

Improving students' motivation and self-confidence in speaking using mingling games

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Abstract - This study aims to improve the students' intrinsic motivation and self-confidence in speaking by using mingling games. This study was carried out in one of junior high schools in Bengkayang county. It employed a classroom action research method. The study was done in two cycles involving one English teacher as a collaborator and 24 junior high school students as the subject of the research. The data collection techniques were gained through interviews, observation, document, and questionnaire. The instruments used are interview guidelines, field notes, observation checklist, lesson plans, and questionnaire guidelines. Since the research is classroom action research, the research procedure includes four stages: planning, acting, observing and reflecting. Before starting the procedure, a preliminary study was conducted to find the problem. The finding reveals that the implementation of mingling games is successful to improve the students' motivation and self-confidence in speaking practice. The information gained from this study can be worthwhile considerations for teachers to enhance their knowledge dealing with a teaching strategy in improving the students' intrinsic motivation and self-confidence in speaking.

Keywords: students' motivation and self-confidence, classroom action research, mingling games, speaking

1. Introduction

Speaking plays a vital role in learning a foreign language. It helps the learners to convey a message orally and express their ideas. Dakowska (2005: 231) claims that speaking is now the most emphasized skill in the field of foreign language teaching, but unfortunately, it is also recognized as the most difficult one to develop in classroom conditions. Some efforts how to develop students' speaking skills have been done through teaching and learning processes (Agustina, 2019; Iriance, 2018; Joni & Wirastuti, 2018; Ningsih & Syaief, 2019; Rahas, 2019).

In language learning, motivation plays a pivotal role in mastering the language (Dörnyei, 2001). Dörnyei (1998) said, even good teaching methods and appropriate curriculum do not ensure success in learning without the presence of motivation. Therefore, to achieve long-term goals and success in language learning, the learner needs motivation (Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008). Considering the importance of motivation in foreign language learning, this study is intended to improve the motivation of the students in speaking by using mingling games.

In the process of learning and teaching English as a foreign language, teachers should also pay much attention to the students' personalities which can be affected by some affective factors. Self-confidence is one of the affective factors which have a noticeable impact on the progress of students' learning. In the classroom, there are students with high self-confidence and others with low self-confidence. This will affect the students to acquire a foreign language efficiently. So, both teachers and students should be aware of the importance of self-confidence in improving students' learning.

The preliminary study revealed that there were many problems found during the teaching-learning process. Firstly, The students have no motivation in learning English. They were not interested in the material. They did not pay attention to the teacher. They made a noise during the lesson. They also had no effort to find the difficult vocabularies from the material. They did not even bring any dictionary. Secondly, the students were not confident to speak English. Besides having no vocabulary, the students also had difficulty in pronunciation. Moreover, the students laughed when others made mistakes. It made them down. The students were not confident to speak English.

Those problems indicate that the English teaching and learning process needs to be improved to provide more opportunities in communication practice. The researcher is going to find the solution to solve the problems dealing with the improvement of motivation and self-confidence in speaking by using mingling games.

Motivation is a very wide aspect to measure, therefore the researcher has to limit the area. Mingling game is given as a trigger to motivate the students to enjoy the learning process without any burden. The researcher concerned with intrinsic motivation whether the games could motivate the students or not in speaking performance. The intrinsic motivation emphasized the students' desire, effort, and attitude related to the given game.

The limitation of the students' self-confidence refers to the initiative to speak, the courage of the students to perform, and the emotion control during the presentation. The initiative is focused on how far the students have their initiatives to perform enthusiastically without waiting for the teacher's instruction. The courage to perform emphasizes on how dare the students to respond to the questions given by their friends. The emotion control is measured through student' eye contact, body movement, the voice volume, and how smooth the speaking flow during the presentation.

The research question of this research emphasizes how can mingling games improve the students' intrinsic motivation and self-confidence in speaking.

