

## MINGLE MODEL FOR TEACHING INTEGRATED ENGLISH SKILLS FOR COLLEGE STUDENTS

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**Abstract:** Teaching models which were aroused by lecturers were inadequate to gain teaching purposes and students' need on spoken and written English skills yet at State Institute for Islamic Studies Imam Bonjol Padang. One of ways to develop students' skills was to develop Mingle as a model in teaching integrated English Skills. The development of model used ADDIE (Analysis, design, development, implementation, and evaluation) model which proposed by Dick and Carey in 1996. One hundred and thirty two students who were cluster randomly selected, participated in the study and were randomly assigned to two control groups and two experimental groups, each including thirty three students in academic year of 2013/2014. Observation, questionnaire, and spoken and written tests were used to collect the data. The result of the research, based on observation and the questionnaire data, showed that 72% of lecturers did not teach speaking and writing skills. The new of Mingle model for teaching integrated English skills included preparation, warming up, act Mingle model in English skills, discussion, presentation and re-creation. The findings revealed that students gained higher scores in English skills. The mean score of students' pre-test was 59, and improved 73.4 in the post test on speaking skill and the score of students' writing was 51.5 and improved 70 for writing skill. As the conclusion, Mingle is one of models which can be used to improve students' speaking and writing skills in English. The finding implies that the English lecturers have to use Mingle model to enhance the quality of teaching and the students' skills in English at State Institute for Islamic Studies Imam Bonjol Padang.

**Keywords:** *Mingle model, Integrated English Skills*

### **Introduction**

The main objective of the instruction of English as one of compulsory subjects at the first and the second semester students at State Institute for Islamic Studies *Imam Bonjol Padang* is to provide students with good performance of spoken and written English so that they are able to participate in various academic activities. Therefore, to enable the students to communicate both spoken and written in English fluently, they should acquire all four important language skills and other language components such as grammar, vocabulary, pronunciation, etc. As well it is expected that by acquiring those skills and components, the students can express their ideas and thoughts as well as perform communication well in turn, the aim of teaching can be obtained. It implies that teaching process should be shifted from talking about language to doing something with language.

Related to those purposes of teaching English above, English lecturers should be active to create various communicate teaching techniques. In addition, teaching process should be handled warmly, joyfully, unthreatened, and challenging. Therefore, lecturers should be able to create meaningful atmosphere, joyfully, creative, dynamic and dialogic of education (Law No 20/ 2003; Law No 14 /2005 and law No 37 / 2009). The important thing is that it is necessary to create a model that is relevant to the needs and characteristic of learners in learning English.

Based on the researcher's long observation and interviews, teaching models which were aroused by lecturers were inadequate to gain teaching purposes and students' need on spoken and written English skills yet. The fact showed that teaching traditional methods and strategies dominated lecturers' instruction. These include methods such as lecture (teachers talk and the students listen), passive reading, and independently completing worksheets. They rarely gave opportunities for students to use English individually. They stated that they never got content expectation to cover if they asked the students to do discussion; they lost to control the class; they were difficult to grade the students; and they did not know what to do in group of the students.

In addition, many students still got problem in speaking and writing skills. Most of them got low scores (mid term test scores). It was found that the average students had difficulty to say and write something in English because they had some problems which do not support them to speak and to write correctly. Some of reasons are they are lack of vocabulary; students cannot speak fluently because the students do translation in the time they produce English; they have problem on grammar; the students also have low comprehension about what lecturers say that will be shown by the students' responses; they prefer to keep silent instead of saying or writing something in English in the classroom and; they do not like active learning. They would rather just like to listen and to take a note (Darmayenti, 2012). One way to develop students' competency in English well is through evaluating and creating communicative teaching process gradually. The important thing is that it is necessary to create a model that is relevant to the needs and characteristic of learners in learning English.

