



## Implementing Mingle Games in Teaching English Language to Enhance Speaking Skills Among Elementary Students at Thailand

Leonita Dwi Citra Andini<sup>1\*</sup>, Slamet Asari<sup>2</sup>, Candra Hadi Asmara<sup>3</sup>

<sup>1,2,3</sup> Department of English Language, Faculty of Teacher Training and Education,  
Universitas Muhammadiyah Gresik, Indonesia

Email: [leonitadwic@gmail.com](mailto:leonitadwic@gmail.com)<sup>1\*</sup>, [asari70@umg.ac.id](mailto:asari70@umg.ac.id)<sup>2</sup>, [cha\\_ragil77@umg.ac.id](mailto:cha_ragil77@umg.ac.id)<sup>3</sup>

Korespondensi Penulis : [leonitadwic@gmail.com](mailto:leonitadwic@gmail.com)\*

**Abstract.** *Speaking is a critical skill in language learning and is essential for effective communication and social interaction. However, students often struggle with speaking due to various factors such as lack of confidence, motivation, and exposure to the language. Mingle games, which involve active interaction and problem solving in a fun context, were introduced as a teaching method to address these challenges. This study investigates the impact of implementing mingle games to enhance the speaking skills of elementary school students in Loei Province, Thailand. A quantitative research approach was employed, with pre tests and post tests administered to a sample of 22 students from Ban Nonkokkha School. The findings indicate that the use of mingle games have positive impact for students' speaking skills, as evidenced by higher post test scores. This study concludes that Mingle Game has a significant impact in developing students' speaking skills. The suggestion from the researcher is to develop and explore more learning media so that students are motivated to speak English more.*

**Keywords:** *Elementary Students; Mingle Games; Speaking Skill; Speaking; Teaching English Language*

### 1. INTRODUCTION

Speaking is a core component of language ability, serving as a key tool for conveying ideas and building connections with others in social contexts. In educational contexts, speaking proficiency often influences students' overall academic success because it enables the exchange of information, ideas, and knowledge. Speaking is widely regarded as a vital ability, yet it is often one of the most difficult language skills for learners to master. Brown and Yuke (1983, as cited in (Rao, 2019)) emphasize that speaking is the skill upon which students are most often judged in real life situations. However, many learners face difficulties such as low confidence, lack of motivation, and minimal exposure to English in authentic contexts. Based on classroom observations in Loei Province, Thailand, it was found that elementary students often perceived English as unimportant and felt hesitant to speak the language. In response to these issues, the researcher aims to investigate how mingle games influence the speaking abilities of primary school students in Thailand.

To address these challenges, it is essential to implement teaching strategies that create a fun, interactive, and motivating learning environment. (Harmer, 2001) suggests that communicative approaches emphasizing language functions over grammar and vocabulary can encourage students to speak more confidently. One effective approach is the use of games as instructional media.

Among various game-based activities, mingle games have shown promise in enhancing speaking skills. Previous studies (Mufidah & Fitriani, 2022; Utami et al., 2017) have demonstrated that mingle games can significantly improve students' speaking abilities by fostering a communicative environment that is both dynamic and enjoyable.

Speaking skills themselves encompass several essential elements: clarity, tone, volume, articulation, body language, and structure. Clarity ensures that speech is easy to understand, tone reflects emotional quality, volume must be adequate for listeners, articulation ensures precise pronunciation, body language reinforces verbal communication, and structure ensures logical organization. Mastery of these elements contributes to more effective and confident communication. In EFL teaching, the integration of games as media serves not only to improve language skills but also to increase learners' motivation. According to (Houston, 2012), mingle games provide valuable speaking practice, allow learners to choose partners and topics, offer physical movement that reenergizes students, and foster connections among classmates. Modifying these games to align with learners' proficiency levels can further enhance their effectiveness.

Taking these factors into account, this research explores how mingle games are applied in English instruction to improve the speaking abilities of elementary school learners in Loei Province, Thailand. It seeks to evaluate how far this approach contributes to better speaking performance, while also offering useful guidance for teachers interested in implementing more interactive and learner-focused methods in EFL classrooms.

What is the impact of implementing mingle games on the speaking skills of elementary students in Loei province, Thailand? The writers proposed the hypothesis for this study as follows:

- A. Ho: The implementation of Mingle Games in teaching English will not have an impact on the speaking skills of elementary school students in Loei Province, Thailand.
- B. Ha: The implementation of Mingle Games in teaching English will have an impact on the speaking skills of elementary school students in Loei Province, Thailand.

