A REVIEW OF THE MINGLE MODEL AS A NEW TECHNIQUE IN TEACHING SPEAKING: INDONESIAN CONTEXT

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Abstract The mingle model is a new technique to teach speaking that is developed by Darmayenti (2015). Few scholars have investigated the relation, contribution, and implementation of a mingle technique in class. This paper aims to discuss the constraints of the mingle model from Darmayenti (2015) in improving students' speaking skills. Based upon few relevant journal articles, the effects of content evaluation display limitation of research on the integrated effect of the mingle model. This paper provides information for future studies to expose the effectiveness of the Mingle model on students'' speaking skills proficiency.

INTRODUCTION

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

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

Based upon an empirical study by Putri (2016), the investigation indicated the use of a certain strategy will influence the achievement of students' speaking skills in her study as well as their motivation (Putri, 2016). In addition, based on the preliminary observation and information from English Lecturer at Language Development Center in a university in South Kalimantan, there is an indication that the type of English learning motivation will influence the student's achievement.

Furthermore, a considerable amount of literature has been published in the speaking skills area. Recently, researchers have shown an increased interest in the mingle model and its impact towards the speaking skills (Ruzieva & Yuldasheva, 2017; Darmayenti & Nofiadri, 2015; Teng & Wong, 2015; Hakim, 2014; Borzova, 2014). These previous studies have reported the mingle model had shown that this model impacted students' speaking skills positively. However, the existing literature on the effect of the mingle model, the students' speaking skill improvement, and their motivation remains unclear.

What is not yet clear is the impact of the mingle model towards the speaking skills still too general (Ruzieva & Yuldasheva, 2017; Darmayenti & Nofiadri, 2015; Teng & Wong, 2015; Hakim, 2014; Borzova, 2014). Until recently, there has been no reliable evidence that investigates the mingle model specifically on the speaking accuracy and fluency. A lack of information about the effectiveness of the mingle model on its impact towards the students' motivation is also a gap that should be filled. Those raises the writer's curiosity and desire to know whether the same findings will be found in South Kalimantan, Indonesia. Overall, this study is aimed to investigate the effectiveness of the mingle model in enhancing EFL students' speaking accuracy and fluency as well as their motivation in order to provide the students a better English proficiency after finishing their study in their university.

It is found that not all of the students in there are active in a cooperative learning activity. There are only some who were active and even dominating in the group. As a result, although they have implemented the cooperative learning, the learning activity is still not effective. In a view of the researcher, to solve the problems especially in the language development centre, there is a need to investigate a certain model of teaching. The teachers should not only use a simple group work but they have to realize what types of cooperative learning activities that will encourage their students to participate actively in the class.

The review of the literature shows that one of the techniques which can be used to enhance students' speaking accuracy and fluency is through the use of the Mingle model (Pollard & Hess, 1997). This technique has been used to enhance students' speaking skills in countries like China and Russia. This is a model of teaching where a teacher can develop a lot of variety of techniques in teaching. For instances: "Find Someone Who" (Klippel 1984; Geyser,2007; Thornbury, 2009); Opinion polls (Klippel 1984); 4/3/2 technique (Nation, 1989); Questionnaires (Edge, 1993); Surveys (Seymour & Popova, 2003); "A tea party strategy" (Jonson, 2006); and "Find your match" (Vogt & Echevarría, 2008). Based on the explanations above, this paper would identify deeply the mingle model in enhancing students' speaking skills.

DISCUSSION

1. The Mingle Model

Mingle model is an activity that can be used to make the students have more fun in learning. Mingle model is also known as speed speaking method (Teng & Wong, 2015) and Milling activities (Thornbury, 2009). The mingle model is introduced firstly by Pollard and Hess (1997) as a communicative game to help teacher teach without any preparation. In the classroom, the mingle model is a meaningful technique to encourage a discussion, especially with students who are anxious to communicate in class. The mingle model encourages the students to have more confidence to speak in a controlled or private situation and public forum. They will communicate the utterances or words as they listen from the previous partner to another partner (Borzova, 2014). As a result, students will get additional vocabulary by frequently talk in the activity.

2. Procedures of Mingle model

The mingle model is a model of teaching where a teacher can develop a lot of variation of techniques in teaching. These are some activities based on the mingle model. They are the Find-Someone-Who (Klippel 1984; Geyser,2007; Thornbury, 2009); Opinion-polls (Klippel 1984); 4/3/2 technique (Nation, 1989); Questionnaires (Edge, 1993); Surveys (Seymour and Popova 2003); A-tea-party-strategy (Jonson 2006); and Find-your-match (Vogt and Echevarría 2008).