Mingle as a communicative technique for teaching speaking is developed into a new model of English teaching. Mingle is an activity or technique in which the students stand up and circulate with one another, and talk to people especially at a social event and various topics (talking cocktail party style) (Pollard and Hess, 1997). Mingle which has been proposed by Pollard and Hess is just used for assessing students' skill in the middle of teaching. The students are shared the cards and are asked them to do the interaction by moving and walking down to one another. However, this technique was implemented in teaching English for a few times of teaching, the students got difficulties to start to speak and to write. One of reason is they do not know what to say. Furthermore, the procedures of mingle for teaching English should be developed into some stages in order to help the students to use English easily.

In order to implement mingle easily in teaching integrated English skills, it is modified into a new model. Mingle model is a model which the students are guided to use English in pairs or small groups, and switch from one classmate to another while speaking, listening, and taking notes about various information from beginning until the end of teaching activity. Activities are conducted by moving and walking, use card as a media, use peer and small group of students, base students centred, and lecturer is part of students, and fun. Mingle activities include class questionnaires, matching activities (finding partner), group dictations, and role-plays. The activity does serve an important purpose. It gets students talking and forming sentences. It is repetitive and helps them recognize patterns.

The designing of model refers to the active learning, creative, collaborative and cooperative approaches (Piaget, 1970 and Vygotsky, 1986). *First*, active learning is demonstrated by the involvement of high intellectual and emotional in the learning process, not just physical activity alone. *Second*, active learning allows learners actively participate in the learning process in the form of interactions among learners and learners with educators through a variety of ways to make learners active since the beginning of doing activities that build teamwork. *Third*, thinking about the subject matter, students are given

the opportunity to give an opinion, to explore, to argue and to discuss the material being studied. *Fourth*, the students develop the concept of the subject matter by discussion and observation. Thus, knowledge will be formed based on experience and interaction with the environment in groups or pairs. *Fifth*, the concept of learning to cooperate is to give an opportunity to students to skilled communicate. Students are encouraged to express opinions or ideas clearly, listening to others and respond to questions appropriately.

Integrated Skills in English basically have four language skills, namely listening, speaking, reading, and writing. Listening skill is the ability to identify and understand what is being said by others. Speaking skill is essentially the use of oral productive skills and made to face each other. Reading skill is an active cognitive process that includes monitoring of understanding to acquire meaning in interaction with written text. The purpose of reading is the students are able to get the information which related to reading text comprehension namely topic, main idea, reference, vocabulary, location information, and text inference. Writing skill is seen as communicative skills as a form of expression of ideas. In writing skills, students are required to perform the search process and the organization of ideas, then put it in writing to the terms of repeated revisions. There are several indicators to explain the basic writing skills, namely: content, organization, vocabulary, language usage, and mechanics (Jacob, 1981:90; Brown, 1994: 356-357). However, the research was focused on students 'skills on speaking and writing as a productive skill.

Previous studies have been conducted on speaking skill through mingle technique (for instance, Pollard, 1997; Darmayenti, 2003; 2011; Hakim, 2014; Borzova, 2014). However, mingle has not been created for teaching integrated English skills yet. Different from previous studies, this one is categorized as R & D in which a model of mingle was develop to teach integrated English skills. This research paper is aimed at developing mingle into model for teaching speaking and writing skills and finding out the effect of mingle toward student' skills in English. It is hoped this model can provide a solution in order to improve students' English language skills both oral and written at State Institute for Islamic Studies *Imam Bonjol* Padang.

## Methods

A research and development type was used to develop mingle as a model for teaching integrated English skills at English class at Institute for Islamic Studies Institute Padang. This research was focused on the students' speaking and writing skills. Research and development is the findings of research can be used to design new product (Borg and Gall (1983). ADDIE model which proposed by Dick and Carey (1996) was adopted to develop mingle model.