Speaking is spoken language consists of short, often fragmentary utterances in a range of pronunciation (Brown & Yule in Nunan, 1989). It deals with the ability to convey meaning through words that have to be pronounced. There is often a great deal of repetition and negotiation of meaning between one speaker and another. The speaking skill in this research emphasizes the ability of the students to recall the formulation of introducing themselves including the way how to ask someone identity and how to respond to the questions.

Motivation refers to an internal drive that urges someone to do things to achieve something. It is the process that stimulates thoughts and feelings to do or attain something (Harmer, 2007: 98). Motivation is admitted as an important item in learners' success in language learning since it affects achievement positively or negatively (Liuoliene & Metiunien, 2006). Motivation is divided into intrinsic and extrinsic motivation (Brown, 2001: 75). Intrinsic motivation is a drive that comes from within the individual himself. Extrinsic motivation, by contrast, is a drive which concerns with the outside or environmental factors. Considering the limited time, the researcher focused on the intrinsic motivation dealing with effort, desire, and attitude.

Self-confidence is the students' belief in their ability that is fully capable of accomplishing a task (Brown, 2001:62). Abdallah and Ahmed (2015: 1095) pointed out that there was an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance. Self-confidence in this research emphasizes the students' initiative, the courage to perform, and calm emotion while presenting the material.

Mingling games is an activity in which students move around and talk to each other to get some information needed. These Mingling Games are often designed to practice question asking and answering questions (Yates, 2008 in Samsuli, 2001). The chosen mingling game is 'Find Someone Who'. The game procedures are as follows: firstly, the students are taught the expression of asking someone's address, hobby, favorite food dan color. Secondly, the students are given a task consisting of five questions as written in the lesson plan. thirdly, they have to fill the information in the task by moving around and asking the other students. Finally, after finding the information by mingling around, the students have to present the result of mingling in front of the class confidently.

The use of mingling games in teaching speaking has been investigated by some previous researchers, especially to improve the speaking skills of the students. Darmayenti (2015) also implemented the use of the Mingle model for teaching English speaking skills for college students. She found that Minglemodel is more effective to develop students' skills in speaking and writing at the State Institute for Islamic Studies (IAIN) Imam Bonjol Padang. Borzova (2014) suggested that mingles allowed teachers to create numerous opportunities for students to try out varied activities for themselves, and by doing so they recycle, refine, and expand their personal experiences. Susi Sundari Kurniawan (2014) found that the use of movement games successfully created fun atmospheres of the class so that the students would be motivated to learn.

This study is expected to be beneficial for English teachers in junior high school to become a source of information about the ways to improve the teaching and learning quality of junior high school English teachers. Besides, this study is expected to become an input in empowering the teachers of English to improve the students' motivation and

self-confidence in speaking by using mingling games. The researcher also gets benefits from this study in case of increasing his awareness of the contribution of games to improve motivation and self-confidence of students toward speaking skills.

2. Method

2.1 Research Design

This research is Classroom Action Research. It employs a qualitative method. Burns (2010: 2) argues that action research is a self-reflective, systematic and critical approach to an inquiry by participants who are at the same members of the research community, which aims to identify problematic situations or issues considered by the participants to be worthy of investigation to bring about critically informed changes in practices. This research had four major steps. There were planning, action, observation, and reflection. It was conducted in two cycles to solve the problems discovered in the teaching and learning process based on the observation and questionnaire.

2.2 Participants

This research was carried out in one of school in Bengkayang county, West Kalimantan province. The research subject was 24 students of Class VII A with 12 male and 12 female students. The research was held in two cycles in the second semester of the academic year 2018/2019. The first cycle was done on the 15th and 16th of May 2019. The second cycle was done on the 20th and 21st of May 2019.

2.3 Data Collection

The data collection techniques were gained through interview, observation, and questionnaires. The instruments of data collection were interview guidelines, field notes, observation checklist, and questionnaire guidelines. The data in this research were qualitative and quantitative. The qualitative data were in the form of field notes and interview transcripts. On the other hand, the quantitative data were in the form of an observation checklist and questionnaire sheet. The researcher used descriptive qualitative and quantitative data analysis.

