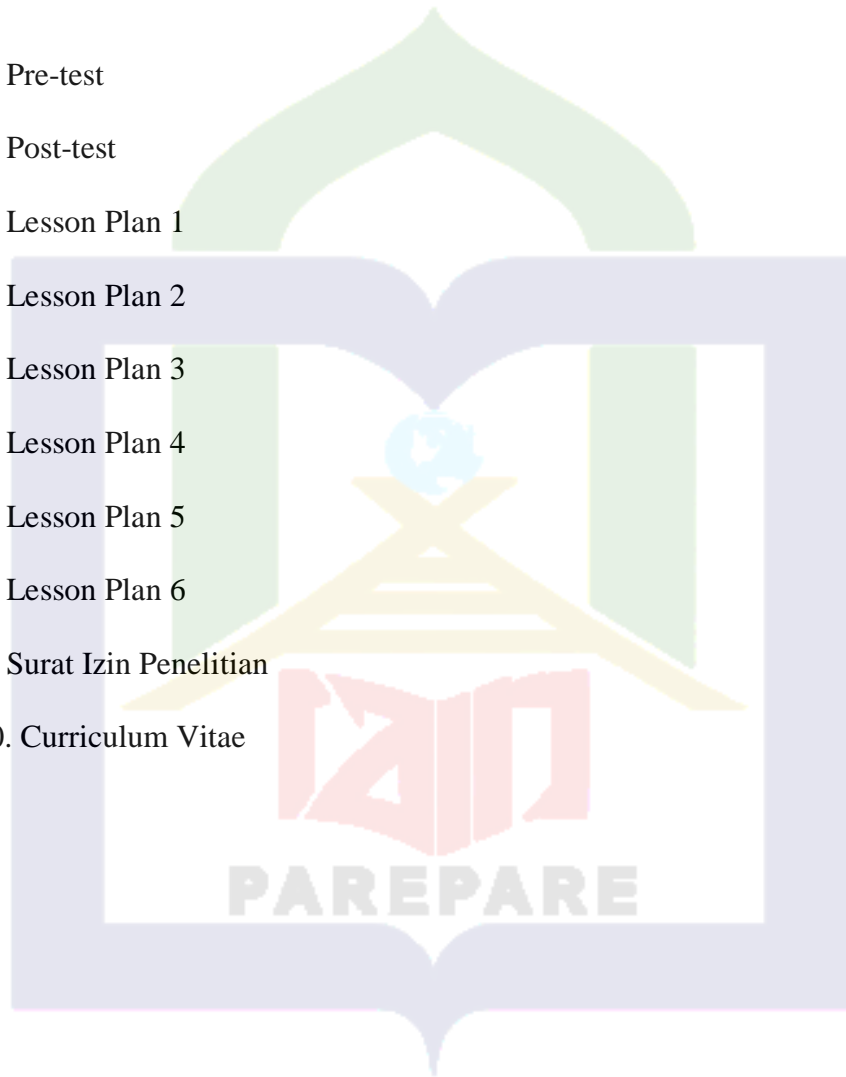
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CHAPTER 1

INTRODUCTION

A. Background

In daily communication, human uses language as a tool of communication to express their thoughts or to get their needs. Without language, it is impossible for people to make communication to others. As the goal of language is communication, speaking becomes an important skill; students need to master it in order to communicate in English fluently and clearly. Speaking takes place everywhere and becomes a part of our daily. The best way to learn speaking is practicing to speak.¹

English in Indonesia which is generally taught as a foreign language has been running for many years. It has been taught to the students from an Elementary School to University level, even in the Kindergarten they have started to study English. Learning English still has important roles for the students. For example, English subject becomes one of the subjects tested to the students in national examination. It means that the students should know well about English itself.

In Junior High School, the objective of speaking is that the students are able to use the language to communicate with others in all contexts such as: interpersonal, transactional, and functional, as stated in the curriculum 2013. It implies that the students need to show that they are able to use English to

¹ Rabiah, S. *Language as a Tool for Communication and Cultural Reality Discloser* (2018), p.1.

communicate each other. Moreover, teaching English must be integrated to each productive skill such as speaking and writing.

In English, there are receptive and productive skills. Receptive skills are listening and reading. It means that they are the ways to receive input, while productive skills are speaking and writing. It means that they are the ways to produce the language. From the four skills, speaking is one of the most important skills to master. Speaking is used to convey ideas, arguments, opinions, or thoughts to other people by using organ of speech. Moreover, speaking is a form of direct communication. It means, by uttering what we think or feel orally, the listener can easily understand and directly respond what we say either by action or by arguments.²

Further, there are many ways to develop speaking skill such as role play, small group discussion, short conversation, retelling story or speech contest. Each method or technique has strength and weaknesses. It depends on the classroom situation and the students themselves. Those kinds of methods or techniques are very useful for students. Those ways are usually conducted by the teacher in the classroom in order to develop students' speaking skill. Also, nowadays, there are many teaching techniques that can be used by the teacher to support speaking class.

After doing preliminary observation at Islamic Boarding School As-salman Allakuang, the researcher found that most of the students of the seventh grade of Islamic Boarding School As-salman Sidrap did not feel confident to

²Hossen, M.I. *Teaching Productive Skills to the Students: A Secondary Level Scenario* (2015), p.1.

speak in front of the class because they were unable to express their ideas freely. There are some factors that make them feel not confident to speak English. First, they lack vocabulary. Second, they are poor in pronunciation. Third, students cannot speak fluently. Last, they have problem in grammar.

To solve those problems, we need to find an effective way to develop the students' speaking skill. One of them is Mingle technique. Using Mingle technique to develop speaking skill have many advantages as stated in ririn et al in their journal, the use of mingle tehcnique can improve students' speaking skill at the seventh grade of SMP Negeri 12 Palu by seeing the result of posttest which was higher then pretest.³ It will make the students can help each others to speak English and motivate their friends in learning the material, and they can support one another to be brave and confident as well. They can work together to improve their vocabulary and pronunciation. They have partners to practice speaking and get feedback from their friends. The students have more chances to speak because Mingle Technique requires and enhances the students' communication skill.

Based on that advantages above, the researcher is interested in making a research about “The Use of Mingle Technique to Develop Students' Speaking Skill of The Seventh Grade at Islamic boarding School As-salman Sidrap”.

³ Fajrin,R.N & Rita,F. *The Use Of Mingle Technique To develop students' speaking skill*. E-Journal of English Language Teaching Society (ELTS), p.3.

B. Research Question

Based on the background above most of the students lack of speaking skill. The researcher formulates the research question as follow: “is there any differences between student taught by using mingle tehcnique and students taught by using conventional technique in speaking skill of the seventh grade at islamic boarding school As-salman Sidrap ? ”

C. Objective of the Research

The objective of this research is to explain that the use of Mingle Technique can develop speaking skill at the seventh grade of Islamic Boarding School As-salman Sidrap.

D. Significance of the Research

This research will be expected to give significances for teacher, students and other researcher:

1. For teachers: it is expected to develop their English teaching strategies or technique, especially in developing students speaking skill.
2. For students: it is expected to give motivation for students to learn English and to express their idea when they speak to other.
3. For other researcher: it is expected to give some important contributions for them in speaking research.

CHAPTER II

REVIEW RELATED LITERATURE

A. The Previous Research Findings

In accomplishing the research entitled “The Use of Mingle Technique to Develop Students’ Speaking Skill”, the researcher consulted two previous studies related to this research. The first was a study by Utami entitled “The Use of Mingling Games to Improve Second Grade Students’ Speaking Achievement at SMAN 1 Bandar Lampung”, and the second was a study by Ilmi entitled “Improving Students’ Speaking Skill at SMP N Model Terpadu Madani through Engage, Study, and Activate (ESA) Method”. Both studies have similarities to the current study.

The first study is an experimental research design. There was only one experiment class which got pre-test, treatments, and posttest. The population of this research was second grade students of SMAN 1 Bandar Lampung. There were 9 classes of second grade in this school. The class that randomly chosen as the samples from the eight classes exists in SMAN 1 Bandar Lampung was XI IPA 5 and this class consisted of 36 students. The objective of this research was to find out how the pattern of students’ speaking achievement between pre-test and posttest after being taught by using mingle game. The result shows T-ratio was higher than T-table ($18.402 > 2.030$). The mean score of pre-test was 62.97 and the mean score of posttest was 73.25 in which the gain is 10.28. This implies that there was a statistically significant difference of the students’ speaking achievement between the pre test and the posttest after the use of Mingle Game

technique. This suggests that teaching speaking through Mingle Game technique facilitates the students to improve their achievement in speaking.⁴

The second one is quasi experimental research design. There was two class involved, experimental group and control group. The population of this research was second grade of SMP N Model Terpadu Madani. There were 4 classes of second grade in this school. The technique to choose sample was purposive sampling technique from the eighth grade, class VIII Taufik Ismail as experimental class and VIII WS Rendra as control class. The objective of this research was to prove whether or not the implementation of Engage, Study, and Activate (ESA) Method can improve students' speaking skill. Before the treatment, the mean score of pre-test of experimental group is (60.8), after the treatment, the mean score of post-test of experimental group is (78.4), while the mean score of pre-test of control group is (61) and the post-test of control group is (70.62). There is significance of mean score between pre-test and post-test of experimental and control group. The result indicates that the mean score of post-test of experimental group after the treatment using ESA method is better than the mean score of pre-test. The result of data analysis shows that t-counted (3.39) is higher than t-table (2.011). By looking at the result of t-counted and t-table, it could be said that there was a significant improvement of the students speaking skill.

After analyzing the studies above, the researcher compared her research to the researches above. First, the research compared with Utami's research. Both

⁴ Susan, R.U *The Use of Mingling Games to Improve Second Grade Students' Speaking Achievement at SMAN 1 Bandar Lampung University.*(2017), p.4.

researches have same skill and media or teaching aid that is Speaking and Mingle Technique. The difference was Utami's research focused to improve speaking skill such as comprehensibility, pronunciation, and fluency, while the researcher of this research only wants to develop speaking fluency and accuracy. Furthermore, the population on Utami's research was Eleventh Grade Students of SMAN 1 Bandar Lampung. Second, the research compared with Ilmi's research, they have same skill but different method. The limitation of Ilmi's research same as with the researcher was accuracy and fluency. Furthermore, the population on Ilmi's research was Eighth Grade Students of SMP N Model Terpadu Madani

B. Some Pertinent Ideas

2.1.1 Definition of Speaking

Speaking is very important in daily activities. Speaking helps people interacting to each other by giving and receiving information. People can also express their ideas, thought, and feeling through spoken language. It implies that in the speaking process, people try to be communicative with each other and use their language to send message to the second person. In this case, "The speaking processes need at least two people, one as a speaker who produces information and the other one as a listener who receives information" Utami.⁵

Speaking is a productive skill which someone will produce words and stringing sentences orally. So in teaching English especially speaking, the researcher expected the students to speak fluently. It is intended that in the classroom students can communicate each other. Speaking is one of the important

⁵ Susan, R.U *The Use of Mingling Games to Improve Second Grade Students' Speaking Achievement at SMAN 1 Bandar Lampung University.* (2017), p.26.

skills in learning English; therefore speaking also has several goals. One of them is to express the ideas:

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts.

Speaking is one of human's activities in daily life. It goes for time to time between societies. Most people use spoken language in daily communication. Speaking takes an important role of live because speaking is the way of human to communicate and interact with each other. Speaking activity brings out what happen in mind and influence the listeners with unit of ideas through speaking the language.

From the explanation above the researcher concludes that the purpose of speaking is to communicate with others. Communication is needed by everyone in the world. Not only on learning process, but also in the daily activities specifically English because English as an international language and it is needed by many people. They need it to get job or to continue their study abroad.