ADDIE model reflects a systematic approach to develop teaching process which has five ways to be conducted namely, Analysis, Design, Development, Implementation, and Evaluation. *First*, analyze students' need on English, teaching materials, and teaching process. On teaching process, the activity was focused on preparation, teaching process-technique or method was used. *Second*, design outline of model. In designing the teaching model, the activity should be started by doing need assessment. Model should (1) be oriented on students' need, competence and style of learning; (2) be based on system approach; (3) be empirically tested. Designing model will be guidance for teachers or lecturers in planning the teaching process in the classroom includes preparation, media, evaluation, and way to gain the aim of teaching. *Third*, develop of model. Developing of this model was started by implementation the old Mingle technique. After doing teaching English through the old mingle, it could be concluded that the old mingle should be

modified into the appropriate one since that the students were difficulties to start to use in English. The modification of this model was written on the lesson plan. The new mingle model was discussed with the experts of teaching English through focus group discussion (FGD) at IAIN. *Fourth* step was implementing the new Mingle model. And the last was evaluation of model.

The effectiveness of the model was field-tested through a *quasi-experimental research* (Richey and Klein, 2007: 4) by applying a *Pretest-Posttest Control Group Design* (McMillan and Schumacher, 2001: 335; Gall and Borg, 2003: 392, and Creswell, 2009: 170). The participants of the research were the students who were taking English 2 at the second semester in 2013/2014 of academic year. There were 1493 students spread in 44 classes at IAIN *Imam Bonjol* Padang taking English subject. One hundred and thirty two students who were cluster randomly selected, participated in the study and were randomly assigned to two control groups and two experimental groups, each including thirty three students. The members of each group are 33 students namely, group 1, and 39 as experimental classes and group 6 and 15 as a control classes. The experimental class was taught by using Mingle model and control class was taught by using conventional one.

*Observation* was used to search and collect all information from the students and lecturers during teaching and learning English. *Structure non participant* was used to observe the students and lecturers activities in learning activities (Sugiyono, 2010:204). Questionnaires, speaking, writing tests, and documents were used to collect the data of the study. The data of this research was students' achievement on all components of speaking and writing skills. Questionnaires were used to collect the information of English teaching process which had been conducted by the lecturers. Speaking and writing tests were used to collect the students' skills on English. Pronunciation, vocabulary, grammar, fluency and comprehension, indicators of speaking skill, were used to assess students' speaking skill and content, organization, vocabulary, language usage, and mechanics for writing skill (Jacob, 1981:90; Brown, 1994: 356-357; Brown, 2010). Question and answer form as a responsive test was used to test students' speaking skill (Finocchayro, 1983: 72; Brown, 2010:201). Choosing one of the best of 5 topics to be written was as a form of writing test.

The data of the research was analyzed quantitatively and qualitatively. The results of the students' speaking and writing tests and documents were analyzed statistically and quantitatively by putting them into numbers. Quantitative analysis was used to describe the effect mingle model in improving students' English skills and analyze the gain score of experimental and control groups by using t-test. All the data were input into the computer, and then analyzed through the Statistical Package for Social Science (SPSS12.0). To be more specific, firstly, descriptive statistics such as frequencies means, and standard deviations were computed. The qualitative analysis was used to describe the result of implementation mingle model in teaching speaking and writing skills.

## **Findings**

The result of the research showed that teaching process was insufficient to elaborate students' skill on English. Teaching process which was conducted by lecturers consisted four phases namely preparation, pre activity, main activity and post activity had not gained the aims of teaching English skill yet. 77.20% of lecturers did not include speaking and writing skill on their preparation for teaching. They just focused on grammar and reading (87%). 77.22% of lecturers used traditional rows of class seating arrangement. Most English lecturers tended to assess the students' English competence through reading test (90%). They rarely paid attention to students' speaking and writing skills (72%). The students tended to keep silent in learning process. The implementation of old mingle was

difficult for the students to do it. Mingle should be developed and elaborated into some steps in order to help the students were easy to follow.

Developing Mingle model included standard competence, based competence, indicator of students' progress, and purposes of teaching, material of teaching at college level, implementation of mingle model and evaluation. Teaching activities through mingle model included pre teaching activity, main activity, and post teaching activity. Pre teaching activity includes preparation. Main activities included orientation, exploration, interpretation, re-creation or confirmation. Post activity included conclusion and reflection. The development of *Mingle* model included preparation; warming up; set the rule; act *Mingle* model; presentation; review and discussion.

