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ENHANCING EFL LEARNERS' SPEAKING SKILLS THROUGH THE MINGLE ACTIVITY: A QUALITATIVE STUDY OF PERCEPTIONS AND CLASSROOM IMPLEMENTATION

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Abstract

Speaking is a crucial skill in English learning, yet many EFL learners struggle due to limited confidence, vocabulary, and opportunities for practice. This study examined the implementation of the Mingle Activity and explored students' perceptions of its contribution to improving their speaking skills. Using a qualitative descriptive design, the research involved 15 participants (10 students and 5 tutors) from an English course in NTB. Data were gathered through questionnaires, interviews, observations, and documentation, and analyzed using SPSS alongside data reduction, data display, and conclusion drawing techniques. The findings indicate that students held positive perceptions of the Mingle Activity, reporting increased confidence, fluency, and motivation to speak English. Interactive tasks such as group discussions and presentations were particularly engaging. Although learners faced challenges such as limited vocabulary and speaking anxiety, their overall enthusiasm remained high. Observations revealed active participation, while tutors facilitated learning by guiding discussions and encouraging less confident students. Supporting documentation—including photos, videos, and vocabulary lists—demonstrated noticeable progress in speaking performance. The Mingle Activity effectively enhanced students' speaking skills by fostering interactive and supportive communicative practices. These results are consistent with Vygotsky's sociocultural theory and Communicative Language Teaching, both of which highlight the importance of peer interaction and authentic language use.

Keywords: Speaking; Learning Strategy; Mingle Activity; EFL Learners

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INTRODUCTION

Language is the most reliable and powerful tool for communication in human society. It plays a central role in enabling individuals to interact, exchange ideas, convey emotions, and participate meaningfully in social life. As Alejandro (2024) notes, language is deeply embedded in civilization and culture because it allows humans to express thoughts, desires, feelings, and experiences. Thus, language is fundamental not only for interpersonal communication but also for cultural preservation and intellectual development. Mastering language, therefore, becomes essential across all areas of human activity, particularly in education.

Among the many languages used worldwide, English has emerged as the most globally influential. It functions as a lingua franca for communication among individuals of diverse cultural, ethnic, and national backgrounds (Kaharuddin, 2019). As a global language, English is widely used in education, business, diplomacy, science, and technology. Consequently, proficiency in English is increasingly regarded as a vital asset for academic achievement and professional advancement. In countries where English is taught as a foreign language (EFL), including Indonesia, it has been integrated as a core component of the curriculum to prepare learners for global engagement.

In English Language Teaching (ELT), learners are expected to master four essential skills: listening, speaking, reading, and writing. Among these, speaking is often considered the most complex and demanding skill. Tang (1997) emphasizes that speaking involves real-time processing, requiring learners to draw on linguistic knowledge while simultaneously managing communicative intent. Speaking skills are also socially important, as they enable individuals to participate in discussions, express opinions, and contribute to their communities (Nur & Riadil, 2019, as cited in Swary, 2014). Despite its importance, many EFL learners struggle with speaking due to limited vocabulary, grammatical difficulties, pronunciation problems, and psychological barriers such as shyness, anxiety, and lack of confidence (Riadil, 2019). These challenges hinder learners' ability to speak fluently and confidently, highlighting the need for effective and supportive teaching strategies.

One instructional approach that has gained attention for improving speaking skills is the Mingle Activity. Mingle is an interactive activity in which students stand up, move around the classroom, and engage in short exchanges with multiple peers. This technique promotes frequent communication, reduces anxiety, and creates a dynamic learning environment where students can practice speaking in meaningful contexts. According to Rahman (2017), Mingle is particularly

beneficial for learners who are hesitant or anxious to communicate in traditional classroom settings because it encourages authentic interaction while maintaining a supportive atmosphere.