2.1.2 Components of Speaking

There are three components of speaking skill introduced by Heaton (1988) they are; fluency, accuracy, and comprehensibility.

1. Fluency

Speaking fluency is an aspect of oral communication to express human idea, feeling, opinion and information which helps people to communicate each other without unnecessary stops and pauses.

2. Accuracy

Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood.

3. Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say.⁶

2.1.3 Speaking Device

Speaking is one of the productive skills. Therefore, speaking should be taught by using an effective and an interesting technique in order to develop the students speaking skill. There are many ways used to learn how to speak well. Brown states “There are six categories applied to the kinds of oral production that students are expected to carry out in the classroom; imitative, intensive, responsive, transactional (dialogue), interpersonal, and extensive.”⁷ In conducting the Mingle technique, the researcher pair one of the students to another student. They were given some examples of the material. Moreover, in speaking English could be monologue and dialogue. Both of them are done by speakers depend on the situation where they are.

⁶ Heaton, J.B. *Speaking English Language Test*. London: Longman (1988), p.9.

⁷ Brown, H.D. *Teaching by Principles; an Interactive Approach to Language Pedagogy (second ed)*. New York: Pearson Education (2001), p.271.

1. Monologue

Monologue is one way speaking individually. It is a language expression beside dialogue. The student should first decide or choose the topic that he/she wants to talk about. In doing this the students do not need a partner, the student practices speaking for the length of time that he/she intend to do. Brown describes “monologue is when one speaker uses spoken language for any length of time as in speeches, lecturers, reading, news broadcast, and the like, the hearer must process long stretches of speech without interruption.”⁸

2. Dialogue

Dialogue is another speaking device that can help the students to practice speaking. It requires speaking two people or more and they can decide the topic of the dialogue. The people who involve in the dialogue exchange information and take different roles either as a listener or speaker. Brown expresses “Dialogue involves two or more speakers that can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).” Dealing with the statement that presentation can be called as dialogue also.

C. Mingle Technique

Teaching is the ability of the teacher to teach students in the class. It is like an art because not everyone has the same ways and the same skill in teaching; even they have the same purposes. A good teacher is who knows the characteristic

⁸ Brown, H.D. *Teaching by Principles; an Interactive Approach to Language Pedagogy (second ed)*. New York: Pearson Education (2001), p.251.

of the students and students' needs. So they can apply an appropriate method, approach, strategy, media and technique in teaching learning process.

There are several techniques in teaching. One of them is Mingle. The Mingle technique is an activity in which students move around and talk to each other to get some information needed. "Case, A "the Mingle Technique is one of the most popular TEFL techniques."⁹ Furthermore, Borzova stated "mingle is an activity where a student approaches a classmate, talks for a while, and then moves on to speak to another classmate."¹⁰ During mingle technique; teacher has a great deal responsibility, teacher also join in the steps of mingle technique. The unique one of a mingle activity 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. In the Mingle Technique, the students should wander around the classroom by finding a partner they have not worked with, ask questions to each other and record the answer they get. They usually carry out this Mingle activity until students have a chance to talk to some students. The Mingle Technique requires students to tell each other what they really think about a given topic.

With mingles, the teacher is guided by the need to avoid monotony of the lesson flow, provide ample practice for every student and prepare students properly for a more challenging activity. All mingle activities are governed by considerations of allotted time, the number of students each person is to address, and the assignment, which can be either standardized or different for every student

⁹ Case, A. *15 variations on find someone who and mingling games* (2008), p.4.

¹⁰ Borzova, E. *Mingles in foreign language classroom*. English Teaching Forum (2014), p.14.

in the classroom. It is good to get students up and move around and ask question to match people to inform that they have given, so that they loosens their inhibitions and wakes them up.

D. Teaching Speaking Skill Through Mingle Technique

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their spoken language proficiency. Those teaching steps may encourage students to have an active learning and provoke them to use the language. Activity or task the learners carry out using their available language resources must lead to a real outcome. Activities such as playing Model, sharing or comparing experiences force students to take parts in processes of negotiating the meaning, providing feedback, experimenting with their own ability, sharing, thinking about the next step, explaining, and testing their self-confidence.

Teaching speaking is a process in changing students' ability in speaking skill to be better than before. In addition, Jeremy Harmer states "Speaking activities provide rehearsal opportunities to practice real-life speaking in the safety of the classroom and speaking task in which students try to use any or all the language they know."¹¹ These characteristics show how important the goal of teaching that should be reached by learners and fulfilled by teacher in conducting the teaching materials. In short, the teacher needs to choose the appropriate technique in teaching speaking skills.

¹¹ Harmer, J. *The practice of English language teaching*, New Edition (2010), p.123.

Mingle Technique is the appropriate technique to develop speaking skill of the students because it is more interesting. The students of Junior High School always need to practice with their classmates..

In applying Mingle technique, the researcher will do some steps. First, the researcher explain the roles of mingle technique and the material. The aim is to introduce mingle technique to the students before study. Second, the students and the researcher as teacher does the procedures of mingle technique. The aim of student and teacher do it together is to make student more understand about this technique. Last, the teacher gives reward to the students because they do the best in the classroom.

E. The Procedures of Mingle Technique

According to Pollard and Hess who introduced the Mingle Technique, the procedures of doing Mingle Technique was still not much extended.¹² Furthermore, the procedures of mingle technique are further elaborated by Hall Houston. as the following by Taking a name “Talk with Your Classmates”¹³ as the title of the mingle technique, they explained the procedure as follows:

Talk With Your Classmates (a mingle)

Write about yourself here: I eat

Stand up. Tell your sentence to one classmate.

Talk with other classmates. Say the same thing, and listen to them.

¹² Polard, L & Hess, N. *Zero Prep: Ready to go Activities for Teachers*. Hertfordshire. Prentice Hall (1997), p.11.

¹³ Houston, H. *Mastering the Mingle by Hall Houston*. *International House Journal of Education and Development* (2012), p.33.

Make sure that teachers have everything they need before they start the activity. If the classroom contains a large number of tables and desks, move them to one side of the room, or even outside the classroom. If this is not feasible, consider moving to an empty room or a space outside. Teachers also plan how they will present the activity to their students. Teacher also has joined in the Mingle; this gives students a chance to get to know their teacher, and provides them with another demonstration of the activity. Teachers stay alert. Look for signs that things are not going properly. Walk around and encourage students to talk to each other. If the mingle is becoming a muddle, get the students' attention and explain again. This might be particularly challenging if the students have never done one before. In this case, present these basic rules:

- a. Stand up. No one sits down during a mingle
- b. Walk around until you find someone to talk to
- c. Speak English to do the activity
- d. When you are finished, move and find another student
- e. Speak in groups of 2 only
- f. Move around freely. Don't walk in line behind other students
- g. Try to speak with students you don't know
- h. Talk to as many people as you can

When the mingle is over, it's best not to launch into another activity immediately. A report phase and a feedback phase to give a sense of closure are recommended. For the report phase, call on several students to tell

the class something another student told him or her. Teachers can make this more interactive by calling on one student and asking him or her to choose another student. The first student then asks the second one for something funny or interesting that he or she heard, and adds a few follow-up questions to get more information. Repeat several times. For the feedback stage, teachers tell the class how they think everything went, and what could have made it even better. Teachers point out some problems noticed, but avoids criticizing any student directly if the teachers feel it could be embarrassing. Ask students what they thought of the mingle and if they'd like to do it again.

F. The Advantages and Disadvantages of using Mingle Technique

1. The Advantages

According to Darmayenti, Mingle Technique has advantages in learning speaking skill as follows:¹⁴

- a. Mingle Technique brings in relaxation and fun for students.
- b. Mingle Technique usually involves friendly competition and keeps learners interested. These activities create the motivation for learners of English to get involved and participate actively in the learning activities. Every student is involved to do interaction, including shy students. They are guided to start to speak.
- c. Bringing real world context into the classroom, and enhances students' use of English in a flexible, communicative way.

¹⁴ Darmayenti. *Development mingle model for integrated teaching English for Collage students of state institute for islamic studies Imam Bonjol Padang* (2013), p.29.

2. The Disadvantages

- a. Mingle technique takes a lot of time when composing the class.
- b. The number of students is also determining the pair.

G. Theoretical Framework

Speaking is considered as the most difficult parts in learning English because the students are afraid of making mistake when they express ideas orally, such as lack of vocabulary, lack of constructing a good sentence, lack of pronunciation, and perhaps they have low motivation in learning English.

There are two devices of speaking, monologue and dialogue. First, monologue is one way speaking individually. The student chooses the topic that they want to talk about. Second, dialogue is another speaking device that can help the students to practice speaking. It requires speaking two people or more and they can decide the topic of the dialogue. In this research, researcher use dialogue as speaking device.

There are three components of speaking skill introduced by Heaton they are; fluency, accuracy, and comprehensibility. Therefore, in this research, researcher limits the students' speaking focus on fluency and accuracy.¹⁵

Mingle Technique Borzova is an activity where a student approaches a classmate, talks for a while and the moves on to speak another classmate.¹⁶ During Mingle Model, teacher has a great deal of responsibility. Teachers join in the Mingle and provide them with another demonstration of the activity.

¹⁵ Heaton, J.B. *Speaking English Language Test*. London: Longman (1988), p.9.

¹⁶ Borzova, E. *Mingles in foreign language classroom*. English Teaching Forum (2014), p.14.

In this study, the researcher want to find out that the use of Mingle Technique can improve speaking fluency and comprehensibility. The researcher will give a pre test, treatment by teaching speaking to the students through Mingle Technique. Therefore, to support the ideas, the researcher needs some theories about teaching speaking and Mingle technique as teaching aids. All theories will help and guide the researcher to conduct the research.

H. Hypothesis

Based on problem statement of this research, the researcher formulates the hypothesis as follows: The use of Mingle Technique can develop the speaking skill of the Seventh students Islamic Boarding School As-salman Sidrap.

I. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:

