

**USING PICTURES IN MINGLING TECHNIQUE TO SUPPORT STUDENTS'  
SPEAKING ABILITY IN DESCRIBING THINGS: An Experimental Study at MTs.  
Darunnadwah Al-Yamini in Academic Year 2013/2014.**

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**ABSTRAK**

Tujuan dari penelitian ini yakni untuk mengetahui kontribusi dari penggunaan media gambar pada teknik mingling dalam pengajaran berbicara teks deskriptif. Penelitian ini menggunakan desain eksperimental yakni *two group design* : kelompok eksperimental dan kelompok kontrol dimana setiap kelompok terdiri dari 22 siswa. Teknik pengambilan sampling menggunakan sampling jenuh (semua populasi digunakan sebagai sampel). Pengambilan data dilakukan melalui pemberian *pre-test*, perlakuan (*treatment*), dan *post-test*. Kelompok eksperimental diberi perlakuan pembelajaran menggunakan media gambar dalam teknik mingling. Sedangkan kelompok kontrol diberi perlakuan pembelajaran tidak menggunakan teknik tersebut. Untuk menghindari subjektivitas dalam penilaian, peneliti di bantu oleh interrater. Hasil penelitian menunjukkan bahwa hasil uji t lebih tinggi dari tabel-t, dimana hasilnya adalah  $4.4 > 2.021$  pada taraf signifikansi .05 (95%) dengan derajat kebebasan (df) 42. Hal ini menunjukkan bahwa hipotesis nol ( $H_0$ ) yang menyatakan bahwa tidak terdapat kontribusi yang signifikan dari penggunaan media gambar pada teknik mingling dalam pengajaran berbicara teks deskriptif ditolak. Sedangkan hipotesis alternatif ( $H_a$ ) yang menyatakan bahwa terdapat kontribusi yang signifikan pada penggunaan media gambar dalam teknik mingling dalam pengajaran berbicara teks deskriptif diterima. Hal ini menunjukkan bahwa penggunaan media gambar dalam teknik mingling memiliki kontribusi yang signifikan terhadap kemampuan berbicara siswa dalam teks deskriptif di MTs. Darunnadwah A-Yamini kelas VIII Praya Tengah pada tahun pelajaran 2013/2014.

**ABSTRACT**

The aim of this research was to find out the contribution of using pictures in mingling technique to support students' speaking ability in describing things. This research used an experimental design in which it used two group designs: experimental group and control group, each of whom consists of 22 students. The sampling technique of this research was population sampling (all population involved as sample). The data was collected through pre-test, treatments, and post-test. Experimental group was treated by using pictures in mingling technique, while the control group was not treated using that technique. interrater was conducted to avoid subjectivity in interpreting the data obtained from the groups. The finding shows that t-test value was higher than t-table.  $4.4 > 2.021$  at significant level .05 in degree of freedom (df) 42. It means that the Null Hypothesis ( $H_0$ ) which stated that "There is no significant contribution of using picture in mingling technique" was rejected. While the Alternative Hypothesis ( $H_a$ ) that "There is a significant contribution of using picture in mingling technique" failed to be rejected. It shows that using pictures in mingling technique contribute on students' speaking ability in describing things at the second grade MTs. Darunnadwah Al-Yamini in central Praya academic year 2013/2014.

**Key Words: Pictures, Mingling Technique, Speaking, Descriptive text**

## 1. Introduction

### 1.1 Background of Study

Teaching English in Indonesia has been introduced early since elementary school up to senior high school and university. Even though, it spends more than six years to teach the language, the result of teaching English is not satisfying particularly on productive skill like speaking. Most students have difficulties in revealing their own thoughts and feelings due to several factors:

The first, it comes from the students who are afraid of making mistake. In this case, the students are shy to express the ideas they keep in their mind. Besides, students rarely participate in the classroom. They tend to be quiet listening to teacher's explanation without giving any response whether they understand or not. All of these factors might impede the teaching of speaking skill in classroom.