## **2. LITERATURE REVIEW**

Speaking is considered the most essential skill in ensuring effective communication; without it, interaction cannot take place (Dewi et al., 2016; Leong & Ahmadi, 2017). According to Chaney (1998), as cited in Fatimah (2018), speaking involves the process of constructing and conveying meaning through both verbal and non-verbal forms across different situations. Furthermore, Tunku et al. (2015) emphasize that prioritizing speaking skills aims to help

learners communicate in English using simple language structures within meaningful contexts. In speaking, there are several elements that must be considered so that communication becomes more effective, such as clarity, tone, volume, articulation, body language, and structure.

Teaching English is the activity of teaching someone how to understand and use English. English instruction should emphasize key aspects such as fluency and accuracy. In developing speaking skills, learners are expected to communicate smoothly while maintaining correctness, with particular attention to grammar, vocabulary, and pronunciation. (Al hassani & Abdulkarim, 2021).

A previous study conducted by (Mufidah & Fitriani, 2022) with the title "Mingle Game For Teaching Speaking" conducted in 2022 showed good results. Based on the author's conclusions, the author said that In implementing the Mingle game, there were good and negative responses from the students. Some of them said that they were enjoying and happy while playing this game. But some of them also said that this game is difficult and requires a lot of energy. Secondly, there is research entitled "The Use Of Mingle Game To Improve Second Grade Students' Speaking Achievement At Sman 1 Bandar Lampung" conducted by Susan Rizki Utami, Cucu Sutarsyah, and Sudirman in 2017. Based on the conclusions stated, the research stated that there was a significant difference after implementing the mingle game.

### **3. METHODOLOGY**

This research is using quantitative research based on (Rana et al., 2021). The goal is to measure variables and test hypotheses. There are several methods that are often used in quantitative methods, one of which is experimentation. This study adopts a pre-experimental design. According to Zubair (2023), this kind of study focuses on examining one or several groups to determine how a particular independent variable brings about changes in the observed outcomes. It represents the simplest form of experimental design and does not include a control group. There are several advantages to using a pre-experimental design, namely as a first step to prove the significance of the research.

The population of this research consisted of elementary school students at Ban Non Kok Kha School during the 2024 - 2025 academic year, totaling 218 students. This study involved all students of class 5/2, totaling 22 students, as the sample. In this research, the researcher uses pre-test, tests and rubric scoring. In analyzing data collected the pretest and posttest rubric score. The researcher choose the classification rubric scoring, assessment of speaking fluency table according to Layman Hartina (2013).

The researcher began the study by conducting a pre-test on 20 August 2024 with the participants to measure their prior knowledge and initial speaking abilities. Following this, the researcher implemented mingle games as a treatment over three meetings, which were conducted on 22 August 2024, 23 August 2024, and 27 August 2024.

### **Data Preparation:**

Ensure all pre-test and post-test scores are recorded for each student in class 5/2.

### **Descriptive Statistics:**

Calculate the mean, median, mode, standard deviation, and range for the pre-test and post-test scores. The descriptive statistical analysis of the pre-test and post-test scores revealed noticeable improvements following the intervention. The mean score of the pre-test was 3.9227, which increased to 6.1227 in the post-test, indicating a significant improvement in students' performance. The median score also demonstrated substantial growth, rising from 2.7500 in the pre-test to 6.1500 in the post-test. This upward shift in the median suggests that the central tendency of the scores improved significantly, with half of the participants scoring above 6.1500 in the post-test. Additionally, the mode, which reflects the most frequently occurring score, increased slightly from 2.00 in the pre-test to 3.00 in the post-test. These results provide initial evidence of the positive impact of the intervention on students' speaking abilities.

### **Comparative Analysis:**

Before conducting any data comparison, the researcher first assessed whether the data were normally distributed. If the assumption of normality was met, a parametric approach, specifically the Paired Sample T-Test, would be applied. However, when the data did not meet this requirement, a non-parametric alternative, the Wilcoxon Signed-Rank Test, was selected. The results of the normality assessment showed contrasting patterns between the two sets of data. The pre-test results failed to meet the assumption of normal distribution, as indicated by significance values of 0.000 from both the Kolmogorov–Smirnov and Shapiro–Wilk tests, which are well below 0.05. In contrast, the post-test data met the criteria for normality, with p-values of 0.200 and 0.274, both higher than the accepted threshold.