In doing *preparation as a pre activity*, the lecturer did the following activities namely; (1) the lecturer prepared the cards which had information in it or copy a few examples that the students wanted to learn (2) and asked the students to sit at semi circle model. There were two skills which should be mastered by the students, namely speaking and writing.

Next activities included orientation, exploration, interpretation, and re-creation. The activity on *orientation* was informing topic to the students. In this case, the lecturer informed the topic and explained the activities on mingle model. On the *Exploration* activities included warming up, set the rule, and act mingle. *Warming up* was the key of elaboration of a mingle model. The activities included (1) the lecturer modelled the expressions which were used by the students, (2) asked them to response the expression, (3) asked them to speak to one another and each of students got a change to speak. The expression was used related to the topic being studied. It took ten minutes. Next, *set the rule* was the following activity which was conducted by the lecturer. This activity included informing the rules of mingle included way, time, and the way to win the game. Next was the lecturer shared the card to the students and divided them into groups. *Mingle* activity included (1) the lecturer shared the card to the students, (2) set the time, (3) asked them to study the information firstly, (3) asked them to perform in group, (4) asked them to move around the class while completing the list of questions, (5) monitored students' activities, (6) and gave a change for each of students and groups to do mingle. The lecturers looked at the students' activities. In *presentation*, the lecturer gave a change to the winner to present it in front of the class. It could be single person or group. The lecturer asked the rest of students to pay more attention on pronunciation, grammar, fluency, vocabulary, and comprehension. After finishing the activities, the lecturer *discussed* with the students about the topic which had been studied. The students were asked to write the information which they got while speaking into paragraph. The paragraph which had been written by the students was shared to their groups. The lecturer gave the clues of the right one. *Next activity was re-creation*, the lecturer asked the students to create a paragraph and new conversation based on the result of discussion. The last activity of Mingle model assessed students' speaking and writing skills. In this case, the way to assess students' speaking skill was role play. The students were given the card which had been written the instruction on it. The students did role playing in pairs or in groups based on instruction. All information that they got was written into paragraph. The following figure is the recommendation of Mingle model for teaching integrated English skills.