According to Teng and Wong (2015), mingle requires a relatively large classroom with movable chairs (stations). Two stations, which are called a couplet are positioned facing one another at intervals around the periphery of the room. There is one station for each student in the class. Thus, a typical class of twenty students will have twenty stations arranged as ten couplets. In each couplet, one station is positioned with its back to the wall (the exterior station) and the other station with its back to the center of the room (the exterior station). The students in the exterior stations remain seated in the same station for the duration of the exercise. The students in the interior stations move to the next interior station each minute at the teacher's command

It is good for the teacher to assign a specific student for each exterior station as this creates a sense of a fixed group. The teacher then instructs the remaining half of the class to find an open interior station. In assigning exterior stations, it is best to alternate more proficient and less proficient students. If all the students in the exterior stations are proficient, then they will likely always speak with less proficient students in the interior stations (and vice versa). Randomizing the placement of students according to ability ensures that at some point more proficient students will enjoy a deeper conversation. In an event of an odd number of students in the class, there are two options. The first option would be adding an extra interior station to one of the couplets so that three students speak together. When the rotation occurs the students simply remain in that particular couplet for two rounds. The other option would be for the teacher establishing himself as an exterior station. This invariably adds some excitement to the activity.

Based on to the new model by Darmayenti and Nofiadri (2015), the procedure of Mingle activities begins by distributing of more or less 20 cards which have a unique question. Mingle activity is started by asking a different student with the same question and getting different responses. They learn through talks. The activities are conducted by moving and walking, using a card as a medium and using peer and a small group of students.

Here Figure 1 will show how teacher conventionally teach the speaking skills in the class (Nugroho, 2014) and Figure 2 will show how teacher teach the speaking skills by using the mingle model (Teng & Wong, 2015).
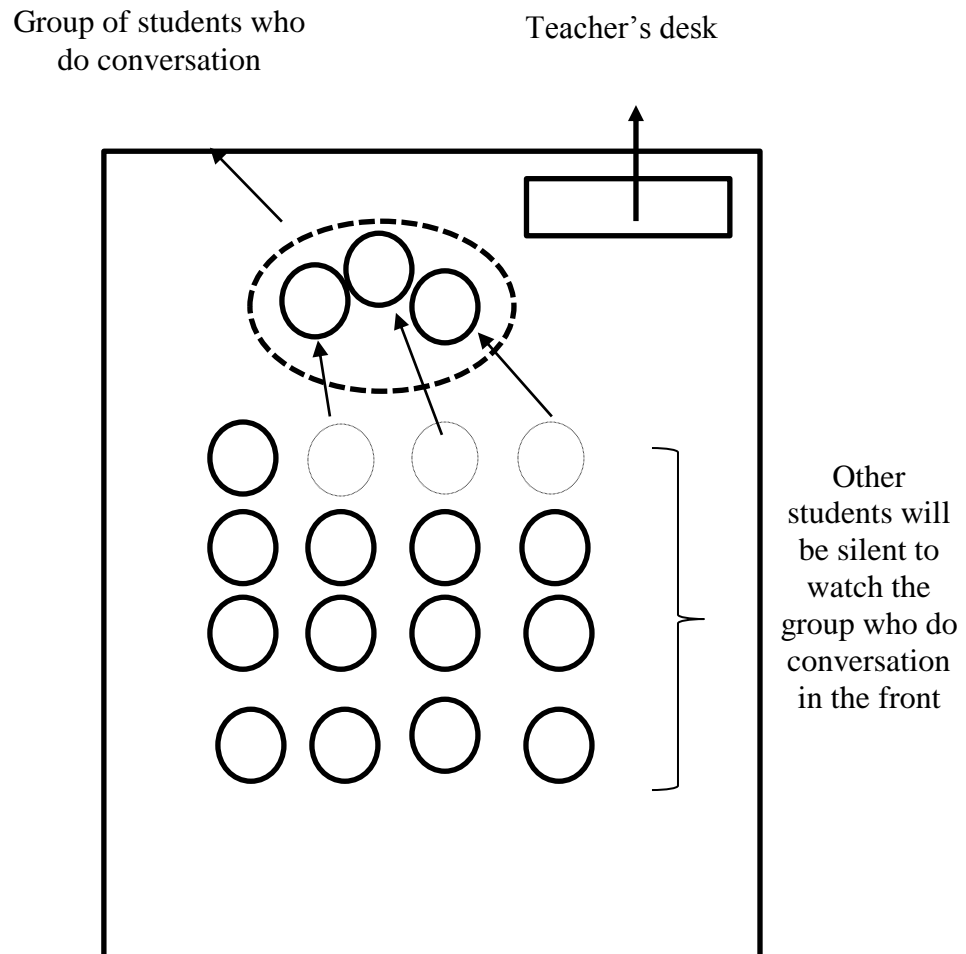
Group of students who do conversation