The second factor is the teachers. They still apply an old traditional technique in drilling student's speaking skill like reading aloud the dialogue, translating the dialogue and then practicing it. As a result, they are stiff in revealing their argument. It might polish student's reading skill rather than speaking skill. Besides, lack of facilities applied in language teaching is another factor that determines the students' achievement in speaking. It was proven in teaching speaking of descriptive text that the teacher usually assigns a topic to the students to be described without giving a media to scaffold students' ideas. In fact, they have difficulties to elaborate their ideas through the topic, get confused about what to be described and even do not have any descriptions about what to say. Eventually, it will impede students in transmitting their ideas.

Because of those problems, it is crucial to use pictures in mingling technique to support students' speaking ability in describing things. Houston (2012) defines mingle technique as one of techniques used in ESL classroom where the learners walk around the class to describe the things based on the picture given by the teacher. In this activity, they are free to determine to whom they will talk. Because, they have to mingle around the class and do the interaction one student and other by describing its pictures and listen to students' response whether they have the same picture or not. If they have a different picture, they have to walk around until they find out the same picture. This kind of activity might create a fun and joyful teaching and learning speaking because they will collaborate with the other students to share the information and exchange the information that they have. This situation creates real-life communication in the classroom.

### 1.2 Reserach Question and Hypotesis

This research aims to observe whether there is a contribution of using pictures in mingling techiqe and to measuer how far is the contribution of uing pictures in mingling technique at the second grade of MTs. Darunnadwh Al-Yamini in academic year 2013/2014. In order to find the answer, the research questions as follows:

Q : Is there any contribution of using pictures in mingling technique to support students' speaking ability in describing things at MTs Darunnadwah Al – Yamini?

Q: To what extent the contribution of using pictures in mingling technique to support students' speaking ability in describing things at MTs Darunnadwah Al – Yamini?

The hypothesis of this research was divided into two, those are :

1. Alternate hypothesis (Ha) : “there is a contribution of using pictures in mingling technique to support students' speaking ability in describing things.”
2. Null hypothesis (Ho) : “there is no contribution of using pictures in mingling technique to support students' speaking ability in describing things.”

### **1.5 Significance of the Study**

The result of this study hopefully provides useful information for students as a way to improve their speaking ability in descriptive text, as teachers' reference to select an appropriate technique in teaching speaking, as a reference for the next researcher if they are interested in conducting a similar study.

## **2. Review of Related Literature**

### **2.1 The Use of Media in Classroom Teaching**

Using tools in teaching and learning process has undoubtedly enhanced and facilitated the students in learning. They can get better understanding about the material taught by the teacher easily, since it brings a contextualized in the classroom which helps them comprehend the material clearly. There are various kinds of media we can find in the classroom. According to Gerlach and Ely (190:297) teaching media are classified into five general categories, such as: Picture, Audio recording, Motion Picture, TV and Real things.

### **2.2 The Nature of Speaking**

Speaking is one of productive skill that consolidates other skills like writing, reading and listening. This skill comprises producing systematic verbal utterance to convey meaning which involves receiving, and processing information. According to Chaney (1998), speaking is the use of verbal and non verbal symbols to share and build meaning in variety of contexts. When a speaker wants to speak, he or she expresses not only to show how to use language, but also to respond in a communicative way to other listener.

### **2.3 Teaching Speaking**

Teaching speaking skill is an important part in language teaching, since it has been regarded as one way to measure how far students' understanding about language. According to Richards (1999), students evaluate their success in learning both foreign and second language through how well their speaking has been improved. Using the language orally, they can build a communication with others and extend people's competence. Therefore, to speak with language fluently and comprehensibly in communication, the teacher needs to recognize three areas involved in speaking such as mechanic knowledge, function of the language and social, culture rules and turn taking.

### **2.4 Techniques in Teaching Speaking**

The ability to communicate with the target language clearly and efficiently contribute to the students' success in learning the language. Therefore, it is crucial for the teacher to provide speaking activities to enhance student's speaking skill as Sujana (2010: 24) mentions some applicable activities to promote speaking in the classroom such as discussion, role play, simulations, information gaps, storytelling, picture narrating, picture describing and mingling technique.