Recent studies have demonstrated the effectiveness of Mingle-based techniques in enhancing students' motivation, confidence, and speaking performance. Mufidah and Fitrian (2022) found that the Mingle Game encourages active participation and helps students practice vocabulary and expressions in enjoyable ways. Similarly, Ilinawati and Sijono (2020) reported that the Mingle Music Technique increased students' speaking motivation by combining movement with engaging learning stimuli. Agustin (2023) also highlighted that Mingle Activities significantly boost learners' motivation to speak English, making them more confident and willing to engage in classroom communication. Collectively, these findings show that Mingle-based activities can transform the speaking classroom into an interactive space that supports both linguistic development and affective growth.

However, despite the promising results of earlier studies, research on how the Mingle Activity is implemented in real classroom contexts—especially with the use of supporting media such as dictionaries, vocabulary lists, and topic-based phrases—remains limited. Little is known about how these instructional tools shape learners' speaking experiences or how students perceive the activity when it is integrated systematically into speaking lessons. Understanding the implementation process is crucial because the effectiveness of the Mingle Activity depends not only on its interactive nature but also on how teachers scaffold the activity, provide linguistic support, and manage classroom interactions.

Therefore, this study seeks to address these gaps by investigating the implementation of the Mingle Activity and exploring students' perceptions of its role in enhancing their speaking skills. By examining the use of supporting materials and documenting the activity in authentic classroom settings, this research aims to contribute meaningful insights into how Mingle can be applied effectively in EFL contexts. The findings are expected to provide practical guidance for educators and expand the literature on interactive techniques for improving speaking proficiency.

LITERATURE REVIEW

Teaching English Language Speaking Skills

Speaking is a central component of communicative competence and a key goal of English Language Teaching (ELT). As language functions primarily as a medium for expressing thoughts, emotions, and social identity, the ability to speak effectively enables learners to participate actively in academic, professional, and social contexts (Alejandro, 2024; Filiz, 2020).

In EFL contexts, speaking is often regarded as the most challenging skill because it requires learners to process language in real time while simultaneously managing pronunciation, grammar, vocabulary, and communicative intent (Burns & Joyce, 1997; Cameron, 2001).

The complexity of speaking has been widely discussed in ELT literature. Brown (1994) explains that speaking is an interactive process that involves producing, receiving, and processing information, often under time pressure. Similarly, Richards and Renandya (2002) argue that unlike reading or writing, speaking leaves little time for planning and revision, making it particularly demanding for EFL learners. This view is reinforced by Tang (1997), who highlights that speaking requires learners to integrate linguistic knowledge with pragmatic and sociocultural competence in spontaneous interaction.

Several factors influence learners' speaking performance. Linguistic factors such as limited vocabulary, weak grammatical control, and pronunciation difficulties often constrain learners' fluency and accuracy (Derakhshan et al., 2016; Leong & Ahmadi, 2017). In addition to these linguistic challenges, affective factors play a significant role. Anxiety, fear of making mistakes, lack of confidence, and shyness are frequently identified as major barriers to oral communication in EFL classrooms (Horwitz, 2013; Swary, 2014). Kadamovna (2021) emphasizes that without a supportive learning environment, learners may avoid speaking altogether, which further limits their opportunities to develop oral proficiency.

From a pedagogical perspective, effective speaking instruction requires interactive, learner-centered approaches that provide meaningful opportunities for communication. Nunan (1995) stresses that speaking activities should be designed to simulate real-life communication and encourage learners to negotiate meaning. Brown (2004) further notes that assessment and instruction in speaking should focus not only on accuracy but also on fluency, comprehensibility, and communicative effectiveness. In line with sociocultural theory, Vygotsky (1978) argues that language development occurs through social interaction, particularly within the Zone of Proximal Development (ZPD), where learners can perform beyond their current ability with appropriate support. This theoretical perspective suggests that collaborative and interactive speaking activities can significantly enhance learners' oral skills.

Overall, the literature indicates that teaching speaking effectively requires instructional strategies that address both linguistic and affective dimensions of learning. Activities that promote interaction, reduce anxiety, and provide scaffolding are essential for helping EFL learners develop confidence and competence in speaking English.