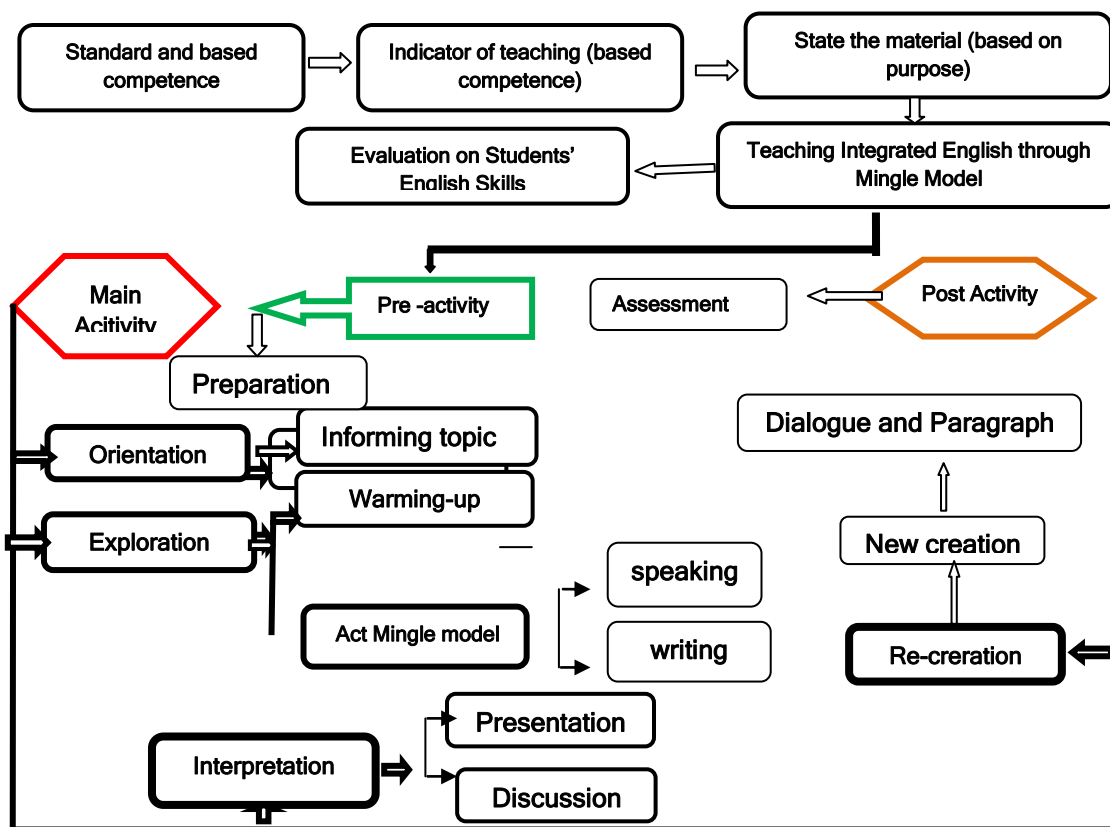


Figure 1. Mingle Model for Teaching English Integrated Skill at College

**The Effect of Mingle Model toward Student' English Skills**

The implementation of mingle model in integrated English skills gave significant effect toward students' skills on speaking and writing at experimental class. It can be seen from the students' scores on the following table below.

Table 1. Students' score on English Skills Before and after Giving Treatment

Description	Eksperimental Classes				Control Classes			
	Group 1		Group 39		Group 6		Group 15	
Skills	S	W	S	W	S	W	S	W
Respondent	33	33	33	33	33	33	33	33
Mean	59	52	59	51	55	57	55	60
Median	62	62	57	57	60	60	61	60
Std. Deviation	5	5	5	5	3	3	3	3
Minimum	55	51	58	58	53	53	54	53
Maximum	72	72	72	72	68	68	67	68
Sum	2044	2035	1901	1901	1983	1983	2003	1983
Description	Eksperimental Classes				Control Classes			
	Group 1		Group 39		Group 6		Group 15	
Skills	S	W	S	W	S	W	S	W
Respondent	33	33	33	33	33	33	33	33
Mean	74	70	73	71	56	57	56	63
Median	72	73	64	72	60	60	64	63
Std. Deviation	5	5	5	5	5	5	3	3
Minimum	68	68	69	69	63	59	59	57
Maximum	83	82	85	83	83	82	69	69
Sum	2405	2407	2109	2102	2405	2407	2109	2102

The evaluation of mingle model for teaching speaking and writing skills could be explained that the students' skill before giving the treatment was means score 59 for speaking skill and 51.5 for writing skill. After giving treatment through mingle model, the students' achievement on speaking and writing skill was 73.4 for speaking skill and for writing skill was 70. After giving treatment for both two skills through mingle model, the students achievement got improvement on 14% for speaking skill and 19% for writing skill. The students were able to speak fluently than before. They could pronounce word well. They were not shy to start to speak. In writing process, they students could arrange the sentences into paragraph better than before. They could elaborate the content into good paragraph. The following is hypothesis testing.

**Table 2. Hypothesis Testing of Mingle Model**

No	Hypothesis (Ha and H0)	Gain Mean score		t-test ( $\alpha = 0,05$ )	Finding	Conclusion
		Experimental Class	Control Class			
1	( $H_{a1} : \mu A_1 \neq \mu A_2$ ) ( $H_{01} : \mu A_1 = \mu A_2$ )	71.5	57	t-counted=3.398 t-table= 2,042 p-value= 0,00	t-counted>t-table p-value 0,00 <(α= 0,05) Ha <sub>1</sub> accepted	Mingle Model was more effective at class A1 than class A2
	( $H_{a1} : \mu B_2 \neq \mu B_2$ ) ( $H_{01} : \mu B_2 = \mu B_2$ )	74	59	t-counted=4.378 t-table= 2,042 p-value= 0,00	t-counted>t-table p-value 0,00 <(α= 0,05) Ha <sub>1</sub> accepted	Mingle Model was more effective at class B1 than class B2