### **2.5 Descriptive Text**

According to Sujana (2012), descriptive text is a kind of text which is aimed to describe a particular person, place, or thing. It also has the generic structure which is summarized as follows:

1. Generic Structure
  - a. Identification
  - b. Description

## 2. Language Focus

The language focused used in descriptive text is simple present tense.

### 2.6 Using Pictures in Mingling Technique

Mingling technique has become increasingly important to be applied in teaching speaking skill of descriptive text. It provides an opportunity for students to carry out their ideas based on what is in the picture and share the information among students through describing the pictures to others and finally find out someone who has the same picture as their picture.

In this activity, the same pictures will be given to other students randomly. Then, they will create descriptions based on the pictures they have easily. The learners can see the obvious descriptions like shapes, colors and weights clearly throughout the picture. It brings contextualized into the classroom as Wright (1998) states that picture might represents a place, things and people. By thus, the students will use the picture as their guidance to describe any features toward in it easily. Besides, picture also scaffolds students in transmitting their ideas. As Bruner (1950) states that scaffolding should become the routine basics in learning.

After composing descriptions about the pictures, the learner should mingle and walk around while describing their pictures to other students to ask whether they have the same picture or not. This kind of activity can be defined as mingle technique where the learners are encouraged to walk around and share as much information one and others (Houston: 2012). In indicating that, the learner will exchange new information through describing the pictures with others and negotiate whether they have the same picture or not as Muller (2012) says that, during the activity, the learners do not only build movement through mingling to the other to share the information but also do the interaction between the students. If they have different or the same pictures, they should give a check list on the table below:

No	Name of Students	Different Picture	Same Picture
1			
2			
3			
4			
5			

The table above is used as students' report during the activity to the class. It leads them to become authorities in individual areas of investigation. Arend in Trianto (2009), claims that the technique is an effective way to create a variation in speaking class which includes collected students' own thought, get partners to share the information and at the end the information that is collected will be shared to the whole class. It assumes that every student get a chance to think about what to talk, respond in variety ways and also assist them to negotiate with the other students in terms of meaning, pronunciation and vocabulary.

To have a successful mingle, there must be some steps to be followed:

1. First Phase ( Thinking)

In this phase, the teacher will share the same pictures to each student to be described individually. The students will think about the characteristics that they find on the pictures. Then, create a description based on the pictures.

2. The Second Phase ( Pairing )

Every student will mingle and ask as much information about the picture to the other students and finally try to find out the same picture as their picture by describing some characteristics found on the picture.

### 3. The Last Phase (Sharing )

The students will come forward to the classroom to share about some information that they get from pairing to whole class. Arends ( 1997), says that this phase gives opportunities for them to report the information that they find from that activity.

## 2.7 Superiorities of Using Pictures in Mingling Technique

There are some advantages of using pictures in mingling technique as follows:

### 1) Providing a real teaching of speaking.

Every student gets interaction during describing the pictures to others. They are compulsory to find out someone who has the same pictures as the picture they have.

### 2) Getting closer with the other students.

Providing this kind of technique will give students a numerous opportunity to talk with others.

### 3) Decreasing students' anxiety in speaking.

The students are free to express any ideas that come up through their mind to be expressed. They are not afraid of making mistakes; because they talk with other students and feel save without shyness of making mistakes.

### 4) Improving students' speaking ability.

Speaking skill is automatically improved when students practice describing the things to other students, because they have a lot of opportunity in practicing speaking. Srinivas (2012) states that collaborative can improve students' speaking ability

## 3. Research Method

### 3.1 Research Design

This was an experimental research. Sandjaja and Haryanto (2006) have briefly declared that the experimental research is aimed to observe the cause-effect correlation between the variables. The experimental design must have two groups: an experimental group and the control group. In this study, they were treated in different ways, the experimental group was taught by using pictures in mingling technique. On the other hand, the control group was not taught with pictures in mingling technique.

### 3.2 Population and Sampling

The population of the study were the whole students at grade VIII of MTs Darunnadwah Al- Yamini which consisted of two classes (each of which consisted of 25 students). Arikunto (1997) elaborates that if the number of population is more than 100, it is supposed to take 10-15 % or 20-25% as the samples of the study, but if the number of population is less than 100, it is not supposed to take the sample. Therefore, the researcher would take all of the population as the sample since the sample was less than 100. The researcher would divide the students into two groups; they were VIII A as the experimental group and VIII B as the control group in which each class consisted of 22 students.