Mingle Activity as a Learning Strategy

The Mingle Activity is an interactive speaking strategy that aligns closely with communicative language teaching principles. In a mingle activity, students move around the classroom and engage in short conversations with multiple peers, often guided by specific questions, prompts, or tasks (Rahman, 2017). This strategy emphasizes learner interaction, repetition of language use, and authentic communication, making it particularly suitable for developing speaking skills in EFL contexts.

The theoretical foundation of the Mingle Activity can be linked to sociocultural and interactionist theories of language learning. Vygotsky's (1978) concept of social interaction as a driver of cognitive and linguistic development supports the use of activities that require learners to collaborate and communicate. Similarly, Bowler and Large (2013) highlight that learning is enhanced when individuals work together within supportive social environments, allowing learners to co-construct meaning. Through repeated peer interactions, mingle activities create opportunities for learners to operate within their ZPD, gradually improving their speaking ability.

Empirical studies have consistently shown the effectiveness of mingle-based techniques in improving speaking skills and motivation. Rahman (2017) found that the Mingle Model helped Indonesian EFL learners become more active and confident in speaking, as the activity reduced the pressure of speaking in front of the whole class. Mufidah and Fitrian (2022) reported that the Mingle Game enhanced students' speaking performance by encouraging frequent practice and making learning more enjoyable. Their findings suggest that the playful and dynamic nature of mingle activities can lower learners' affective filters and promote spontaneous language use.

Motivation is another important benefit of mingle activities. Agustin (2023) demonstrated that students' motivation to speak English increased significantly when mingle activities were implemented, as learners felt more relaxed and engaged. Similarly, Ilinawati and Sijono (2020) showed that combining mingle activities with music further enhanced students' speaking motivation by creating a lively and less intimidating classroom atmosphere. These findings align with Pollard and Hess's (1997) view that low-preparation, interactive activities can be highly effective in encouraging student participation.

In addition to motivation and confidence, mingle activities support the development of fluency through repeated exposure to similar language forms. As learners repeat questions and responses with different partners, they gain greater control over vocabulary and sentence structures, leading to improved fluency and accuracy (Derakhshan et al., 2016; Burns & Joyce,

1997). Richards and Renandya (2002) also note that such repetition in meaningful contexts is essential for internalizing language patterns.

Despite these advantages, the literature suggests that the success of mingle activities depends heavily on how they are implemented. Teachers play a crucial role in providing clear instructions, appropriate linguistic support, and effective classroom management (Brown, 1994; Scott & Ytreberg, 2000). Supporting media such as vocabulary lists, dictionaries, and topic-based expressions can help learners participate more confidently, especially those with lower proficiency levels. However, as noted in previous studies, limited attention has been given to examining how these supporting tools are integrated into mingle activities and how students perceive their usefulness.

The Mingle Activity is a promising learning strategy for teaching speaking skills in EFL classrooms. Grounded in communicative and sociocultural theories, it promotes interaction, reduces anxiety, and enhances motivation and fluency. Nevertheless, further research is needed to explore its classroom implementation in depth, particularly regarding the use of supporting materials and learners' perceptions, which this study seeks to address.

METHOD

Research Design

This study employed a qualitative descriptive design to investigate how the Mingle Activity was implemented in an English language course and to explore students' perceptions of its influence on their speaking skills. A qualitative design was considered appropriate because it allows the researcher to capture rich, detailed descriptions of participants' experiences, thoughts, and behaviors—elements that cannot be adequately represented through numerical or statistical approaches. The focus on naturally occurring data and participants' subjective viewpoints aligned with the study's aim to understand the activity in depth within its real classroom context.

Research Site and Participants

The research was conducted at BestOne Education, an English course located in East Lombok Regency, West Nusa Tenggara Province. This institution was selected purposively because it had incorporated the Mingle Activity into its teaching program, making it a relevant setting for examining the strategy's implementation.