The table above showed that the first hypothesis was accepted ( $H_{a1} : \mu A_1 \neq \mu A_2$ ). The mean gain score of students' achievement on English skill at experimental class at group 1 and 6 ( $\bar{X} = 71.5$ ) and control class ( $\bar{X} = 57$ ) was  $t_{\text{calculated}} = 3,398$  and  $p$ -value in colom sig. (2-tailed) = 0,00. The distribution score with the degree of freedom t dk 32 and ( $\alpha = 0,05$ ) was gained that  $t_{0,95(32)} = 2,042$ . It can be stated that  $t_{\text{calculated}} (3,398) > t_{\text{table}} (2,042)$  and  $p$ -value (0, 00) <  $\alpha = 0, 05$ ). The second hypothesis was accepted ( $H_{a1} : \mu B_1 \neq \mu B_2$ ). The mean gain score of students' achievement on English skill at experimental class at 39 and 15 ( $\bar{X} = 74$ ) and control class ( $\bar{X} = 59$ ) was  $t_{\text{calculated}} = 4.378$  and  $p$ -value in colom sig. (2-tailed) = 0,00. The distribution score with the degree of freedom t dk 32 and ( $\alpha = 0,05$ ) was gained that  $t_{0,95(32)} = 2,042$ . It can be stated that  $t_{\text{calculated}} (4.378) > t_{\text{table}} (2,042)$  and  $p$ -value (0, 00) <  $\alpha = 0,05$ ).

It could be concluded that there were significant differences between the students' English skill which was taught by using Mingle model. Based the result of students' achievement by using Mingle model at experimental class, it was found that the recommended model of Mingle for teaching English skills at State Institute for Islamic Studies *Imam Bonjol* Padang.

In addition, by doing observation during teaching process and interviewing the students, there were some facts found. The students' speaking skill components were improved. Most of students were able to pronounce words better than before. They could speak fluently. They were not shy to speak. They could collaborate with their friends in groups.

## **Discussion**

A developing Mingle model for teaching Integrated English skills was derived from some facts which occurred during English teaching process at State Institute for Islamic Studies *Imam Bonjol* Padang. The English integrated teaching process which had been conducted by the lecturers had not gained the purpose of teaching yet. Most of English lecturers did not encourage students' speaking and writing individually. The fact showed that teaching traditional methods and strategies dominated lecturers' instruction. These include methods such as lecture (teachers talk and the students listen), passive reading, and independently completing worksheets. They rarely gave opportunities for students to use English individually. They stated that they never got content expectation to cover if they asked the students to do discussion; they lost to control the class; they were difficult to grade the students; and they did not know what to do in group of the students. Most of the students were silent during teaching process. They tended to read rather than speak and write. In addition, English lecturers tended to use traditional rows of seating.

However, lecturers should do what students need to do and not what lecturers need to do. It means that teachers should be aware of the activities they are doing to encourage students to speak, leading them to explore, learn and practice orally in the classroom. Furthermore, teaching English gives learners the chance to practice real life in the classroom. Practicing of the spoken and written skills in the classroom through speaking and writing activities provides feedback of the use of the language for learners and lecturers.

Developing of Mingle model refers to Law of education which consists of standard competence, based competence, indicator of students' progress, and purposes of teaching, material of teaching at college level, act mingle model and evaluation which can be used as a guiding to teaching process (Joyce, Weil & Showers (1992:1). In addition, in designing model, one thing should be considered the student himself as a person who studies the lesson. It means that developing of a teaching design should be understood that how the students study the material easier than before (Sanjaya, 2008:67).

There are three main activities of teaching, namely pre, main, and post activities included in doing mingle. Pre activity includes preparation. Main activities included orientation, exploration, interpretation, re-creation or confirmation, post activity included conclusion and reflection. Teaching process through Mingle model is developed into of five phases. Those are preparation, warming up, set the rule, act *Mingle* model, presentation, and discussion.