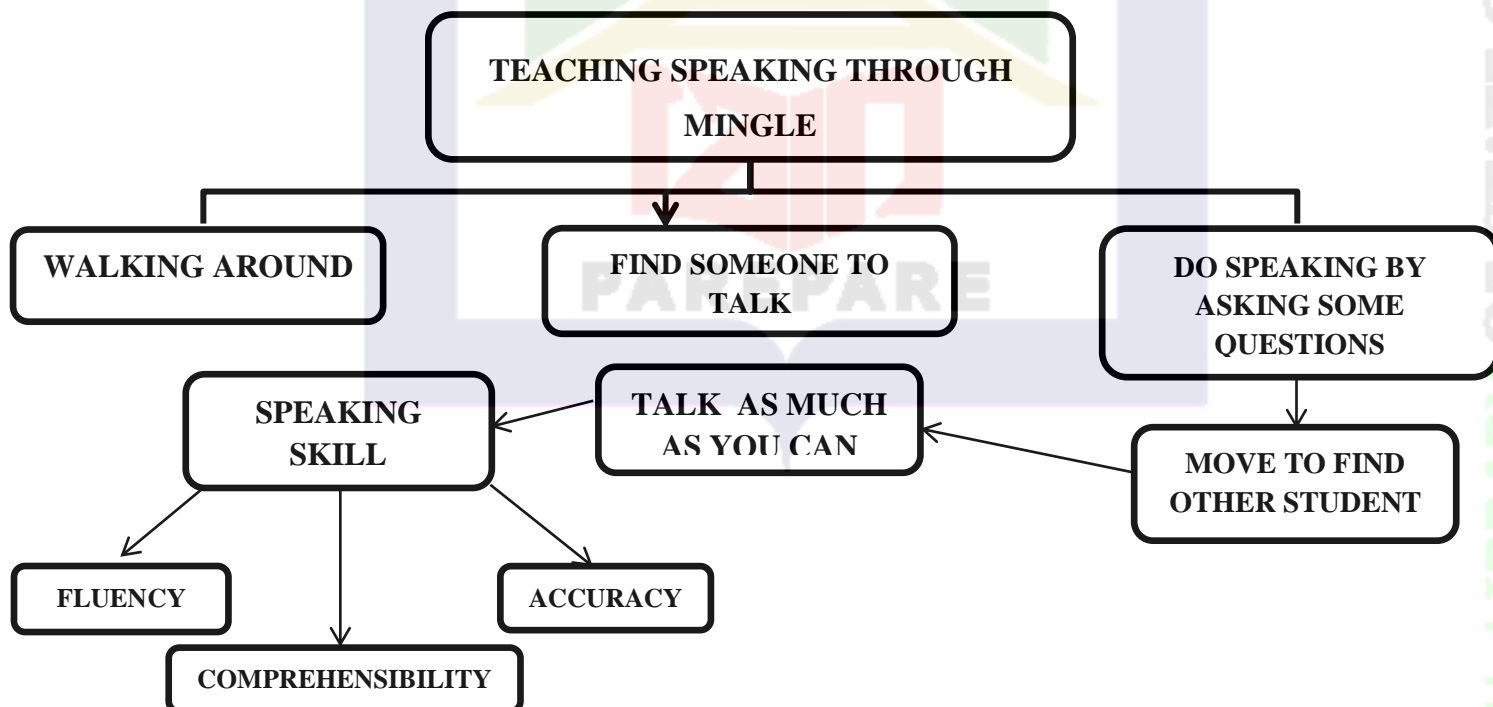


Figure 2.9 the Conceptual Framework of the Research

Speaking is considered as the most difficult parts in learning english because students are afraid of making mistake whe they express ideas orally, such as lack of vocabulary, lack of constructing a good sentence, lack of pronunciation, and perhaps they have low motivation in learning english.

There are some steps of teaching english through mingle. First is walking around, the students go around to approach a classmate. Second is find someone to talk, the students talk for a while to their classmate. Third is doing speaking by asking some questions, the students need to talk by using english and asking some questions. Fourth is moving to find other students, the students move and finding another classmate to talk. Fifth is talk as much as you can, the students should talk with their friend as much as they can.

There are three components of speaking skill introduced by Heaton they are; fluency, accuracy, and comprehensibility. Therefore, in this research, researcher limits the students' speaking focus on fluency and accuracy.¹⁷

Mingle Technique is an activity where a student approaches a classmate, talks for a while and the moves on to speak another classmate.¹⁸ During Mingle Model, teacher has a great deal of responsibility. Teachers join in the Mingle and provide them with another demonstration of the activity.

In this study, the researcher want to find out that the use of Mingle Technique can improve speaking fluency and comprehensibility. The researcher will give a pre-test, treatment by teaching speaking to the students through Mingle

¹⁷ Heaton, J.B. *Speaking English Language Test*. London: Longman (1988), p.9.

¹⁸ Borzova, E. *Mingles in foreign language classroom*. English Teaching Forum (2014), p.14.

Technique. Therefore, to support the ideas, the researcher needs some theories about teaching speaking and Mingle technique as teaching aids. All theories will help and guide the researcher to conduct the research.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the research

In this research, the researcher used quasi experimental research design. There were 2 groups that were taken in this research; they were experimental group and control group. Experimental group was given pre-test, treatment by applying the use of Mingle Technique, and post-test, while control group got pre-test and post-test without treatment from the researcher. The design of this research proposed by Hatch and Farhady as follows:

$$\begin{array}{l} G_1=T_1 \quad X \quad T_2 \\ G_2=T_1 \quad T_2 \end{array}$$

Where:

G₁: Experimental group

G₂: Control group

T₁: Pre-test for experimental/control group

T₂: Post-test for experimental/control group

X: treatment ¹⁹

B. Population and Sample

1. Population

Population is any group of individuals who have same characteristic. In this research, the population was the seventh grade students of Islamic Boarding

¹⁹ Hatch & Hossen, F. *Research design and Statistics for applied linguistics*. Los angeles (1982), p.22.

School As-salman Sidrap consisted of 2 classes. The distribution and the total number of population can be seen in the following table:

Table 3.1 Class Distribution

No.	Class	Number of Students
1.	VIIA	23
2.	VII B	21
Total		44

2. Sample

Sample is a section of population that the researcher actually going to survey. Muhsin states “Samples taken with purposive sampling technique was samples taken if doing research with very limited conditions such as time, effort, and funds.”²⁰ It means that purposive sampling is based on special or specific purpose to take the sample. Based on the explanation, in selecting sample of this research, the researcher applied purposive sampling technique because in Islamic Boarding School As-salman Sidrap at seventh grade just have 2 classes and the researcher have limited time to make a research. The sample of this research was VII A as experimental group (23) and VII B as control group (21).

C. Research variable

Based on the title “Mingle Technique use by Teacher to Develop Students’ Speaking Skill at The Seventh Grade of Islamic Boarding School As-salman Sidrap” there are two variables involved; dependent and independent

²⁰ Muhsin & Latief. A.M. *Sukses Meneliti dengan Eksperimen Pengantar Metode Penelitian Eksperimen Pembelajaran Bahasa Palu*: CV. Mars Persada Abadi (2016), p.88.

variable. The dependent variable is the students' speaking skill and the independent variable is the Mingle Technique.

D. The Instrument of Data Collection

In collecting the data, the researcher used a speaking test item as the instrument of the research. The speaking tests consist of pre-test and post-test. Pre-test was given to the students to measure their speaking before getting the treatment, while post-test was given to the students after the treatment to measure the students' speaking development.

E. Technique of Data Collection

In this research, the data was collected by using oral test. The researcher asked the students to speak before and after treatment and measured their speaking fluency and accuracy.

3.1.1 Test

The test is used as the main instrument to collect the data. The researcher applied pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment. The test that given to the students contained the same items.

3.1.2 Pretest

Pre test was given before the treatment. The type of this test was oral test. In pre-test, the researcher gave two questions to the students. The researcher recorded students' answers. The purposed of pre-test was to measure the students' speaking skill. The result of the test was score by using the scale of scoring which

consisted of speaking capability such as fluency and accuracy which proposed by Heaton as follows:²¹

Table 3.2 Speaking Scoring System

Score	Fluency	Accuracy
3	Has to make an effort for much of the time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited.	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Some of which cause confusion.
2	Long pauses while the searches for the desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many “basic” grammatically and lexical errors.

²¹ Heaton, J.B. *Speaking English Language Test*. London: Longman (1988), p.100.

1	Full of long and unnatural pauses. Very halting and fragmentary. At time give up making the effort. Very limited range of expression	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of language skill and areas practice in the course.
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The scoring system goes from 1 up to 3. The classification of score could be seen on the following figures:

Table.3.3 The Score Category

Rating	Score	Classification
3	86-100	Excellent
2	56-85	Good
1	≤55	Poor

3.1.3 Posttest

At the end of meeting, post test was given by the researcher after the treatment; it was consisted of different test item that used in the pre-test. The students were given post test in order to measure the students’ skill after the treatment.

F. Treatment

The treatment was given to the student after conducting pre-test. It was given for eighth meetings. Therefore, at first meeting researcher gave the topic about “VII A classroom”, at second meeting researcher gave the topic about “There are many things in my bag”, at third meeting researcher gave the topic about “Come to my house (activities in bathroom)”, at fourth meeting researcher gave the topic about “Come to my house part 1 material (activities in dining room)”, at fifth meeting researcher gave the topic about Come to my house part 1 material (activities in living room), at sixth meeting researcher gave the topic about Come to My house (activities in garden), at seventh meeting researcher gave the topic about “I Have Them at Home and at School Part 1 (Animals at Home)”, and at last meeting researcher gave the topic about I Have Them at Home and at School Part 2 (Animals at school)”. The procedure of treatment or the teaching activities can be seen in the following table:

Table 3.4 Teacher and Students Activities

Meeting	Topics	Activities	
		Teacher	Students
1 st	VII A Classroom	1.Gave some introduce lesson and ask some questions related to the topic. 2.Told the topic.	1.Listened to the teacher explanation and answer the question. 2.Looked the topic. 3.Listened to the

		<p>3.Divided the students into 2 large groups.</p> <p>4.Asked students to stand up.</p> <p>5.Said “mingle”.</p> <p>6.Controlled and checked the student’s comprehension and participation during speaking.</p> <p>7.Asked students to make a table of the things that they get during mingle technique.</p> <p>8.Gave evaluation to the students by inviting them to tell what they get during mingle technique.</p>	<p>teacher’s instruction.</p> <p>4.Standed up.</p> <p>5.When teacher say “mingle”, they ran and find their pairs.</p> <p>6.Did Mingle Technique (spoke and took a note).</p> <p>7.Did the task.</p> <p>8.Performed in front of the class.</p>
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2 nd	There are many things in my bag	<ol style="list-style-type: none"> 1. Gave some introduce lesson and ask some questions related to the topic. 2. Told the topic. 3. Divided the students into 2 large groups. 4. Asked students to stand up. 5. Said “mingle”. 6. Controlled and checked the student’s comprehension and participation during speaking. 7. Asked students to make a table of the things that they get during mingle technique. 	<ol style="list-style-type: none"> 1. Listened to the teacher explanation and answer the question. 2. Looked the topic. 3. Listened to the teacher’s instruction. 4. Standed up. 5. When teacher say “mingle”, they ran and found their pairs. 6. Did Mingle Technique (speak and take a note). 7. Did the task. 8. Performed in front of the class.
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		<p>8.Gave evaluation to the students by inviting them to tell what they get during mingle technique.</p>	
3 rd	<p>Come to my house (activities in bathroom)</p>	<p>1.Gave some introduce lesson and asked some questions related to the topic. 2.Told the topic. 3.Divided the students into 2 large groups. 4.Asked students to stand up. 5.Said “mingle”. 6.Controlled and checked the student’s comprehension and participation</p>	<p>1.Listened to the teacher explanation and answer the question. 2.Looked the topic. 3.Listened to the teacher’s instruction. 4.Standed up. 5.When teacher said “mingle”, they ran and found their pairs. 6.Did Mingle Technique (speak and take a note). 7.Did the task.</p>

		<p>during speaking.</p> <p>7. Asked students to make a table of the things that they get during mingle technique.</p> <p>8. Gave evaluation to the students by inviting them to tell what they get during mingle technique.</p>	<p>8. Performed in front of the class.</p>
4 th	<p>Come to my house (activities in dining room)</p>	<p>1. Gave some introduce lesson and ask some questions related to the topic.</p> <p>2. Told the topic.</p> <p>3. Divided the students into 2 large groups.</p> <p>4. Asked students to stand up.</p>	<p>1. Listened to the teacher explanation and answer the question.</p> <p>2. Looked the topic.</p> <p>3. Listened to the teacher's instruction.</p> <p>4. Standed up.</p> <p>5. When teacher said "mingle", they ran</p>

		<p>5.Said “mingle”.</p> <p>6.Controlled and checked the student’s comprehension and participation during speaking.</p> <p>7.Asked students to make a table of the things that they get during mingle technique.</p> <p>8.Gave evaluation to the students by inviting them to tell what they get during mingle technique.</p>	<p>and found their pairs.</p> <p>6.Did Mingle Technique (speak and take a note).</p> <p>7.Did the task.</p> <p>8.Performed in front of the class.</p>
5 th	Come to my house part 3 (activities in living room)	<p>1.Gave some introduce lesson and ask some questions related to the topic.</p>	<p>1.Listened to the teacher explanation and answer the question.</p> <p>2.Looked the topic.</p>