Because the initial data did not satisfy the requirement of normal distribution, a non-parametric approach was selected. Therefore, the Wilcoxon Signed-Rank Test was applied to compare the scores before and after the treatment, in order to determine whether the implementation of mingle games led to improvements in students' speaking abilities.

### Hypothesis Testing:

After comparing the pre-test and post-test results using the Wilcoxon Signed-Rank Test, the researcher tested the formulated hypotheses. The hypotheses were as follows:

- a) Null Hypothesis (Ho): The implementation of mingle games will not significantly impact the speaking skills of elementary school students in Loei Province, Thailand.
- b) Alternative Hypothesis (Ha): The implementation of mingle games will significantly impact the speaking skills of elementary school students in Loei Province, Thailand.

The results of the Wilcoxon test were used to determine whether the alternative hypothesis could be accepted or the null hypothesis should be rejected, based on the significance value (p-value) obtained from the analysis.

## 4. RESULT

The researcher began the study by conducting a pre-test on 20 August 2024 with the participants to measure their prior knowledge and initial speaking abilities. Following this, the researcher implemented mingle games as a treatment over three meetings, which were conducted on 22 August 2024, 23 August 2024, and 27 August 2024. In this research, the researcher will explain several things, namely descriptive statistics about the result pre test and post-test. Here, the researcher explained the data obtained by the researcher before and after the implementation of the Mingle Game. The explanation includes central tendency and standard deviation. Next is the normality test. This was followed by a hypothesis test and finally a description of the implementation of the Mingle Game in learning.

**Table 1.** descriptive statistic

Statistics		pre test	post test
N	Valid	22	22
	Missing	0	0
Mean		3.9227	6.1227
Median		2.7500	6.1500
Mode		2.00	3.00 <sup>a</sup>
Std. Deviation		2.00236	1.70264
Skewness		.310	-.342
Std. Error of Skewness		.491	.491
Kurtosis		-1.749	-.227
Std. Error of Kurtosis		.953	.953
Range		5.60	6.00
Minimum		2.00	3.00
Maximum		7.60	9.00
Sum		86.30	134.70

The descriptive statistics indicate a clear improvement in participants scores following the intervention. The mean score increased from 3.9227 in the pre-test to 6.1227 in the post-test, while the median rose substantially from 2.7500 to 6.1500, showing an upward shift in the central tendency of scores. This suggests that at least half of the participants achieved scores above 6.1500 after the intervention. The mode also increased from 2.00 in the pre-test to 3.00 in the post-test, indicating a higher most frequently occurring score in the post-test.

In terms of score distribution, the pre-test standard deviation was 2.00236, reflecting a wider spread and greater variability in scores. This value decreased to 1.70264 in the post-test, suggesting that scores became more concentrated around the higher mean and more homogeneous after the intervention. Skewness further supports this improvement, shifting from a slight positive skew (0.310) in the pre-test, indicating more scores below the mean, to a slight negative skew (-0.342) in the post-test, where more participants scored above the mean. Overall, these changes demonstrate that the intervention was effective in improving participants' performance and increasing score consistency.

Prior to carrying out further statistical procedures, the dataset was initially tested to verify whether it met the assumption of normal distribution. In this study, normality was evaluated using the Kolmogorov–Smirnov and Shapiro–Wilk tests with a significance level set at 0.05. The analysis of the pretest scores revealed that the data did not follow a normal distribution, as both tests yielded a p-value of 0.000, which falls well below the established criterion. Conversely, the posttest data satisfied the normality requirement, with significance values of 0.200 in the Kolmogorov–Smirnov test and 0.274 in the Shapiro–Wilk test, both surpassing the 0.05 level. These findings confirm that while the pretest data were not normally distributed, the posttest data met the assumption of normality.

Since the pretest data distribution was not normal, the researcher decided to use the Wilcoxon Signed Rank test to analyze the pretest and posttest results.