Teacher's desk

Other students will be silent to watch the group who do conversation in the front

Figure 1. *Configuration for covential technique of teaching speaking*

Interior station   Teacher's desk
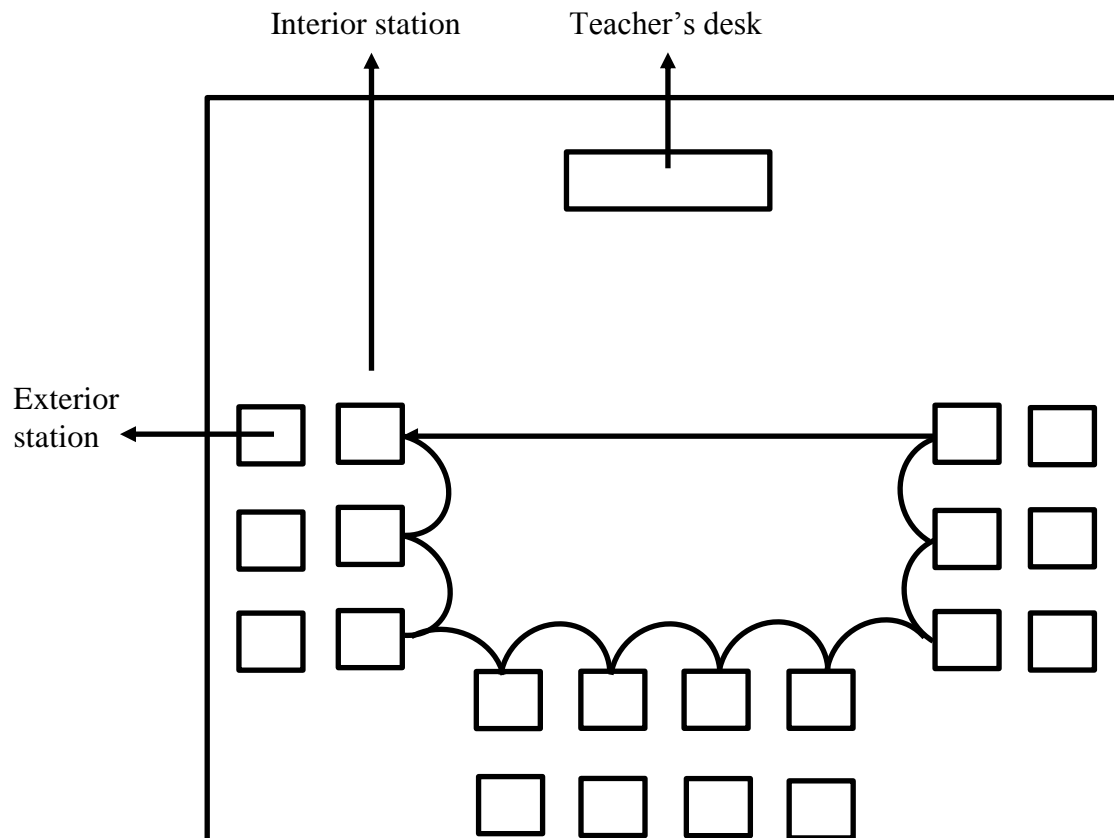
Exterior
station

Figure 2. *Configuration for Mingle model*

Based on the table above, the use of the mingle model will let whole students active in the speaking activities (Borzova, 2014). There is no student who will leave behind that only sit and observe when two or three students practice in front of the class (Darmayenti & Nofiandri, 2015). In contrast, recently the English teachers in Indonesia normally use direct method and role play in teaching speaking (Nugroho, 2014). In the activities, Indonesian students have only limited chances to speak. There are only two or three students which will go to in the front and then practice a role play or other speaking tasks while the rest will only sit and observe how their friends perform in the front. This kind of method will be not effective because in conducting a lesson, there is only 60 until 90 minutes. If one conversation will take about ten minutes, it means that only six times and six groups that have a chance to practice their speaking skills. The teacher cannot give the students enough practice times to improve their student's accuracy and fluency in the speaking skills. Thus, the use of the mingle model is more effective to help Indonesian students to enhance their speaking skills.