		<p>2.Told the topic.</p> <p>3.Divided the students into 2 large groups.</p> <p>4.Asked students to stand up.</p> <p>5.Said “mingle”.</p> <p>6.Controlled and checked the student’s comprehension and participation during speaking.</p> <p>7.Asked students to make a table of the things that they get during mingle technique.</p> <p>8.Gave evaluation to the students by inviting them to tell what they get during mingle</p>	<p>3.Listened to the teacher’s instruction.</p> <p>4.Standed up.</p> <p>5.When teacher said “mingle”, they ran and found their pairs.</p> <p>6.Did Mingle Technique (speak and take a note).</p> <p>7.Did the task.</p> <p>8.Performed in front of the class.</p>
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		technique.	
6 th	Come to my house part 3 (activities in garden)	<p>1.Gave some introduce lesson and ask some questions related to the topic.</p> <p>2.Told the topic.</p> <p>3.Divided the students into 2 large groups.</p> <p>4.Asked students to stand up.</p> <p>5.Said “mingle”.</p> <p>6.Controlled and checked the student’s comprehension and participation during speaking.</p> <p>7.Asked students to make a table of the things that they get during</p>	<p>1.Listened to the teacher explanation and answer the question.</p> <p>2.Looked the topic.</p> <p>3.Listened to the teacher’s instruction.</p> <p>4.Standed up.</p> <p>5.When teacher said “mingle”, they ran and found their pairs.</p> <p>6.Did Mingle Technique (speak and take a note).</p> <p>7.Did the task.</p> <p>8.Performed in front of the class.</p>

		<p>mingle technique.</p> <p>8.Gave evaluation to the students by inviting them to tell what they get during mingle technique.</p>	
7 th	<p>I Have Them at Home and at School Part 2 (Animals at home)</p>	<ol style="list-style-type: none"> 1.Gave some introduce lesson and asked some questions related to the topic. 2.Told the topic. 3.Divided the students into 2 large groups. 4.Asked students to stand up. 5.Said “mingle”. 6.Controlled and checked the student’s comprehension 	<ol style="list-style-type: none"> 1.Listened to the teacher explanation and answer the question. 2.Looked the topic. 3.Listen to the teacher’s instruction. 4.Standed up. 5.When teacher said “mingle”, they ran and find their pairs. 6.Did Mingle Technique (speak and take a note). 7.Did the task.

		<p>and participation during speaking.</p> <p>7. Asked students to make a table of the things that they get during mingle technique.</p> <p>8. Gave evaluation to the students by inviting them to tell what they get during mingle technique.</p>	<p>8. Performed in front of the class.</p>
8 th	<p>I Have Them at Home and at School Part 2 (Animals at school)</p>	<p>1. Gave some introduce lesson and ask some question related to the topic.</p> <p>2. Told the topic.</p> <p>3. Divided the students into 2 large groups.</p> <p>4. Asked students to</p>	<p>1. Listened to the teacher explanation and answer the question.</p> <p>2. Looked the topic.</p> <p>3. Listen to the teacher's instruction.</p> <p>4. Standed up.</p>

		<p>stand up.</p> <p>5.Said “mingle”.</p> <p>6.Controlled and checked the student’s comprehension and participation during speaking.</p> <p>7.Asked students to make a table of the things that they get during mingle technique.</p> <p>8.Gave evaluation to the students by inviting them to tell what they get during mingle technique.</p>	<p>5. When teacher said “Mingle”, they ran and find their pairs.</p> <p>6. Did mingle technique (speak and take a note).</p> <p>7. Did the task.</p> <p>8. Performed in front of the class.</p>
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G. Technique of Data Analysis

In analyzing the data, the researcher used statistical analysis. To determine the individual score, the first step is counting the individual score; the researcher used the formula stated by Arikunto as follow:

$$NP = \frac{R}{SM} \times 100$$

Where:

NP = Students' score

R = Score obtained

SM = Maximum score of the test

100 = Constant number²²

The second, the researcher computed the mean score of the students of both groups by using formula stated by Hatch and Farhady :

1. The mean score of the students of experimental group

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = Total of the individual scores

N = Total of students

2. The mean score of the students of control group

$$\bar{X} = \frac{\sum y}{N}$$

²² Arikunto, S. *Prosedur penelitian: suatu pendekatan praktek* (2006), p.308.

Where:

\bar{X} = Mean score

ΣX = Total of the individual scores

N = Total of students²³

The third, after getting the mean score, the researcher counted the deviation both control and experimental group. After computing the mean score of the pre-test and post-test. The researcher used the mean score of deviation formula suggested by Arikunto as follows:

1. The formula used for experimental group:

$$M_x = \frac{\Sigma x}{N}$$

2. The formula used for control group:

$$M_y = \frac{\Sigma y}{N}$$

Where:

M_x = Mean score of experimental group

M_y = Mean score of control group

Σx = Sum score of experimental group

Σy = Sum score of control group

N = The total number of students²⁴

²³ Hatch & Hossen, F. *Research design and Statistics for applied linguistics*. Los angeles (1982), p.55.

²⁴ Arikunto, S. *Prosedur penelitian: suatu pendekatan praktek* (2006), p.313.

After that, the researcher squared the standard deviation of students' score in experimental group and control group. The researcher computed by using formula stated by Arikunto as follows:

1. The formula applied for experimental group:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

2. The formula applied for control group:

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{n}$$

Where:

$\sum x^2$ = The square deviation sum of experimental group

$\sum y^2$ = The square deviation sum of control group

$\sum x$ = The score sum of experimental

$\sum x$ = Sum score of experimental group

$\sum y$ = Sum score of control group

n = The total number of students²⁵

After getting the standard deviation, the researcher applied them into t-test formula in order to find out whether or not there was effect of the treatment which is mingle technique for the experimental group in developing the students' speaking skill. The t-test formula which used is proposed by Arikunto which is as follows:

²⁵ Arikunto, S. *Prosedur penelitian: suatu pendekatan praktek* (2006), p.312.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t = Significant result experimental and control group

M_x = Mean score of experimental group

M_y = Mean score of control group

$\sum x^2$ = The total square of experimental group

$\sum y^2$ = The total square of control group

Nx = The total number of experimental group

Ny = The total number of control group²⁶

H. Testing Hypothesis

To know the effectiveness of Mingle Technique in developing speaking English, the researcher test the hypothesis whether it is rejected or accepted. The criteria of the hypothesis are in the following:

If t_{counted} is higher than t_{table} , it means that the hypothesis of the research is accepted or the treatment (Mingle Technique) has any significant influence to the students' skill in develop speaking skill. While, if the t_{counted} is lower than t_{table} , it means that the hypothesis of the research is rejected.

²⁶ Arikunto, S. *Prosedur penelitian: suatu pendekatan praktek* (2006), p.311.

CHAPTER IV

FINDING AND DISCUSSING

A. Finding

4.1 The Result of Speaking Test

As mentioned before in the previous chapter, the researcher gave the tests (pre-test and post-test) to the students. The test focused on fluency and accuracy. Pre-test aimed to measure the students' speaking skill before getting treatment, while post test aimed to measure the students' skill after the treatment.

4.1.1 The Result of Pre-test

To find out of student' speaking skill by using Mingle technique, the researcher examined pre-test to the students before treatment. The pre-test in experimental group (VII A) was conducted on March 8th, 2021, and the pre-test in control group (VII B) was on March 8th, 2021. The result of pre-test was presented in the following table:

Table 4.1

The Result of Pre-test of Experimental Group

No.	Initials	Component		Obtained Score	Maximum Score	Individual Score
		Fluency	Accuracy			
1	AS	40	40	80	200	40
2	AF	45	35	80	200	40
3	AR	60	50	110	200	55
4	AH	75	55	130	200	65

5	AU	80	75	155	200	77.5
6	AF	72	50	122	200	61
7	DK	35	35	70	200	35
8	FS	74	55	129	200	64.5
9	FY	35	55	90	200	45
10	HP	75	75	150	200	75
11	IR	73	53	126	200	63
12	JR	35	35	70	200	35
13	JS	70	50	120	200	60
14	LN	50	40	90	200	45
15	LY	68	50	118	200	59
16	MG	67	51	118	200	59
17	MAD	50	50	100	200	50
18	MAK	50	50	100	200	50
19	RV	40	30	70	200	35
20	RS	60	50	110	200	55
21	SR	72	51	123	200	61.5
22	SS	60	60	120	200	60
23	WMY	30	35	65	200	32.5
Total				2446		1223
Mean score Pre-test						53.17

By looking at the table above, referring to Heaton's scoring system, most of the students scores for rating 2 (56-85) of fluency were dominated by 13 students and for rating 1 (≤ 55) of accuracy were dominated by 17 students.

Having noted the pre-test scores of experimental group, it can be seen that the highest individual scores of the pre-test was 77.5, the lowest individual scores was 32.5, and the total of individual scores was 1223. The data on the table 4.1 described the mean score of the students in the experimental class. The researcher analyzed the score by using formula below:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1223}{23} \\ &= 53.17\end{aligned}$$

Table 4.2
The Result of Pre-test of Control Group

No.	Initials	Component		Obtained Score	Maximum Score	Individual Score
		Fluency	Accuracy			
1	AN	50	40	90	200	45
2	AFDA	72	50	122	200	61
3	AS	45	42	87	200	43.5
4	ARL	68	50	118	200	59
5	AA	54	52	106	200	53
6	AZ	70	54	124	200	62
7	DN	60	50	110	200	55
8	FRA	76	76	152	200	76
9	HA	42	42	84	200	42
10	IH	45	35	80	200	40
11	JS	60	50	110	200	55

12	LA	80	76	156	200	78
13	ML	75	75	150	200	75
14	MI	51	67	118	200	59
15	MA	72	51	123	200	61.5
16	NL	50	70	120	200	60
17	RA	75	54	129	200	64.5
18	RF	50	40	90	200	45
19	SH	80	75	155	200	77.5
20	SP	73	55	128	200	64
21	WH	55	75	130	200	65
Total				2482		1241
Mean score Pre-test						59.09

By looking at the table above, referring to Heaton's scoring system, most of the students' scores of rating 2(56-85) for fluency were dominated by 13 students and for rating 1(≤ 55) of accuracy were dominated by 14 students.

Having noted the pre-test scores of control group, it can be seen that the highest individual score of the pre-test was 78, the lowest individual score was 40, and the total of students individual scores were 1233. The data on the table 4.2 described the mean score of the students in the control class. The researcher analyzed the score by using formula below:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1241}{21} \\ &= \mathbf{59.09}\end{aligned}$$

4.1.2 The Result of Post-test

To find out of student' speaking skill by using Mingle technique, the researcher examined post-test to the students after treatment. The post-test in experimental group (VII A) and control group (VII B) was conducted on April 11th, 2021. The result of pre-test was presented in the following table:

Table 4.3
The Result of Post-test of Experimental Group

No.	Initials	Component		Obtained Score	Maximum Score	Individual Score
		Fluency	Accuracy			
1	AS	70	70	140	200	70
2	AF	65	65	130	200	65
3	AR	70	88	158	200	79
4	AH	89	88	177	200	88.5
5	AU	90	89	179	200	89.5
6	AF	88	75	163	200	81.5
7	DK	60	50	110	200	55
8	FS	87	89	176	200	88
9	FY	65	60	125	200	62.5
10	HP	89	89	178	200	89
11	IR	86	85	171	200	85.5
12	JR	60	55	115	200	57.5
13	JS	80	86	166	200	83
14	LN	60	65	125	200	62.5
15	LY	70	60	130	200	65

16	MG	86	62	148	200	74
17	MAD	65	65	130	200	65
18	MAK	63	65	128	200	64
19	RV	60	55	115	200	57.5
20	RS	86	60	146	200	73
21	SR	89	65	154	200	77
22	SS	86	76	162	200	81
23	WMY	60	50	110	200	55
Total				3336		1668
Mean score Post-test						72.52

By looking at the table above, referring to Heaton's scoring system, most of the students scores for rating 2 (56-85) of fluency were dominated by 13 students and for rating 2 (56-85) of accuracy were dominated by 13 students.