The phases of mingle are preparation, warming up, set the rule, act *Mingle* model, presentation, and discussion. The lecturers should prepare the students to be ready to study. The students have to sit at semi circle model. However, setting the seat in teaching process is conducted in order to make the students more active and more joy full (Harmer, 2001). Ten-minute pre-class interactions help create a welcoming classroom environment, communicate instructor approachability, and provide informal assessments of students' understanding of course material and progress on assignments, and present ideas for an opening welcome message to the class. Next, lecturers prepare the cards which have information in it or copy a few examples that the students want to learn. A variety of materials are appropriate to use in doing mingle, including picture, texts. In order to help the students are able to speak and to write English.

Before doing the activity, the lecturers should give orientation. It includes informing topic and explaining the activities on mingle. After the students understand all information, the lecturers do exploration. The activity is started from speaking skill. There are three activities included in exploring the students' skill on speaking, namely warming



up, set the rule, and act Mingle. *Warming up* is elaboration of the old mingle. Mingle which proposed by Pollard did not have a warming activity. Giving warming up is the best way to open the teaching process (Gerand, 1982; Holmes, 2004).

It is better for the lecturer to lead the interaction meaningfully (Borzova, 2014). They invite the students to do that interaction to one another. The lecturer models the interaction. She invites the students to give responses to the lecturer's questions. Then, ask the students to do the same things. After all members of the class get a chance to speak the activity is continued by *informing the rules* of doing mingle including way, time, and the way to win the game. In order to do the activity easily, it needs the clear rules which followed by the students (Uberman, 1998).

Mingle activity includes sharing the card to the students, setting the time, asking the students to study the information firstly, asking the students to perform in group, asking the students to move around the class while completing the list of questions, monitoring students' activities, and giving a change for each of students and groups to mingle. The lecturers look at the students' activities. The students' activities are varied, including find out who, questionnaires, and surveys. Find out who and surveys can be used to do mingle by (Klippel, 1984; Seymour and Popova, 2003). Mingle model requires all students' involvement and they promote friendly competition; therefore, it is very important that students have a cooperative attitude. In addition, it is not only for more fun, but also more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence. So, it would be helpful if English lecturers adopt the model to gain the quality of learning process of English skill. Warm and friendly of lecturers are created if there is interaction between teachers and students (Prayitno, 2008). Through mingle activity, all the students work simultaneously, in pairs or small groups, and switch from one classmate to another while speaking, listening, and taking notes. Face-to-face interaction with at least a few other students is the principal goal. As soon as two individuals have finished an interaction, they change pairs either at random or in an organized fashion; for example, if they are standing or sitting facing each other in two circles, pairs change when one circle moves clockwise (Borzova, 2014).

Next, the lecturer gives a change to the students to present it in front of the class. The lecturer asks the rest of students to pay more attention on pronunciation, grammar, fluency, vocabulary, and comprehension. After finishing the activities, the lecturer discuss with the students about the topic which has been studied. Then, the lecturer asks the students to rewrite all information that they got from speaking. Then, the lecturer gives reinforcement of the topic and the students get the conclusion of the topic. Next, the students write down the information on the paper. The last activity of is doing assessment on students' speaking and writing skills. Role play is used to assess the students' skill on speaking. Role play is an activity to evaluate students' speaking skill (Harmer, 2001; Brown, 2010). Writing an essay is for writing skill.

Mingle model which has been shown above has advantages and effectiveness in learning English. *First*, Mingle brings in relaxation and fun for students. *Second*, Mingle model 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. To reach understanding, they need to speak clearly and sometimes explain certain points or words as they adjust to a new partner. As a result, students feel both more relaxed and more involved. It can improve students' motivation, self-esteem fluency and active in interaction (Su, 1995; Sue, 2003). Mingle can allow constant repetition of a particular question or collection of the opinions of many students.