3. Characteristics of the Mingle Model

Darmayenti (2014) mentioned nine characteristics of the Mingle model. They are:

a. The activity begins by listening and then replying the same question for many times;

b. Learning through talking;

c. The activity is done by moving to talk to one another;

d. Frequently use cards as media;

e. The activity is done in a group or partner;

f. Student-centre;

g. The teacher can be a part of the activity;

h. There is no intervention from the teacher,

i. The activity must be fun.

The characteristic of the mingle model can be seen from the teacher's and students' roles. Based on teacher's roles, the characteristics of mingle are:

a. The teacher is the one who prepare the students to be ready to study;

b. The teacher observes the students' ability freely;

c. The teacher gives a chance to the winner to present their result in front of their friends.;

Next, based on students' roles, the characteristics of mingle are:

a. The students have to sit in a semi-circle model (Darmayenti, 2015) or two circles consist of interior and exterior station (Teng & Wong, 2015).

b. Every student is involved in the interaction, including shy students They are prompted to begin speaking.

c. The students repeat several times on the same expression.

d. The Students become more attentive and conscientious in class.

e. They become more enthusiastic about practicing speaking.

f. The students get information through listening, looking at friends and reading as an input ability.

g. They move and walk around and speak to one another.

4.   Advantages & Disadvantages of Mingle Model

Students are normally cautious about talking to others at the first time in a group or when the teacher asks students to create a group and for a while, they will be a reluctance to speak. Initially, students are always reluctant to communicate, but the Mingle model always put a new atmosphere in the room to encourage social relationship among the students (Darmayenti, 2015). Mingle model refers to one of the cooperative strategies which develop communicative competence, promote team building, and break cultural barriers among students, a good icebreaker activity to promote an attitude of friendship and trust among the students (Borzova, 2014). To encourage students' group work attitude, the mingle model provides a process by motivating students talking to each other on lesson materials. It can improve trust. It also provides students permission to convey everything that they usually do. Then, The mingle model helps students to socialize with other. It means that by talking one on one with the other students in the room, especially the ones they don't know or don't know well, helps students build a good relationship (Teng & Wong, 2015).

Darmayenti and Nofiadri (2015) stated that mingle model which has been shown above has advantages and effectiveness in learning speaking skill. First, Mingle model brings in relaxation and fun for students. Second, Mingle model provide a friendly competition and keeps students motivated. These activities promote the motivation of ELT students to participate in the activities. Every student is involved in doing interaction, including shy students. They are prompted to begin speaking. Mingle activities allow a lot of drills on the same questions or collect new opinions from many students It contributes to improving students vocabulary mastery by repeating the same utterances for many times. The students repeat for several times on the same expression. It enables the students to speak fluently (Harmer, 2001).Therefore, Mingle model encourages the speaking accuracy and fluency skills. Third, Mingle model creates real-world situations into the classroom so that the students can use English in a flexible and communicative way. Fourth, students' speaking skill can be better than before whether on their, fluency, vocabulary, pronunciation, grammar, and comprehension.

Nevertheless, there is some drawback related to Mingle model. In doing Mingle model, it is better for the teacher to lead the interaction first. After that, invite the students to do that interaction with one another. Borzova (2014) added the teacher should give the opportunity to carry out the interaction meaningfully so that the teacher needs to have a good competence in teaching before using the mingle model. In order to do the activity easily, it needs to have clear rules to be followed by the students. Then, the teacher should state the rules clearly to

the students when he or she wants to carry out the mingle model. This activity includes informing the rules of mingling which include how to do the mingle activity, the duration given and how to win if the mingle model used game mode such as game find-someone-who.

The weakness of the model mingle is that teachers cannot control the whole student whether they are able to speak accurately or not. As a solution, based on Darmayenti model (2015), after doing mingle activity, they must do a presentation in front of the class. So, the teacher can use this time to emphasize more in terms of accuracy in students' speaking performance.