2.4 Data Analysis

The qualitative data in this research were in the form of fieldnote transcripts. The qualitative descriptive was needed to analyze the data. According to Miles and Huberman (1992: 16- 21), there are three processes of analyzing the qualitative data, they are reducing data, presenting data, and making a conclusion or verify.

The quantitative data of students' intrinsic motivation was based on the Attitude Motivation Test Battery (AMTB) questionnaire proposed by Gardner (1985). This assessment consists of three aspects of intrinsic motivation; attitude, desire, and effort. The quantitative data of students' self-confidence was based on Anita Yus (2005) scoring rubric. The scoring rubric of the observation covered three indicators; Initiative, Dare to Perform, and Showing Emotion of Calm. The improvement of self-confidence was measured by using Acep Yoni's (2010: 175) interpretation. The categories are 'Improving very well', 'Improving as expected', 'Starting to improve', and 'Having no improvement'. The researcher targetted at least 80% of students reach the "Improving very well" category as a successful improvement.

3. Results and Discussion

The way the students' intrinsic motivation improved is when the indicator is achieved. As stated in the previous chapter, the researcher targets at least 80% of students reach the "Improving very well" category as the indicator.

The first aspect of intrinsic motivation is attitude. In the first cycle, there is no student having attitude belongs to 'Improving very well' and 'Having no improvement' category as shown in appendix 2. Whereas, only two students (8%) are categorized as 'Starting to improve' and twenty-two students (92%) are categorized as 'Improving as expected'. Since the indicator of the research is reaching the category of 'Improving very well', the researcher continued to the second cycle.

The intrinsic motivation related to the students' attitude toward the teaching-learning process has a significant improvement in the second cycle. There is no student belongs to 'Starting to improve', 'Improving as expected', and 'Having no improvement' category. All the students (100%) are categorized as 'Improving very well'. The lowest percentage of attitude is 77% and the highest percentage is 100%. It means that the students have improved their motivation in dealing with an attitude very well. In other words, the students mostly love the subject and the teaching-learning process, especially speaking by using a mingling game.

Another item of intrinsic motivation is desire. It represents the students' strong will to do what she/he likes. In the first cycle, the students who are categorized as 'Improving as expected' reaches 96% (23 students). As shown in appendix 3, only one student is categorized as 'Improving very well' for his desire score percentage reaches the highest score 77. On the contrary, the lowest score is 57. Since the category 'Improving very well' is not achieved until 80%, the researcher continued with the second cycle.

In the second cycle, there are only two students (8%) who belong to 'Improving as expected'. On the contrary, there are 22 students (92%) have improved very well. The researcher ended the research in the second cycle since more than 80% of students have a very good desire toward the teaching-learning process.

Effort is the last item of intrinsic motivation. Students' effort is the lowest percentage of students' motivation as shown in appendix 4. The first cycle shows that 14 students (58%) are categorized as 'Improving as expected' and the rest, 10 students (42%) are 'Starting to improve'. The effort of students in asking their teacher or friends when they do not know the English lesson is considered as the hardest problem faced by the students. Only one student (4%) who loves to ask the teacher when she does not understand. Since there is no category of 'Improving very well', the researcher continued with the second cycle.

In the second cycle, the students' effort is getting better. Mostly the students dare to ask when they are confused. Considering the last question, about the students' effort in practicing English, the students are still less in doing it. Overall, there is an improvement in the students' effort. There are about 20 students (83%) who have a significant improvement in effort that is 'Improving very well'. Since the category 'Improving very well' is achieved more than 80%, the researcher ended the research.

Self-confidence was measured based on the indicators proposed by Yus (2005). The indicators covered initiative, courage to perform, and showing the emotion of calm. In the first cycle, it can be seen in appendix 5, there are 21 students (88%) have a low percentage of self-confidence. Based on the category described by Yoni, 88% of

students are categorized as 'Starting to improve'. Only 3 students (12%) have a better percentage and categorized as 'Improving as expected'. The main problem faced by the student was they did not have the initiative to perform caused by the less courage they have. Since the percentage is still low, the researcher and the teacher decided to continue with cycle 2 to improve the students' self-confidence.