This activity gives students the opportunity to repeat the same utterance several times, which gradually raises confidence in their use of English. The students repeat for several times on the same expression. It causes the students are able to speak fluently (Harmer, 2001). Therefore, Mingle promotes both accuracy and fluency, provided that they are properly organized into the lesson plan. *Third*, Mingle brings real world context into the classroom, and enhances students' use of English in a flexible, communicative way. Students became more attentive and conscientious in class. They became more enthusiastic about practicing speaking. While in writing activities, the students rewrite the same expression for a few times. That is why; the students are easy to do writing. They understand the content of text, know how arrange the sentences, master the mechanics of writing and be better in comprehending grammar.

The students get information through listening, looking at friends and reading as an input ability. They move and walk around and speak to one another. This gives students the opportunity to repeat the same utterance several times, which gradually raises confidence in their use of English. Therefore, mingle promote both accuracy and fluency, provided that they are properly organized into the lesson plan. This activity will develop communicative competence. Communicative competence is the learners' ability to communicate effectively in a culturally significant setting (Hymes, 1972; Widdowson, 1978). Speaking to one another develops the learners' acquisition. The acquisition is the learners' mastery of the language. It produces the learner's fluency. The fluency is the learners' natural language without thinking of its structure and without translating the language into her/his native language. Finally, the comprehensible output is the learner's natural spoken performance which is understood by the listener.

In addition, using mingles for teaching speaking and writing skills can build a group. People are naturally cautious about sharing with each other the first time a group gets together, or when a group hasn't been together for a while, or when new members join the group. So, to get the most out of a group's time together, mingle will jump start the sharing process by getting people talking to each other about things that matter. *Second*, it can increase trust. Mingle gives people permission to share at a deeper level than they usually do. *Third*, it meets **others**. Talking one on one with the other people in the room, especially the ones they don't know, or don't know well, helps people connect into the group at a personal level. *Fourth*, it **encourages participation**. By the time the group has finished both parts of the mingle, asking the questions" and sharing the answers," everyone will have talked with most of the other people and probably have spoken in front of the whole group, so it's easier to do it again. *Fifth*, it is fun. Mingle questions often provoke laughter and surprises. It provides a quick and easy way to learn something new about each other, and let others know a bit more about other people too. *Sixth*, it sets **the tone**. Mingle always shifts the atmosphere in the room to one of engagement, laughter and connection (Darmayenti, 2012).

Mingle is one of collaborative activity which helps in developing communication skills and team building, help to break cultural barriers among students, lengthy icebreaker activities help in promoting a sense of trust and friendship between the students (Harmer, 2001). This is an excellent all the purpose communicative activity for big English classes (Pollard and Hess (1997:21). It is effective because it gets high level students' participation. It is also low inhibition level, encourage the students' centred correction and free the teacher to observe the students' ability. It can be concluded that Mingle is as a joyful and communicative teaching. The outcome achieved in mingle is a prerequisite for the subsequent work performed by every student either in class or at home. Students get a broad perspective of the issue under discussion, which forms the foundation for further,

more challenging tasks, such as project or research work and essay writing. Therefore, the student's responsibility for the process and its outcome grows considerably. Indeed, these procedures of mingle produce notable benefits for students in terms of requiring interaction, collaboration, and critical thinking. It is recommended for the lecturers to use mingle as one of teaching model in teaching English.

### Conclusion and Suggestion

A developing mingle model has six procedures which can be applied in integrated teaching English for the students. Those are preparation, warming up, set the rule, act mingle, presentation, and review and discussion. For both of warming up and doing mingle are developed for speaking and writing skills. It is proven that mingle model is more effective to develop students' skills on speaking and writing at State Institute for Islamic Studies (IAIN) *Imam Bonjol* Padang. The students' skills on English components get improvement. Activities on this model give learning opportunities individually to the students. Environment of learning through mingle model gives a relaxed, pleasant learning atmosphere in the classrooms to the students. The finding implies that the English lecturers have to use *Mingle* model to enhance the quality of integrated teaching English on English subject especially at IAIN Imam Bonjol Padang, West Sumatera. It is suggested to English lecturers have to use Mingle as an alternative model to improve students' English skills.

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