5.   Theoretical Framework of Research

In the mingle model, interaction is the most priority, so the students are encouraged to work in pair or in a group (Darmayenti & Nofiandri, 2015; Teng & Wong, 2015). This learning model stresses on cooperation and collaboration process among students as well as friendly competition among them (Ruzieva & Yuldasheva, 2017; Borzova, 2014). In short, the mingle model is a model of teaching of the speaking skills where a teacher will set his class with a certain activity so that the students will mingle around in the class among their friends.

One of the theories used to support the use of the mingle model in a learning is the Vygotsky's theory. According to Vygotsky (1986), learning occurs when students work together on tasks that have not been taught, but those tasks are still within reach of their capabilities or they are in a zone of proximal development.

The Zone of Proximal Development is a gap zone between actual development and potential development, between a condition where child can do something without the help of an adult and a condition where a child can do something with an adult direction or help (Vygotsky, 1978). The implementation of ZPD (Zone of Proximal Development) is to emphasize the zone on social interaction that will facilitate the development of children. When students do their work at school themselves, their development is likely to be slow. To maximize the progress, students should work with more proficient friends or other who can lead systematically in solving more complex problems. Through the collaborative activities in speech, students discuss their new understanding with their friends then match and explore and then use them. Vygotsky believes that higher mental functioning generally occurs in conversation and cooperation between individuals before the higher mental function is absorbed into the individual (Vygotsky, 1978).

Another important idea of Vygotsky's theory is Scaffolding. Scaffolding is started by teaching a number of abilities to the children in the early stages of learning, then slowly giving the child the opportunity to take over responsibility to do the task by themselves (Vygotsky, 1978). The students should be provided by guidance, warning, encouragement, outlining problems in solving steps, giving examples, or other things that allow students to grow on their own.

Based on those theories, the process of improvement in the students' speaking skill used the model mingle is supported by Vygostky theories because: (1) The class is set in the form of collaborative learning among students so that students can interact with each other to find solutions based on the task which in the zone of proximal development. (2) The emphasized of the use scaffolding in teaching so that students increasingly become more responsible for their own learning process. However, the role of teachers in this study is only as a facilitator of discussion and invites students to think creatively find a concept in learning (Ruzieva & Yuldasheva, 2017; Darmayenti & Nofiadri, 2015; Teng & Wong, 2015; Hakim, 2014; Borzova, 2014). At the time of the teaching and learning process, students are given help and support from the teacher to learn and solve problems (Borzova, 2014).

Furthermore, the use of mingle model to enhance students' speaking skill always show the positive results (Ruzieva & Yuldasheva, 2017; Darmayenti & Nofiadri, 2015; Teng & Wong, 2015; Hakim, 2014; Borzova, 2014). For example, Samsuli (2012) explains that the use of the mingle model successfully enhance the students' speaking skills. He states that 90% of the students got the score equal and/or more than 70. Besides, he also mentions that the use of the mingle model can increase the students' involvement in the discussion. He states that 97 % of the students had a favorable attitude toward the implementation of the mingle model. It means that Mingle model can improve their self-confidence and motivation, reduce their shyness to practice speaking English, facilitate them to work cooperatively and to find ideas about what to say, and improve their speaking skills (Ruzieva & Yuldasheva, 2017; Darmayenti & Nofiadri, 2015; Teng & Wong, 2015; Hakim, 2014; Borzova, 2014). In other words, it can be concluded that the mingle model that teacher uses in the learning process will influence directly to the students' speaking accuracy and fluency.

Darmayenti & Nofiadri (2015) argue that Mingle model is more effective to enhance the speaking accuracy and fluency skills of university students in South Kalimantan, Indonesia. This opinion is in line with Hakim (2014) who also studied about the Mingle game (another term of Mingle model). In China, Teng and Wong argue that Mingle model is a new method that can help students in enhancing their speaking skill. Borzova (2014) also supports the statement above because in her study she find that the mingle model is effective to be used in

Rusia. In conclusion, considering the theories and studies mentioned above, the Mingle model is suitable for a teacher to apply this technique in a classroom for speaking activities.

6.   Studies on the Mingle Model

There are several studies related to the mingle model topic. First, the study related to Mingle model is by Borzova (2014) who has conducted a study to explain a mingle model by using qualitative descriptive method. She shares some suggestions on how to use this model effectively in a classroom This study defined the mingle model, its procedure, and types of mingle itself. This article also gives explanation more on the best way to apply mingle in classroom activities.