Having noted the post-test scores of experimental group, it can be seen that the highest individual scores of the post-test was 89.5, the lowest individual scores was 55, and the total of individual scores was 1668. The data on the table 4.3 described the mean score of the students in the experimental class. The researcher analyzed the score by using formula below:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1668}{23} \\ &= 72.52\end{aligned}$$

Table 4.4
The Result of Post-test of Control Group

No.	Initials	Component		Obtained Score	Maximum Score	Individual Score
		Fluency	Accuracy			
1	AN	55	60	115	200	57.5
2	AFDA	90	60	150	200	75
3	AS	60	50	110	200	55
4	ARL	87	70	157	200	78.5
5	AA	60	60	120	200	60
6	AZ	65	55	120	200	60
7	DN	60	55	115	200	57.5
8	FRA	85	85	170	200	85
9	HA	60	50	110	200	55
10	IH	58	55	113	200	56.5
11	JS	70	55	125	200	62.5
12	LA	92	88	180	200	90
13	ML	90	78	168	200	84
14	MI	60	60	120	200	60
15	MA	80	55	135	200	67.5
16	NL	80	85	165	200	82.5
17	RA	80	70	150	200	75
18	RF	55	50	105	200	52.5
19	SH	90	87	177	200	88.5
20	SP	83	85	168	200	84
21	WH	80	85	165	200	82.5

Total	2938	1469
Mean score Post-test		69.95

By looking at the table above, referring to Heaton's scoring system, most of the students' scores for rating 2(56-85) of fluency were dominated by 14 students and for rating 1(≤ 55) of accuracy were dominated by 11 students.

Having noted the post-test scores of control group, it can be seen that the highest individual score of the pre-test was 90, the lowest individual score was 52.5, and the total of students individual scores were 1469. The data on the table 4.4 described the mean score of the students in the control class. The researcher analyzed the score by using formula below:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1469}{21} \\ &= \mathbf{69.95}\end{aligned}$$

4.1.3 The Result of Deviation

The researcher counted the deviation score by analyzing student's individual score in post-test minus student's individual score in pre-test. Further, the researcher analyzed the deviation score of pre-test and post-test as shown on table 4.5

Table 4.5

Students' Score Deviation of Experimental Group

No.	Initials	Students Score		Deviation ($X_2 - X_1$)	X^2
		Pre-test (X_1)	Post-test (X_2)		
<hr/>					

1	AS	40	70	30	900
2	AF	40	65	25	625
3	AR	55	79	24	576
4	AH	65	88.5	23.5	552.25
5	AU	77.5	89.5	12	144
6	AF	61	81,5	20.5	420.25
7	DK	35	55	20	400
8	FS	64.5	88	23.5	552.25
9	FY	45	62.5	17.5	306.25
10	HP	75	89	14	196
11	IR	63	85.5	22.5	506.25
12	JR	35	57.5	22.5	506.25
13	JS	60	83	23	529
14	LN	45	62.5	17.5	306.25
15	LY	59	65	6	36
16	MG	59	74	15	225
17	MAD	50	65	15	225
18	MAK	50	64	14	196
19	RV	35	57.5	22.5	506.25
20	RS	55	73	18	324
21	SR	61.5	77	15.5	240.25
22	SS	60	81	21	441
23	WMY	32.5	55	22.5	506.25
Total				445	9219.5

By looking at the Table 4.5, the researcher wanted to find the differences score between pre-test and post-test in order to prove a significant result after applying Mingle technique.

Based on the Table above, it can be seen that the highest deviation (d) score was 30 and the lowest deviation was 6, while the highest square deviation (d^2) was 900 and the lowest square deviation was 36.

Table 4.6

Students' Score Deviation of Control Group

No.	Initials	Students Score		Deviation ($Y_2 - Y_1$)	Y^2
		Pre-test (Y_1)	Post-test (Y_2)		
1	AN	45	57.5	12.5	156.25
2	AFDA	61	75	14	196
3	AS	43.5	55	11.5	132.25
4	ARL	59	78.5	19.5	380.25
5	AA	53	60	7	49
6	AZ	62	65	3	9
7	DN	55	57.5	2.5	6.25
8	FRA	76	85	9	81
9	HA	42	55	13	169
10	IH	40	56.5	16.5	272.25
11	JS	55	62.5	7.5	56.25
12	LA	78	90	12	144
13	ML	75	84	9	81

14	MI	59	60	1	1
15	MA	61.5	67.5	6	36
16	NL	60	82.5	22.5	506.25
17	RA	64.5	75	10.5	110.25
18	RF	45	52.5	7.5	56.25
19	SH	77.5	88.5	11	121
20	SP	64	84	20	400
21	WH	65	82.5	17.5	306.25
Total				233	3269.5

By looking at the above, it can be seen that the highest deviation (d) score was 22.5 and the lowest deviation was 1; while the highest square deviation (d²) was 506.5 and the lowest square deviation was 1.

In relating to the table 4.5 and 4.6 above, the researcher computed the mean

$$M_x = \frac{\sum x}{N} = \frac{445}{23} = 19.34$$

$$M_y = \frac{\sum y}{N} = \frac{233}{21} = 11.09$$

Before analyzing the data by using the t-counted formula, the researcher calculated the sum-squared deviation of the mean score in control and in experimental group as stated in the following ways:

$$\begin{aligned}
\Sigma x^2 &= \Sigma x^2 - \frac{(\Sigma x)^2}{n} \\
&= 9219.5 - \frac{(445)^2}{23} \\
&= 9219.5 - \frac{198025}{23} \\
&= 9219.5 - 8609.78 \\
&= \mathbf{610.5}
\end{aligned}$$

$$\begin{aligned}
\Sigma y^2 &= \Sigma y^2 - \frac{(\Sigma y)^2}{n} \\
&= 3269.5 - \frac{(233)^2}{21} \\
&= 3269.5 - \frac{54289}{21} \\
&= 3269.5 - 2585 \\
&= \mathbf{684.5}
\end{aligned}$$

The result of the sum-squared deviation of experimental group was 610.5 and the sum-squared of control group was 684.75.

After having the sum-squared deviation of the mean of control and experimental groups, the researcher computed t_{counted} to find out the significant difference of the two groups

$$\begin{aligned}
t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} \\
&= \frac{19.34 - 11.09}{\sqrt{\left(\frac{610.5 + 684.5}{23 + 21 - 2}\right) \left(\frac{1}{23} + \frac{1}{21}\right)}} \\
&= \frac{8.25}{\sqrt{\left(\frac{1295}{42}\right) \left(\frac{21}{483} + \frac{23}{483}\right)}} \\
&= \frac{8.25}{\sqrt{\left(\frac{1295}{42}\right) (0.09)}} \\
&= \frac{8.25}{\sqrt{(30.83)(0.09)}} \\
&= \frac{8.25}{\sqrt{2.774}}
\end{aligned}$$

$$= \frac{8.25}{1.66}$$

$$= \mathbf{4.96}$$

To find out whether the hypothesis of this research is accepted or rejected, it should be proved through testing hypothesis. If the t_{counted} is higher than t_{table} , the hypothesis is accepted. It means that there is significant development of the students' speaking skill by using Mingle technique. If the t_{counted} is lower than t_{table} the hypothesis is rejected. It defines that there is no significant development of the students' speaking skill by using Mingle technique. To get t_{table} value, the researcher will apply interpolation formula because the degree of freedom (df) 42 ($N_x + N_y - 2$) with level of significant of 0.05 cannot be found in t_{table} list. The computation is as follows:

$$\begin{aligned} \text{Degree of freedom} &= N_x + N_y - 2 \\ &= 23 + 21 - 2 \\ &= 42 \text{ (between } 40 - 60) \end{aligned}$$

$$\text{Level of significant} = 0.05$$

$$40 = 2.021$$

$$60 = 2.000$$

$$T\text{-table} = \frac{a}{b} \times C$$

Where:

a: the subtraction of the degree of freedom obtained from the students' numbers in sampled and the degree of freedom whose figure precedes right before the degree of freedom obtained on the table of critical value of the students' distribution.

b: the subtraction of the degree of freedom whose figure comes after and precedes the degree of freedom obtained on the table of critical value of the students' distribution.

c: the subtraction of the value of the degree of freedom in b.
The computation of interpolation formula can be seen below:

$$a = 42 - 40 = 2$$

$$b = 60 - 40 = 20$$

$$c = 2.021 - 2.000 = 0.021$$

$$\frac{a}{b} \times c = \frac{2}{20} \times 0.021$$

$$= 0.0021$$

$$df (42) = 2.021 - 0.0021$$

$$t_{\text{table}} = \mathbf{2.018}$$

B. Testing Hypothesis

Before testing the hypothesis, the researcher needed to restate the hypothesis of the research. The hypothesis of the research is the application of Mingle technique can develop the students' speaking skill of the seventh grade students of Islamic Boarding School As-salman Sidrap.

In testing hypothesis in this research, the researcher used two criteria to determine whether or not the use of mingle technique was effective in developing the skill of the students at Islamic Boarding School As-salman Sidrap in speaking skill. Firstly, if the t_{counted} is higher than the t_{table} , the hypothesis of this research will be accepted or the use of mingle technique is effective in developing the students' speaking skill. Otherwise, if the t_{counted} is lower than t_{table} , the hypothesis of this research will be rejected or the use of mingle technique is not effective in developing students' speaking skill.

Further, the researcher found that the result of data analysis shows that t_{counted} is 4.96. By applying 0.05 level of significance with degree of freedom (df)

42 or 44-2, the researcher found that the t_{counted} (4.96) is higher than t_{table} (2.018). Based on the data, the researcher concluded that the research hypothesis is accepted. It means that the use mingle technique can develop the speaking skill of seventh grade of Islamic Boarding School As-salman Sidrap.

C. Discussion

The objective of this research is to explain that the use of Mingle Technique can develop students' speaking skill at the seventh grade at Islamic Boarding School As-salman Sidrap. In conducting the research, the researcher focused on fluency and accuracy. To collect the data, the researcher used test as the instrument. The test was given in pre-test and post-test. The pre-test is used in order to find out the basic skill of the students in speaking. The test was given to measure the students' fluency and accuracy in speaking. The result pre-test of the experimental and the control group was that they found difficulties and they are not fluent to speak. The students of experimental group got only 65 to 155 in pre-test, while the maximum score was 200. Referring to the obtained score, it could be seen that most of the students got low scores in their speaking skill.

To develop the students' speaking skill, the researcher gave treatment to the experimental group for eight meetings. Each meeting took 2×45 minutes. The researcher taught speaking by using mingles technique. The researcher usually used song as a medium to support the technique. At the first meeting, the students are taught about "Things in the classroom". She explained about how to describe each thing in the classroom orally. Mingle technique could help to encourage the students to be active in learning process. The student's response

was good. The researcher arouses students' interest by involving their emotions in order that the students more interested to start lesson.

After the treatment, the researcher gave post-test, it show that the use of Mingle technique can develop students' skill experimental group in speaking skill. It was proved by the value of t_{counted} (4.96) which was higher that the value of t_{table} (2.018). The aim of the post-test is to find out the development of the students' speaking skill after the treatment. The result of the post-test shows significance.