**Table 2** comparative data

Test statistics <sup>a</sup>								
	Smoothness	Clarity	Tone	Volume	Articulation	Body language	Structure	Total
	2 - smoothness	2 - clarity	2 - tone	2 - volume	2 - articulation	2 - body language	2 - structure	2 - total
Z	-4.111 <sup>b</sup>	-4.110 <sup>b</sup>	-4.125 <sup>b</sup>	-4.032 <sup>b</sup>	-4.087 <sup>b</sup>	-3.855 <sup>b</sup>	-3.833 <sup>b</sup>	-4.111 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000
A. Wilcoxon signed ranks test								
B. Based on negative ranks.								

Each category in the study showed a negative Z-value, indicating that the average posttest score for all categories was higher compared to the pretest. This shows that after the intervention, all aspects assessed have improved. In addition, the p-value (Asymp. Sig. 2-tailed) for all categories is 0.000, which means that the results are significant. A probability value below the 0.05 threshold signifies that the comparison between the initial and final test results is statistically meaningful. In this case, every measured component produced values far under 0.001, confirming that the differences are highly significant. This outcome suggests that the treatment delivered was effective in enhancing students' abilities across all evaluated areas. The overall improvement from the earlier scores to the later ones further demonstrates that the use of mingle games plays a strong role in developing learners' speaking competence.

The results showed that there were significant differences in all assessment categories tested. The average score of the posttest was higher than that of the pretest with the following results: smoothness ( $Z = -4.111$ ,  $p < 0.001$ ), clarity ( $Z = -4.110$ ,  $p < 0.001$ ), tone ( $Z = -4.125$ ,  $p < 0.001$ ), volume ( $Z = -4.032$ ,  $p < 0.001$ ), articulation ( $Z = -4.087$ ,  $p < 0.001$ ), body language ( $Z = -3.855$ ,  $p < 0.001$ ), structure ( $Z = -3.833$ ,  $p < 0.001$ ), and total ( $Z = -4.111$ ,  $p < 0.001$ ). Thus, these results show that the interventions carried out are effective in improving student performance in all aspects assessed.

## 5. DISCUSSION

From the Wilcoxon signed rank test, the researcher found that the eight categories assessed smoothness, clarity, tone, volume, articulation, body language, structure, and total score, all showed significant improvement after the intervention, with negative Z-values indicating better post-test scores. The results clearly demonstrate that the use of mingle games contributes substantially to the development of students' speaking abilities, which is reflected in the noticeable improvement between their initial and final test performances. In relation to the research question regarding the effect of implementing mingle games on elementary students in Loei Province, Thailand, the findings provide strong evidence of their effectiveness. This outcome is also supported by the study conducted by Govindasamy and Shah (2020), which highlights that learning through games promotes greater student participation and leads to better speaking performance. Their research further emphasizes that game-based methods can boost learners' motivation and involvement, ultimately helping them become more confident and willing to use a foreign language in communication.

These findings also supports Bozkurt and Aydin's research showing that collaborative learning can help improve speaking skills scores because students are more motivated to

participate actively. According to research by (Bozkurt & Aydin, 2023) collaborative-based learning in a foreign language significantly improves students' speaking abilities through decreased anxiety and increased confidence. Drawing on both the findings and existing theoretical perspectives, the use of “Mingle Games” can be seen as an effective approach to enhancing students’ speaking abilities by encouraging active social engagement. As noted by Adipat et al. (2021), incorporating game-based activities into the learning process offers significantly greater benefits than drawbacks. The use of games in learning media was also discussed by (Martí-Parreño et al., 2016), he stated that Gamification represents an innovative and interesting methodology to motivate students and improve their learning process.

## 6. CONCLUSION

The use of Mingle Games in English instruction was found to significantly enhance the speaking abilities of fifth-grade students (class 5/2) at Bannokkha School in Thailand. This improvement is reflected in the increase of the mean score, which rose from 3.9227 in the pre-test to 6.1227 in the post-test. In addition, the Wilcoxon Signed-Rank Test demonstrated statistically significant progress in all eight evaluated components of speaking skills—namely fluency, clarity, intonation, loudness, pronunciation, body language, grammatical organization, and overall performance. All obtained Z-scores were negative with p-values below 0.001, indicating substantial differences following the treatment. These results confirm the acceptance of the alternative hypothesis (Ha), showing that the application of Mingle Games positively influences students’ speaking competence by fostering an enjoyable, interactive, and dynamic learning atmosphere that promotes social engagement, motivation, and self-confidence in using English.

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