Borzova (2014) pointed out that mingle activities refers to an activity where every student interacts with another student for a minute and then change to another partner. The mingles model is like a real-life condition where a student seeks the information from different classmates to exchange information or to find out something. It means that the mingle model gives a student a chance to repeat the same utterances or information for several times. It will enhance the level of confidence in their English language ability (Borzova, 2014). Therefore, mingle model can be a good technique to facilitate both accuracy and fluency, provided that learners' need is paid attention to by properly organizing steps in a lesson plan.

Teng and Wong (2015) claimed that Mingle model is a teaching technique especially appropriate to use in Foreign language classrooms. It is supported by Geyse (2007) who stated that activities which are similar to the mingle model are very easily implemented to almost any scenario in the class. For instance Borzova (2015) mentioned some experts who have introduced several games or activities in the class that is based on Mingle, for instances: "Find Someone Who" (Klippel 1984; Geyser,2007; Thornbury, 2009); Opinion polls (Klippel 1984); 4/3/2 technique (Nation, 1989); Questionnaires (Edge, 1993); Surveys (Seymour & Popova 2003); "A tea party strategy" (Jonson 2006); and "Find your match" (Vogt & Echevarría 2008).

Furthermore, Teng & Wong (2015) come with their own terms, Speed Speaking. Speed speaking is a mingle model studied by them in their study. This study is aimed at summarizing the main sources of problems in the speaking skills and they also claim Speed speaking (mingle model) is a new method to teach English. The participants of this study are 40 first-year students from business English major comprising 6 males and 34 females between the ages from 19 to 21 years old in a university in China. Ten English teachers

voluntarily took part in this study. All of them have experience on using the speed speaking technique. Instruments used are (a) An open-ended format of survey questionnaire on main difficulties for EFL students to speak in the English language and the main benefits of applying speed speaking in classroom teaching. (b) A group discussion with the ten teachers on the application of Speed Speaking which is a classroom that integrates input, output, form, and fluency development. The results show that a quantity of related language input is provided, which facilitates students to carry out output tasks, form-focused instruction promotes a higher level of accuracy in using grammar and vocabulary. Their fluency improved with a drill of useful utterances. In addition, speed speaking considerably enhances students' relationship inside and outside the classroom. This article show deeper information on the application of Mingle technique in class. The finding of this research showed that speed speaking provides the teacher with a system from which the teacher can maximize the opportunities of outcomes in their classrooms.

The result above is supported in the next study by Darmayenti and Nofiadri (2015) who carry out the study on the Mingle model in Indonesia and develop the new model which is appropriate for Indonesian university students. Based on their study, the implementation of Mingle model in speaking class showed a significant effect toward students' skill on speaking in an experimental class. It can be seen from the students' scores. It is suggested that English teachers use the mingle model as an alternative model to improve students' speaking skill.

Ruzieva & Yuldasheva (2017) gives an overview of Mingle model as a collaborative and modeling techniques. In this study, the use of mingle is one of the classroom management strategies that provides students to carry out a lot of talking and to increase the quality of communicative competence in English.

CONCLUSIONS AND SUGGESTIONS

The speaking skills are very important to Indonesian students. They need good speaking skills to deal with globalization and better position at work.The main problem faced by the Indonesian students is their inability to speak accurately and fluently in English.

This paper aims to discuss the constraints of the mingle model from Darmayenti (2015) in improving students' speaking skills. Studies have shown that the mingle model had been used by researchers extensively to promote students' accuracy and fluency in speaking. This studies reported that students ability in speaking is improved by the use of the mingle method. Because of that, the study on the mingle model is so important to know whether the same effect will be found from other studies which use different methodology and different context. In other words, other researchers might want to use this model in other setting such as the

elementary school, Junior High School, Senior High School, and universities. School teachers and universities lectures will also benefit from the mingle model after finding this report on the strength and the weaknesses of the mingle model. School teachers may want to try out using this model to build their students confident to speak English.

Since this model offers practices which are similar to the real-life situation, students might be motivated to participate actively in speaking activities because it will be a worthwhile lesson. The real-life setting used in this mingle model will prepare university students for the working environment. This will enable them to communicate effectively in English and they will be able to persuade, present, and promote the products of their companies when they are employed by them.

In conclusion, the speaking skills are very important to Indonesian students. They need good speaking skills to deal with globalization and better position at work.The main problem faced by the Indonesian students is their inability to speak accurately and fluently in English. Studies have shown that the mingle model had been used by researchers extensively to promote students' accuracy and fluency in speaking. This studies reported that students ability in speaking is improved by the use of the mingle method.

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