By seeing the result of post-test especially for experimental group, the process of teaching speaking skill through Mingle technique facilitates the students' development. The students' speaking skill increases as the researcher apply the mingle technique. Since the students were formed into pairs, it is much easier for students to share their ideas, thoughts, or opinion towards the topic. Learning process is also more effective because students are involved in the speaking skill, so that if they keep practicing to speak, they will be confident to speak in front of the class and be a good speaker. Afterwards, the researcher asked the students about their feeling about the use of mingle technique in teaching and learning process, and they said that it was interesting. It is how mingle technique can solve the students' problem in speaking.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data statistically in the previous chapters, the researcher concludes that mingle technique can develop students' speaking skill at the seventh grade of Islamic Boarding School As-salman Sidrap. It proves by the result of the students in pre-test and post-test. Before the treatment, the mean score of pre-test of experimental group is (53.17), after the treatment, the mean score of post-test of experimental group is (72.52), while the mean score of pre-test of control group is (59.09) and the post-test of control group is (69.95). There is significance of mean score between pre-test and post-test of experimental group and control group. The result indicates that the mean score of post-test of experimental group after the treatment using Mingle technique is better than the mean score of pre-test. The result of data analysis shows that t_{counted} (4.96) is higher than t_{table} (2.018), it means that the hypothesis is accepted. The use of mingle technique can significantly develop the students' speaking skill at the seventh grade of Islamic Boarding School As-salman Sidrap.

B. Suggestions

Based on conclusion above, the researcher would like to give some suggestions. First, the teachers should be applying this technique in teaching speaking. Mingle technique can be used as one of the techniques to teach speaking because the students will be motivated and enjoy to speak, for they speak to their friends, get many ideas and increase their stock of vocabulary. The creativeness

and motivation from the English teacher are needed to make students interested to learn English especially in speaking.

Next, for the students, the researcher suggests the students should be more active in the classroom, to give motivation for students to learn English, and to express their idea when they speak to others.

Last, for the other researcher who interested in conducting the similar research, the researcher hopes that the result of this research could be give some important contributions and they could be use the output of this study as reference of their researches.



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APPENDICES



Pre Test Questions

Please answer the question orally!

- 1) Please introduce yourself!

Hello, I want to introduce myself. My name is My nickname is I live at My father's name is and my mother's name is I have Brother and Sister. I study in As-Salman Allakuang at seventh grade. My favorite food is And my favorite drink is..... I likeand , every day I usually play



Pre Test Questions

Please answer the question orally!

2) Please introduce yourself!

Hello, I want to introduce myself. My name is My nickname is I live at My father's name is and my mother's name is I have Brother and Sister. I study in As-Salman Allakuang at seventh grade. My favorite food is And my favorite drink is..... I likeand , every day I usually play



LESSON PLAN 1

School	: Islamic Boarding School As-Salman Allakuang
Subject/skill	: English/Speaking
Topic	: VIIA classroom
Class/Semester	: VII/2
Meeting	: I
Time Allocation	: 2 X 40 Minutes

A. Standard Competence

1. Menghargai dan menghayati ajaran agama yang di anutnya
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 keberadaan.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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 dipelajaridi sekolah dan sumber lainyang sama dalam sudut pandang/ teori.

B. Basic Competence

- 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda, binatang,

dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait article a dan the plural and singular).

C. Indicators

The students are able to:

- Telling the things around their classroom

D. Instructional Objective

At the end of teaching and learning process, the students are expected to be able to:

- Telling the things around their classroom orally.

E. Teaching Material

- Social function

Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan

- Struktur teks

a flag

a window

a book

an eraser

a whiteboard

a picture

a chair

a clock

a door

a board marker



a broom

a table



*It is **a book**. It's blue!*

I have a book in my classroom

	
<p><i>It is an eraser. It's big and long!</i></p> <p><i>I have an eraser in my classroom.</i></p>	<p><i>It is a flag. It's red and white!</i></p> <p><i>I have a flag in my classroom.</i></p>

VII A Classroom has a blue book. They have a big and long eraser. They also have a red and white flag in their classroom

- Linguistics Elements
 1. Vocabulary: red, blue, white, big and long
 2. Grammar: simple present tense (have)

Pronoun: I, They

F. Teaching Method

1. Approach: *scientific approach*
2. Technique: Mingle Technique

G. Instructional Steps

Activities	Description	Time Allocation
Pre-activities	<ul style="list-style-type: none"> - The teacher goes to the class and greet the students using English - The teacher uses a sentence to greet students "good morning, students". - Make sure that the students also give respond by answering "good morning, miss" - Teacher asks "who is absent today?" - Teacher asks the students to sit in a semicircle. - Teacher asks one of the students to lead their friends to pray before the class begins. - Teacher provides motivation, asks for materials that has been learned and deliver 	10 minutes

	the material that will be studied along with its objectives.	
While-activities	<p>Observing</p> <ul style="list-style-type: none"> - Teacher asks students “will you show me your pen, please?” “Do you know what is it?” - Students answers the question - Teacher tells students that they are going to study about “things around the classroom” - Teacher tells the purpose of studying about “things around the classroom” - Teacher tells the instructional objectives 	5 minutes
	<p>Communicating</p> <ul style="list-style-type: none"> - Before mingle activity, the teacher divided them into 2 large groups. The first is A group and the second is B group. - In the first cycle, teacher ask the students to stand up and when the teacher say “mingle”, the students run and find someone who want to be their pair. - Students ask to their pair about “things in VIIA Classroom”. - While the A group speak, the B group take a note what their friend say about things in VII A classroom - Teacher monitors and checks the students’ comprehension and participation during speaking each other. - The second cycle, when teacher say “mingle”, the students run again and find the new pairs. - While the B group speak, the A group take a note what their friend say about things in VII A classroom. - Teacher monitors and checks the students’ comprehension and participation during speaking each other. 	40 minutes
	<p>Experimenting</p> <ul style="list-style-type: none"> - Teacher asks students to make a table of the things that they get from their friends. - Teacher gives evaluation to the students by inviting them to tell the things in VII A 	20 minutes

	classroom that they get from their friends.	
Post-activities	<ul style="list-style-type: none"> - Teacher asks two of the students to conclude the material by using <i>Mingle technique</i> - The teacher ends the class and greets the students. 	5 minutes

Exercise 1: Write things in VII A classroom. Asks your pair's and then write their answer in the table!

- Things in VII A classroom

No.	Things in VII A classroom
1.	It is a chair. It's black. (example)
2.	
3.	
4.	
5.	
6.	

- Your pair's answer

No.	Name	Things in VII A classroom
1.		
2.		

H. Media and Learning Resource

- Book: *Bahasa Inggris When English Rings a Bell* SMP/Mts Kelas VII
- Notebook
- White board
- Board marker
- LCD Projector

I. Evaluation

Objectives	Evaluation technique	The form of instrument	Instrument
1. Students are able telling the things around their classroom orally.	Oral test	Dialogue	Telling the things in VII A classroom

a. Scoring rubric

Score	Fluency	Comprehensibility
3	Has to make an effort for much of the time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited.	The listener understand a lot of what is said out we must constantly seek clarification cannot understand many of the speaker's more sentences.
2	Long pauses while the searches for the desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone used to listening to the speaker.
1	Full of long and unnatural pauses. Very halting and fragmentary. At time give up making the effort. Very limited range of expression	Hardly anything of what is said can be understood even when the listener makes a great effort of interrupting the speaker is unable clarity anything he seem to said.

Source: Adapted from Heaton (1988:100)

LESSON PLAN 2

School	: Islamic Boarding School As-Salman Allakuang
Subject/skill	: English/Speaking
Topic	: There are many things in my bag
Class/Semester	: VII/2
Meeting	: II
Time Allocation	: 2 X 40 Minutes

A. Standard Competence

1. Menghargai dan menghayati ajaran agama yang di anutnya
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 keberadaan.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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 dipelajaridi sekolah dan sumber lainyang sama dalam sudut pandang/ teori.

B. Basic Competence

3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda, binatang, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait article a dan the plural and singular)

C. Indicators

The students are able to:

- Telling the things in my bag and my friend's bag.

D. Instructional Objective

At the end of teaching and learning process, the students are expected to be able to:

- Telling the things in my bag and my friend's bag orally.

E. Teaching Material

- Social function

Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan

- Struktur teks

a pencil

glue

a scissors

an eraser

a bottle

a ruler

a pen

a book

a drawing book

a crayon

My bag

Dayu: Hi, Lina. What is the thing in your bag?

*Lina: I have 2 **pens**, **an eraser**, and **drawing book**. What is the thing in your bag?*

*Dayu : I have **a pen**, **a ruler**, **a scissors**, and **many books***

*Lina: oh see, I also have **glue**.*

- Linguistics Elements

1. Vocabulary: see, also
2. Grammar: simple present
Pronoun: I
3. Pronunciation, stress and intonation

F. Teaching Method

Approach: *scientific approach*

Technique: Mingle Technique

G. Instructional Steps

Activities	Description	Time Allocation
Pre-activities	<ul style="list-style-type: none"> - The teacher goes to the class and greet the students using English - The teacher uses a sentence to greet students “good morning, students”. - Make sure that the students also give respond by answering “good morning, miss” - Teacher asks “who is absent today?” - Teacher asks the students to sit in a semicircle. - Teacher asks one of the students to lead their friends to pray before the class begins. - Teacher provides motivation, asks for materials that has been learned and deliver the material that will be studied along with its objectives. 	10 minutes
While-activities	<p>Observing</p> <ul style="list-style-type: none"> - Teacher asks students “will you show me your bag, please?” “Do you know what is it?” - Students answer the question. - Teacher tells students that they are going to study about “there are many things in my bag” - Teacher tells the purpose of studying about “things in my bag” - Teacher tells the instructional objectives 	5 minutes

	<p>Communicating</p> <ul style="list-style-type: none"> - Before mingle activity, the teacher divided them into 2 large groups. The first is A group and the second is B group. - In the first cycle, teacher ask the students to stand up and when the teacher say “mingle”, the students run and find someone who want to be their pair. - Students ask to their pair about “things in my bag”. - While the A group speak, the B group take a note what their friend say about things in my bag - Teacher monitors and checks the students’ comprehension and participation during speaking each other. - The second cycle, when teacher say “mingle”, the students run again and find the new pairs. - While the B group speak, the A group take a note what their friend say about things in my bag - Teacher monitors and checks the students’ comprehension and participation during speaking each other. <p>Experimenting</p> <ul style="list-style-type: none"> - Teacher asks students to make a table of the things that they get from their friends. - Teacher gives evaluation to the students by inviting them to tell the things in my bag that they get from their friends. 	<p>40 minutes</p> <p>20 minutes</p>
Post-activities	<ul style="list-style-type: none"> - Teacher asks two of the students to conclude the material by using <i>Mingle technique</i> - The teacher ends the class and greets the students. 	5 minutes

H. Assignment

Exercise 1: List the things that you have in your bag and telling in front of the class!

Things in your bag

No.	Things in your bag
1.	I have 2 pencils. (example)
2.	
3.	
4.	
5.	
6.	

Exercise 2: Play the roles of the speakers in the conversation!

Putri: Hi, Ardi. What is the thing in your bag?

*Ardi: I have 2 **rulers, an eraser, and drawing book.** What is the thing in your bag?*

*Putri: I have **a pen, a ruler, a scissors, and many books***

*Ardi: oh see, I also have **glue.***

I. Media and Learning Resource

- Book: *Bahasa Inggris When English Rings a Bell SMP/Mts Kelas VII*
- Notebook
- White board
- Board marker
- LCD Projector

J. Scoring Rubric

Score	Fluency	Comprehensibility
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3	Has to make an effort for much of the time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited.	The listener understand a lot of what is said out we must constantly seek clarification cannot understand many of the speaker's more sentences.
2	Long pauses while the searches for the desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone used to listening to the speaker.
1	Full of long and unnatural pauses. Very halting and fragmentary. At time give up making the effort. Very limited range of expression	Hardly anything of what is said can be understood even when the listener makes a great effort of interrupting the speaker is unable clarity anything he seem to said.