### 3.3 Procedure of Collecting Data

First, the researcher gave pre-test to both of the groups. It was followed by giving treatment about three times to each group. The experimental group was treated by using pictures in mingling technique and control group was not treated by using the technique. After giving treatment, the researcher gave post-test to both of the groups based on material that was given in treatment. This is a way to collect the data through giving a test to students about some related material in order to know whether or not the students have understood the material. It is also a way to find out the strengths and weaknesses of the students. Besides, the researcher also used observation sheet as a way to collect data. Richterich (1983) says that one of applicable methods used in collecting data is ongoing assessment. It is a way to describe students' activity during the teaching and learning in the classroom.

### 3.4 Data Analysis Technique

After collecting students pre-test and post-test, the researcher assessed the students' speaking descriptive text result. Having given the grades for result of students' speaking, the researcher inserted the students' score into the table data. The researcher further found the mean deviation score of pre-test and post-test by using the formula below :

$$Mx = \frac{\sum dx}{N} \quad (\text{Experimental group})$$

$$My = \frac{\sum dy}{N} : \quad (\text{Control group})$$

The next step was calculating the square deviation by using the following formula :

$$\sum X^2 = \sum dx^2 - \frac{(\sum dx)^2}{N} \quad (\text{Experimental group})$$

$$\sum Y^2 = \sum dy^2 - \frac{(\sum dy)^2}{N} \quad (\text{Control group})$$

Then the researcher calculated the correlation coefficients of the two mean scores whether they are categorized as significant or not, the formula is below :

$$t - test = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

The last step was to count the degree of freedom, the researcher would use the following formula (Arikunto, 1997) :

$$df = Nx + Ny - 2$$

After obtaining the t-test scores, then it is tested at the significant levels .05 (95%). The result of the test could be interpreted by using the following formula :

- If  $t\text{-test} \geq t\text{-table}$  at the significant level .05,  $H_0$  is rejected.
- If  $t\text{-test} < t\text{-table}$  at the confidence level .05,  $H_0$  is failed to be rejected.

### **3.5 Technique of Data Analysis**

Technique of data analysis came from the interpretation of the data collected from the students' test and observation sheets. In interpreting the data, the researcher collaborated with an interrater. An Interrater measures the consistency between different examiners (Hadley and Mort 1999). This may provide a clearer and fairer measure of measuring oral communicative ability. Besides, it would avoid subjectivity in scoring the oral test. Therefore, more examiners would likely increase the validity of this research.

## **4. Finding and Discussion**

### **4.1 Result of Pre-Test of Experimental and Control Group**

The mean score of the pre-test on experimental group is 48.18 while in control group is 46.5. It was identified that their problems were on developing ideas, pronunciation, difficulties in grammar and structure and lack of vocabulary.

### **4.2 Result of Post-Test of Experimental and Control Group**

In post-test the students from both groups showed their improvement. The mean score of the post-test on experimental group is 74 while that in control group is 68.

### **4.3 Result on Observation**

The rate of students' score on the observation data is 30-26. It shows that mingling technique has a significant contribution to support students' speaking ability especially in describing things, because the standard score is achieved by the students.

### **4.4 Discussion**

In this research, both experimental and control group are treated in different ways. The experimental group is treated using picture in mingling technique. On the other hand, the control group do not treated with the technique. The students in experimental group feel that they have new variation in learning speaking. They should walk around the classroom to exchange the descriptions found on the picture given with others students and finally find out the same picture as they have. Samsuli (2001) adds that mingle technique is an activity in which students move around and talk to each other to get some information needed. The students should wander around the classroom to find a partner to talk with and describe the picture to each other. This activity requires students to tell what they really think about a given pictures. Case (2008) admits that the mingle technique is one of the most popular TEFL technique. It is a good way to get students to speak through moving around the classroom and asking questions relate to the picture, so that they can equally involved in oral communication with the others. By doing this, they get numerous opportunity to say what they really think about picture, to discuss the picture in depth and to express their ideas that comes up through their mind when they see the obvious thing to describe. Brown in Samsuli (2001), claims that providing opportunities for students encourage them to speak and engage with other students to initiate oral communication.