The second cycle plays a significant role in the improvement of students' self-confidence. Appendix 5 shows that 4 students (17%) of the students accomplished a perfect percentage of self-confidence that is 100%. The rest also showed a convincing result. There are 20 students (83%) reached 92% of self-confidence indicators. It means that the improvement of self-confidence in speaking by using the mingling game is increasing very well and categorized as 'Improving very well'.

The reasons why cycle 1 was not fully successful were influenced by the implementation of mingling games. All actions were implemented well, yet there were some problems during the implementation. Based on the fieldnote, the teacher missed some steps of the teaching-learning process. There was no ice breaker in the beginning and it made the students tense. The teacher also did not suppose the students to bring the dictionary so the students got stuck with the difficult words. The other students who sat in the back made a noise. They were busy talking and did not pay attention to the teacher explanation.

During the mingling game, many problems should be considered. The mingling game instructions were not so clear that the students got confused about what to do. The students just gathered and replied in Indonesian when their friends asked. They also cheated their friends' answers to fill in the data. The other students just sat on their chairs and did nothing. For the presentation, the students felt afraid and shy whenever they were called on to come forward to present the result of the mingling. The students had no motivation and self-confidence. After being insisted by the teacher, the students finally came forward. The problem was they just read the notes not speaking.

After reflecting and evaluating the first cycle, the teaching and learning process in Cycle 2 was improved successfully. All the activities in cycle 2 were well accomplished based on the revised lesson plan. Also, most of the students were more enthusiastic about joining the speaking teaching and learning process in the classroom. The instructions were clear. The ice breaker was done successfully. The students looked excited and enthusiastic. The mingling was applied based on what it should be. The students mingled and used English during the game. The students spread instead of gathering in a big group. They did not cheat their friends' answer either. In short, the proper implementation of the mingling games will influence the improvement of intrinsic motivation and self-confidence.

The general findings showed that mingling games successfully improved students' motivation and self-confidence in speaking as described in the above explanation. It is coherent to what Deesri (2002) says that one of Mingling Game's benefits is to spur students' motivation. This research also reveals that Mingling Game can be applied not only just for elementary level as the previous research done by Susi Sundari Kurniawan, but also for junior high school level as done by the researcher.

4. Conclusion

Based on the research finding and discussion, the implementation of Mingling games was successful to improve the students' motivation and self-confidence in speaking

practice. The improvements in students' motivation and self-confidence in speaking by using Mingling games were described as follows:

- a. The students' intrinsic motivations related to attitude improved very well. The students loved the English subject. They liked listening to people speaking English. Students felt confident and happy speaking English with other students. The students also thought that learning English could inspire them.
- b. The students' intrinsic motivations related to desire improved very well. The students were motivated to spare their time and energy to improve their English ability. They believed that English supports their career in the future. The only contrast thing was that the students prefer watching Indonesian to English television program.
- c. The students' intrinsic motivations related to effort improved very well. The students were motivated to do their best in practicing English and asking the teacher when they had difficulty in learning English. The students also stated that making the mistake might not let them down in learning English.
- d. The students' self-confidence improved very well by using Mingling games. The students had the initiative to come forward without any pressure from the teacher. They dared to speak and perform the presentation in front of the classroom calmly.

There are some suggestions for this research. For the students, they should pay attention to the teacher when the teacher gives instructions and give positive involvement in the teaching and learning process without any pressure. For the teachers, they should give various interesting activities and create an exciting teaching-learning process to increase the students' motivation and encourage the students to be confident while presenting the result of the discussion. The teacher also should give the students more chances to practice their English orally without any pressure, therefore they will not be afraid of making a mistake in learning. Last but not least, the researcher expects that the results of this research can provide a beneficial contribution to other researchers in developing further research dealing with Mingling Games and any other variables like students' participation, activeness, and etc.

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