K. Evaluation

Objectives	Evaluation technique	The form of instrument	Instrument
1. Students are able telling the things in their bag orally.	Oral test	Dialogue	Telling the things in your bag!

L. Answer Key

- Based on students answer

LESSON PLAN 3

School	: Islamic Boarding School As-Salman Allakuang
Subject/skill	: English/Speaking
Topic room)	: Come to my house (activities in bathroom and dining
Class/Semester	: VII/2
Meeting	: III
Time Allocation	: 2 X 40 Minutes

A. Standard Competence

1. Menghargai dan menghayati ajaran agama yang di anutnya
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 keberadaan.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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 dipelajaridi sekolah dan sumber lainyang sama dalam sudut pandang/ teori.

B. Basic Competence

3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda, binatang, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait article a dan the plural and singular)

C. Indicators

The students are able to:

- Telling your activities in your house.

D. Instructional Objective

At the end of teaching and learning process, the students are expected to be able to:

- Telling their activities in their house.

E. Teaching Material

- Social function

Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan

- Struktur teks

Where do you do these activities?

Activities in bathroom	Activities in dining room
<p>Take a bath Washing Tooth brush</p>	<p>Breakfast Lunch Dinner</p>

I **am washing** my dress in bathroom.

We eat our **lunch** in dining room.

- Linguistics Elements

1. Vocabulary: dress, breakfast, dinner, lunch

F. Teaching Method

Approach: *scientific approach*

Technique: Mingle Technique

G. Instructional Steps

Activities	Description	Time Allocation
Pre-activities	<ul style="list-style-type: none"> - The teacher goes to the class and greet the students using English - The teacher uses a sentence to greet students “good morning, students”. - Make sure that the students also give respond by answering “good morning, miss” - Teacher asks “who is absent today?” - Teacher asks the students to sit in a semicircle. - Teacher asks one of the students to lead their friends to pray before the class begins. - Teacher provides motivation, asks for materials that has been learned and deliver the material that will be studied along with its objectives. 	10 minutes
While-activities	<p>Observing</p> <ul style="list-style-type: none"> - Teacher asks students “what is your favorite place in your house?” “What are you doing in your bathroom?” - Students answer the question. - Teacher tells students that they are going to study about “activities in house (bathroom, dining room)” - Teacher tells the purpose of studying about “activities in house (bathroom and dining room)” - Teacher tells the instructional objectives. <p>Communicating</p> <ul style="list-style-type: none"> - Before mingle activity, the teacher divided them into 2 large groups. The first is A group and the second is B group. 	5 minutes

	<ul style="list-style-type: none"> - In the first cycle, teacher ask the students to stand up and when the teacher say “mingle”, the students run and find someone who want to be their pair. - Students ask to their pair about “activities in house (bathroom) - While the <i>A</i> group speak, the <i>B</i> group take a note what their friend say about activities in house - Teacher monitors and checks the students’ comprehension and participation during speaking each other. - The second cycle, when teacher say “mingle”, the students run again and find the new pairs. - While the <i>B</i> group speak, the <i>A</i> group take a note what their friend say about activities in house (dining room) - Teacher monitors and checks the students’ comprehension and participation during speaking each other. 	40 minutes
	<p>Experimenting</p> <ul style="list-style-type: none"> - Teacher asks students to make a dialogue about the activities that they usually do. - Teacher gives evaluation to the students by inviting them to practice the dialogue. 	20 minutes
Post-activities	<ul style="list-style-type: none"> - Teacher asks two of the students to conclude the material by using <i>Mingle technique</i> - The teacher ends the class and greets the students. 	5 minutes

Exercise 1: Make a dialogue about the activities that you usually do in bathroom and dining room)

H. Media and Learning Resource

- Book: *Bahasa Inggris When English Rings a Bell* SMP/Mts Kelas VII
- Notebook
- White board
- Board marker

- LCD Projector

I. Evaluation

Objectives	Evaluation technique	The form of instrument	Instrument
1. Students are able telling their activities in their house orally.	Oral test	Dialogue	Make a dialogue and then telling in front of the class!

a. Scoring rubric

Score	Fluency	Comprehensibility
3	Has to make an effort for much of the time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited.	The listener understand a lot of what is said out we must constantly seek clarification cannot understand many of the speaker's more sentences.
2	Long pauses while the searches for the desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone used to listening to the speaker.
1	Full of long and unnatural pauses. Very halting and fragmentary. At time give up making the effort. Very limited range of expression	Hardly anything of what is said can be understood even when the listener makes a great effort of interrupting the speaker is unable clarity anything he seem to said.

Source: Adapted from Heaton (1988:100)

LESSON PLAN 4

School	: Islamic Boarding School As-Salman Allakuang
Subject/skill	: English/Speaking
Topic	: Come to my house part 3 (activities in living room and garden)
Class/Semester	: VII/2
Meeting	: IV
Time Allocation	: 2 X 40 Minutes

A. Standard Competence

1. Menghargai dan menghayati ajaran agama yang di anutnya
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 keberadaan.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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 dipelajaridi sekolah dan sumber lainyang sama dalam sudut pandang/ teori.

B. Basic Competence

- 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan

memberi dan meminta informasi terkait nama dan jumlah benda, binatang, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait article a dan the plural and singular)

C. Indicators

The students are able to:

- Telling your activities in your house.

D. Instructional Objective

At the end of teaching and learning process, the students are expected to be able to:

- Telling their activities in their house.

E. Teaching Material

- Social function

Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan

- Struktur teks

Where do you do these activities?

Activities in living room	Activities in Garden
<p>Watching TV Reading a book</p>	<p>Gardening Watering the flowers</p>

He **is watering the flowers** in garden.

She **is watching TV** in living room.

- Linguistics Elements

1. Vocabulary: dress, breakfast, dinner, lunch

2. Grammar: simple present

Pronoun: I, she, we, he

F. Teaching Method

Approach: *scientific approach*

Technique: Mingle Technique

G. Instructional Steps

Activities	Description	Time Allocation
Pre-activities	<ul style="list-style-type: none"> - The teacher goes to the class and greet the students using English - The teacher uses a sentence to greet students “good morning, students”. - Make sure that the students also give respond by answering “good morning, miss” - Teacher asks “who is absent today?” - Teacher asks the students to sit in a semicircle. - Teacher asks one of the students to lead their friends to pray before the class begins. - Teacher provides motivation, asks for materials that has been learned and deliver the material that will be studied along with its objectives. 	10 minutes
While-activities	<p>Observing</p> <ul style="list-style-type: none"> - Teacher asks students “what is your favorite place in your house?” “What are you doing in your living room?” - Students answer the question. - Teacher tells students that they are going to study about “activities in house (living room and garden)” - Teacher tells the purpose of studying about “activities in house (living room and garden)” - Teacher tells the instructional objectives. <p>Communicating</p> <ul style="list-style-type: none"> - Before mingle activity, the teacher divided them into 2 large groups. The first is A group and the second is B group. - In the first cycle, teacher ask the students to stand up and when the teacher say “mingle”, the students run and find someone who want to be their pair. 	5 minutes

	<ul style="list-style-type: none"> - Students ask to their pair about “activities in house (living room) - While the A group speak, the B group take a note what their friend say about activities in house - Teacher monitors and checks the students’ comprehension and participation during speaking each other. - The second cycle, when teacher say “mingle”, the students run again and find the new pairs. - While the B group speak, the A group take a note what their friend say about activities in house (garden) - Teacher monitors and checks the students’ comprehension and participation during speaking each other. 	40 minutes
	<p>Experimenting</p> <ul style="list-style-type: none"> - Teacher asks students to make a dialogue about the activities that they usually do. - Teacher gives evaluation to the students by inviting them to practice the dialogue. 	20 minutes
Post-activities	<ul style="list-style-type: none"> - Teacher asks two of the students to conclude the material by using <i>Mingle technique</i> - The teacher ends the class and greets the students. 	5 minutes

Exercise 1: Make a dialogue about the activities that you usually do in living room and garden

H. Media and Learning Resource

- Book: *Bahasa Inggris When English Rings a Bell* SMP/Mts Kelas VII
- Notebook
- White board
- Board marker
- LCD Projector

I. Evaluation

Objectives	Evaluation technique	The form of instrument	Instrument
1. Students are able telling their activities in their house orally.	Oral test	Dialogue	Make a dialogue and then telling in front of the class!

a. Scoring rubric

Score	Fluency	Comprehensibility
3	Has to make an effort for much of the time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited.	The listener understand a lot of what is said out we must constantly seek clarification cannot understand many of the speaker's more sentences.
2	Long pauses while the searches for the desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone used to listening to the speaker.
1	Full of long and unnatural pauses. Very halting and fragmentary. At time give up making the effort. Very limited range of expression	Hardly anything of what is said can be understood even when the listener makes a great effort of interrupting the speaker is unable clarity anything he seem to said.

Adapted from: Heaton (1988:100)

LESSON PLAN 5

School	: Islamic Boarding School As-Salman Allakuang
Subject/skill	: English/Speaking
Topic	: I Have Them at Home and at School Part 1 (Animals at home)
Class/Semester	: VII/2
Meeting	: V
Time Allocation	: 2 X 40 Minutes

A. Standard Competence

1. Menghargai dan menghayati ajaran agama yang di anutnya
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 keberadaan.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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 dipelajaridi sekolah dan sumber lainyang sama dalam sudut pandang/ teori.

B. Basic Competence

- 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda, binatang,

dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait article a dan the plural and singular)

C. Indicators

- Telling at least 5 animals around the home.

D. Instructional Objective

At the end of the lesson,

- Students are able to telling at least 5 animals around the home.

E. Teaching Material

- Social function

Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan

- Struktur teks

I can find In my home

No.	Name the animals around the home
1.	Ant
2.	Goat
3.	Cat
4.	Spider
5.	Lizard
6.	Butterfly
7.	Gecko
8.	Fish
9.	Chicken
10.	Cow

I can find a **goat** in my home.

I can find a **butterfly** in my home.

I can find 2 **cats** in my home.

I can find many **ants** in my home.

- Linguistics Elements

1. Vocabulary: goat, cat, butterfly, ants

F. Teaching Method

Approach: *scientific approach*

Technique: Mingle Technique

G. Instructional Steps

Activities	Description	Time Allocation
Pre-activities	<ul style="list-style-type: none">- The teacher goes to the class and greet the students using English- The teacher uses a sentence to greet students “good morning, students”.- Make sure that the students also give respond by answering “good morning, miss”- Teacher asks “who is absent today?”- Teacher asks the students to sit in a semicircle.- Teacher asks one of the students to lead their friends to pray before the class begins.- Teacher provides motivation, asks for materials that has been learned and deliver the material that will be studied along with its objectives.	10 minutes
While-activities	<p>Observing</p> <ul style="list-style-type: none">- Teacher asks students “what is your favorite animal?” “Where did you can find the animal?”- Students answer the question.- Teacher tells students that they are going to study about “animal in home”- Teacher tells the purpose of studying about “animal in home”- Teacher tells the instructional objectives. <p>Communicating</p> <ul style="list-style-type: none">- Before mingle activity, the teacher divided	5 minutes

	<p>them into 2 large groups. The first is A group and the second is B group.</p> <ul style="list-style-type: none"> - In the first cycle, teacher ask the students to stand up and when the teacher say “mingle”, the students run and find someone who want to be their pair. - Students ask to their pair about “animal in home” - While the A group speak, the B group take a note what their friend say about animal in home - Teacher monitors and checks the students’ comprehension and participation during speaking each other. - The second cycle, when teacher say “mingle”, the students run again and find the new pairs. - While the B group speak, the A group take a note what their friend say about animal in home. - Teacher monitors and checks the students’ comprehension and participation during speaking each other. <p>Experimenting</p> <ul style="list-style-type: none"> - Teacher asks students to list the animal that they can find in home. - Teacher gives evaluation to the students by inviting them to tell at least 5 animals around home. 	<p>40 minutes</p> <p>20 minutes</p>
Post-activities	<ul style="list-style-type: none"> - Teacher asks two of the students to conclude the material by using <i>Mingle technique</i> - The teacher ends the class and greets the students. 	5 minutes

Exercise 1: List 5 the animal that you can find in your home and telling in front of the class!