While in the control group, the students are given a topic to be discussed in pairs or groups. They practice their speaking in a pair, discuss and present their argument in front of the class. The students in this class do not change the behavior in practicing their speaking activity in the classroom. The technique applied cannot motivated students to speak. During the teaching and learning, some of them are chatting with the others without focus on discussing the topic given. This condition makes the students in control class cannot improve their speaking skill as well as the students in

experimental class. The differences of the condition in both classes are influenced to the result of speaking test. In experimental group, the mean score of pre-test is 48.18. But, after treatments are given, the mean score of post-test is 74. It is indicated that after giving treatments by using pictures in mingling technique, the majority of post-test score is increased. While in control group, the mean score of pre-test is 46.5. But, after the treatments are given, the mean score of post test is 68. From the calculation above, it can be seen that there is a difference between score of experimental and control group. It is indicated that there is a significant contribution of using pictures in mingling technique in supporting students' speaking ability in describing things

The calculation above proved that the use of pictures in mingling technique has a significant contribution to support students' speaking ability in describing things. In contrast, the control group which was not treated by using this technique gained a lower score. The students were difficult to express their ideas, because they did not see the obvious things to describe and they tend to invent the description about the topic given. While, in experimental group, each of the student was given a picture to describe. It scaffolds students' ideas obviously. Janet in Celce Murcia (2001), states that providing visual aid like a picture in the classroom help students visualize the important concept found in it. Furthermore, the result of study by Riana (2006) proved that presenting picture in language teaching make learning becomes more active, because pictures help the students to focus attention to the subject and make students active. They can carry out the ideas found in the picture easily. Besides, it also brought a real world into the classroom. It created learning activity more meaningful and exciting one. Moreover, they should mingle with the others to exchange the information and improve mispronunciation among them. Harmer (2007), says that to become good in speaking, the students have to practice as much as possible. When the students repeat the speaking task, it makes the students carry out their arguments easily. When they practiced speaking using mingle technique, they got a chance to share and work cooperatively with others. They can evaluate what they have done and got feedback in terms of pronunciation and content.

Allen (2014), claims that thinking, pairing and sharing could encourage students to have high participation in learning, developing concepts found on the picture given and enabling them to formulate individual ideas and share ideas with peers. The students have time to think about the characteristics found on the picture individually, then they work in pairs to exchange as much descriptions as possible with others and finally share the description with the class.

In more detail, it is explained by the calculation obtained from t-test was 4.4 at the significant of 0.5 is 2.021. The t-test score was higher than t-table. So, using pictures in mingling technique has a significant contribution to support students' speaking ability in describing things, or in other words,  $H_a$  which says (there is a significant contribution of using pictures in mingling technique to support students' speaking ability in describing things) is failed to be rejected.

## 5. Conclusion

Based on the data analysis found on the previous chapter, it could be concluded that using pictures in mingling technique supports students' speaking ability in describing things. It was proven by t-test score obtained. The students' score in t-test was higher than t-table or in other words  $H_a$  was failed to be rejected. The score of t-test was 4.4 while t table in degree of significant 5% was 2.021. There was a

significant contribution of using mingling technique in teaching speaking. Besides, it was also proven by the average score of experimental group (VIII A) which was taught by pictures in mingling technique compared with the control group (VIII B) which was not taught with pictures in mingling technique. The average score of experimental group was 76 and the average score of control group was 68. It means that applying pictures in mingling technique contribute students' speaking ability in describing things.

#### **6. Suggestion**

Based on the conclusion above, there are some suggestions proposed by the writer:

1. Teacher should apply pictures in mingling technique in teaching speaking in descriptive text, because it scaffold students to describe anything that they find from the picture. They tend to speak clearly and clarity.
2. Teacher needs to select appropriate pictures to be used in mingling technique.
3. Teacher should be able to manage the class that suddenly become hard to be controlled when some students make mistakes in doing mingling technique.

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