No.	Name of the animal
1.	I can found cat in my home.
2.	

3.
4.
5.

H. Media and Learning Resource

- Book: *Bahasa Inggris When English Rings a Bell* SMP/Mts Kelas VII
- Notebook
- White board
- Board marker
- LCD Projector

I. Evaluation

Objectives	Evaluation technique	The form of instrument	Instrument
1. Students are able telling at least 5 animals around home.	Oral test	Dialogue	Tell at least 5 animals around home!

a. Scoring rubric

Score	Fluency	Comprehensibility
3	Has to make an effort for much of the time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited.	The listener understand a lot of what is said out we must constantly seek clarification cannot understand many of the speaker's more sentences.
2	Long pauses while the searches for the desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone used to listening to the speaker.

1	Full of long and unnatural pauses. Very halting and fragmentary. At time give up making the effort. Very limited range of expression	Hardly anything of what is said can be understood even when the listener makes a great effort of interrupting the speaker is unable clarity anything he seem to said.
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Adapted from: Heaton(1988:100)



LESSON PLAN 6

School	: Islamic Boarding School As-Salman Allakuang
Subject/skill	: English/Speaking
Topic at school)	: I Have Them at Home and at School Part 2 (Animals
Class/Semester	: VII/2
Meeting	: VI
Time Allocation	: 2 X 40 Minutes

A. Standard Competence

1. Menghargai dan menghayati ajaran agama yang di anutnya
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 keberadaan.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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 dipelajaridi sekolah dan sumber lainyang sama dalam sudut pandang/ teori.

B. Basic Competence

- 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan

memberi dan meminta informasi terkait nama dan jumlah benda, binatang, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan dan kosa kata terkait article a dan the plural and singular)

C. Indicators

- Telling at least 5 animals around the school.

D. Instructional Objective

At the end of the lesson,

- Students are able to telling at least 5 animals around the school.

E. Teaching Material

- Social function

Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan

- Struktur teks

I can found In my school

No.	Name the animals around the home
1.	Goat
2.	Cow
3.	Cat
4.	Chicken
5.	Duck
6.	Butterfly
7.	Fish
8.	Dragonfly
9.	Mosquito
10.	Rabbit

I can find a **goat** in my school.

I can find a **butterfly** in my school.

I can find 2 **cats** in my school.

I can find 3 **ducks** in my school.

F. Teaching Method

Approach: *scientific approach*

Technique: Mingle Technique

G. Instructional Steps

Activities	Description	Time Allocation
Pre-activities	<ul style="list-style-type: none">- The teacher goes to the class and greet the students using English- The teacher uses a sentence to greet students “good morning, students”.- Make sure that the students also give respond by answering “good morning, miss”- Teacher asks “who is absent today?”- Teacher asks the students to sit in a semicircle.- Teacher asks one of the students to lead their friends to pray before the class begins.- Teacher provides motivation, asks for materials that has been learned and deliver the material that will be studied along with its objectives.	10 minutes
While-activities	<p>Observing</p> <ul style="list-style-type: none">- Teacher asks students “what is your favorite animal?” “Where did you can find the animal?”- Students answer the question.- Teacher tells students that they are going to study about “animal in school”- Teacher tells the purpose of studying about “animal in school”- Teacher tells the instructional objectives. <p>Communicating</p> <ul style="list-style-type: none">- Before mingle activity, the teacher divided them into 2 large groups. The first is A group and the second is B group.- In the first cycle, teacher ask the students to stand up and when the teacher say “mingle”, the students run and find	5 minutes

	<p>someone who want to be their pair.</p> <ul style="list-style-type: none"> - Students ask to their pair about “animal in school” - While the <i>A</i> group speak, the <i>B</i> group take a note what their friend say about animal in school. - Teacher monitors and checks the students’ comprehension and participation during speaking each other. - The second cycle, when teacher say “mingle”, the students run again and find the new pairs. - While the <i>B</i> group speak, the <i>A</i> group take a note what their friend say about animal in school. - Teacher monitors and checks the students’ comprehension and participation during speaking each other. 	40 minutes
	<p>Experimenting</p> <ul style="list-style-type: none"> - Teacher asks students to list the animal that they can find in school. - Teacher gives evaluation to the students by inviting them to tell at least 5 animals around school. 	20 minutes
Post-activities	<ul style="list-style-type: none"> - Teacher asks two of the students to conclude the material by using <i>Mingle technique</i> - The teacher ends the class and greets the students. 	5 minutes

Exercise 1: List 5 the animal that you can find in your school and telling in front of the class!

No.	Name of the animal
1.	I can find a goat in my school.
2.	
3.	
4.	
5.	

H. Media and Learning Resource

- Book: *Bahasa Inggris When English Rings a Bell* SMP/Mts Kelas VII
- Notebook
- White board
- Board marker
- LCD Projector

I. Evaluation

Objectives	Evaluation technique	The form of instrument	Instrument
1. Students are able telling at least 5 animals around school.	Oral test	Dialogue	Tell at least 5 animals around school!

a. Scoring rubric

Score	Fluency	Comprehensibility
3	Has to make an effort for much of the time, often has to search for desired meaning. Rather halting delivery and fragmentary range of expression of limited.	The listener understand a lot of what is said out we must constantly seek clarification cannot understand many of the speaker's more sentences.
2	Long pauses while the searches for the desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone used to listening to the speaker.
1	Full of long and unnatural pauses. Very halting and fragmentary. At time give up making the effort. Very limited	Hardly anything of what is said can be understood even when the listener makes a great effort of

	range of expression	interrupting the speaker is unable clarity anything he seem to said.
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Adapted from: Heaton(1988:100)





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Dakik No. 19 S. rona Parepare 91112 telp (0411) 21307 Fax 24404
91110 Parepare 91100 website : www.iainparepare.ac.id email : iain@iainparepare.ac.id

Nomor B 1713.5/In 39.5.1/PP.00.9/06/2021
Lampiran 1 Bundel Proposal Penelitian
Hal 1 Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Sidrap
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di-
Sidrap

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Andi Muh Rijalul Kamal
Tempat/Tgl. Lahir : Kaimana, 21 Juni 1996
NIM : 14.1300.105
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XIV (Empat Belas)
Alamat : Tanete, Kec. Maritengngae, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul :

"The Use Of Mingle Technique To Develop Students' Speaking Skill Of The Seventh Grade At Islamic Boarding School As-Salman Sidrap"

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 30 Juni 2021

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN

Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 246/IP/DPMPTSP/7/2021

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **ANDI MUH. RIJALUL KAMAL** Tanggal **12-07-2021**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis **INSTITUT AGAMA ISLAM NEGERI PAREPARE**
Nomor **B.1713.5/In.39.5.1/PP.00.9/06/2021** Tanggal **30-06-2021**

MENGIZINKAN

KEPADA

NAMA : ANDI MUH. RIJALUL KAMAL

ALAMAT : DSN II, DESA TANETE, KEC. MARITENGGAE

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS : INSTITUT AGAMA ISLAM NEGERI PAREPARE

JUDUL PENELITIAN : THE USE OF MINGLE TECHNIQUE TO DEVELOP STUDENTS' SPEAKING SKILL OF THE SEVENTH GRADE AT ISLAMIC BOARDING SCHOOL AS-SALMAN SIDRAP

LOKASI PENELITIAN : PONDOK PESANTREN DDI AS SALMAN

JENIS PENELITIAN : EXPERIMENTAL

LAMA PENELITIAN : 10 Juni 2021 s.d 14 Juli 2021

Izin Penelitian berlaku selama penelitian berlangsung

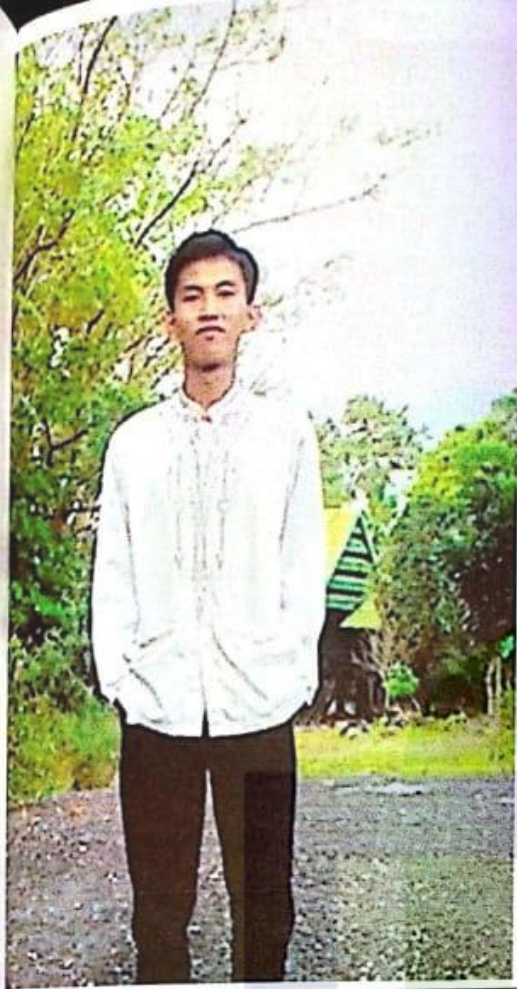
Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 12-07-2021



Biaya : Rp. 0,00

Tembusan :

- KEPALA SEKOLAH PONDOK PESANTREN DDI AS SALMAN
- REKTOR INSTITUT AGAMA ISLAM NEGERI PAREPARE
- PERTINGGAL



RESUME

ANDI MUH RIJALUL KAMAL

ENGLISH TEACHER

EDUCATION

BACHELOR DEGREE
INSTITUTE OF ISLAM RELIGION PAREPARE / 2014-2015

SENIOR HIGH SCHOOL
ISLAMIC BOARDING SCHOOL AS-SALMAN ALLAKUANG / 2011 - 2014

WORK EXPERIENCE

I START TO TEACH AT 2016 WHEN I WAS STILL A STUDENT OF UNIVERSITY

I HAVE TEACHED FOR ABOUT 6 MONTHS AT PARE KEDIRI KAMPUNG INGGRIS

I TEACHED AT SOME SCHOOL AT MY VILLAGE AND CITY FROM JUNIOR HIGH SCHOOL TILL SENIOR HIGH SCHOOL

PROFILE INFO

AM AN ENGLISH TEACHER WITH OVER 5 YEARS EXPERIENCES IN TEACHING ENGLISH ESPECIALLY IN SPEAKING SKILL THAT HAVE A PRINCIPLE ATTITUDE IS MORE IMPORTANT THAN TALENT AND INTELLIGENT

CONTACT

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REFERENCE

SALMAN BOARDING SCHOOL
ENGLISH TEACHER

SKILL


DOING SPORT


PLAYING GUITAR


THINKER