Participants were recruited through purposive sampling based on specific criteria that ensured their relevance to the study. Learners were eligible to participate if they had experience with the Mingle Activity for at least one month and if they were studying English as a foreign

language. A total of fifteen participants took part in the study, consisting of ten students aged between 15 and 20, and five tutors who regularly facilitated Mingle sessions. The recruitment process began when the course director informed eligible learners about the study. Students who were interested then contacted the researcher voluntarily. Prior to data collection, all participants provided informed consent after being briefed about the nature and purpose of the study.

Data Collection Instruments and Procedure

Interviews

Semi-structured interviews were used to gain an in-depth understanding of students' and tutors' perceptions of the Mingle Activity. The interviews were conducted individually in a quiet room at the course center to ensure comfort and confidentiality. Each interview lasted approximately twenty to thirty minutes and was audio-recorded with participants' permission. The interview guide consisted of open-ended questions that invited participants to describe their experiences during Mingle sessions, comment on any difficulties they encountered, reflect on perceived improvements in their speaking ability, and share their opinions on the use of supporting materials such as vocabulary lists or dictionaries. The semi-structured format allowed the researcher to maintain consistency across interviews while also probing further when participants introduced new or relevant ideas.

Observations

Classroom observations were conducted to document how the Mingle Activity operated in practice and to capture students' behavioral engagement during the activity. The researcher adopted the role of a non-participant observer, remaining unobtrusive throughout the sessions to avoid influencing classroom dynamics. Two Mingle sessions were observed, each lasting about forty-five minutes. During these sessions, the researcher recorded information related to student participation, interaction patterns, the use of supporting media, tutors' facilitation techniques, and any signs of confidence or hesitation displayed by learners. Observations were documented through detailed field notes and supplemented by short video recordings, taken with the permission of the institution and participants.

Documentation

Documentation served as an additional source of data that supported and enriched the findings obtained from interviews and observations. The documents analyzed included photos and videos of Mingle sessions, students' vocabulary lists and speaking task sheets, and institutional records related to the Mingle program. These documents were selected because they

provided concrete evidence of instructional procedures, classroom interactions, and students' progress throughout the activity.

Data Analysis

The collected data were analyzed using thematic analysis. The process began with data reduction, during which interview transcripts, observation notes, and documents were read repeatedly to identify significant ideas. The researcher then coded the data inductively, assigning labels to recurring concepts that appeared across the different sources. These codes were subsequently organized into broader categories and themes through careful comparison and interpretation. The themes were then displayed in narrative form so that patterns related to the implementation of the Mingle Activity and participants' perceptions could be clearly identified. Finally, conclusions were drawn by interpreting these themes in relation to the research questions. Triangulation across interviews, observations, and documentation strengthened the validity of the interpretations.

Trustworthiness

To ensure the trustworthiness of the study, several strategies were applied throughout the research process. Credibility was strengthened by triangulating multiple data sources, spending adequate time at the research site, and conducting member checks in which participants reviewed summaries of their interview responses for accuracy. Transferability was addressed by providing detailed descriptions of the research site, participant characteristics, and data collection procedures so that readers could determine whether the findings might apply to similar contexts. Dependability was enhanced through the maintenance of an audit trail documenting key decisions during data collection and analysis. Confirmability was supported by reflexive journaling and the use of multiple data sources to minimize researcher bias and ensure that findings were grounded in participants' accounts.

Ethical Considerations

Ethical considerations were prioritized throughout the study. Participants were fully informed about the purpose, procedures, and voluntary nature of the research. Written consent was obtained from all participants, and institutional permission was granted prior to conducting observations and collecting documents. To safeguard privacy, pseudonyms were used in reporting the findings, and all data were stored securely and accessed only by the researcher. Participants were also assured of their right to withdraw from the study at any time without consequence.

FINDINGS

Observation Results

To investigate students' activities during the Mingle Activity, the researcher conducted classroom observations on July 9, 2025. The observations focused on how the Mingle Activity was implemented in the BestOne Education course, particularly in relation to students' speaking skills. Observation sheets were used to record implementation procedures and student behavior. Based on the checklist and descriptive field notes, the students were actively engaged in the activity, showed enthusiasm, and interacted well with both classmates and tutors.

Table 1. Summary of Observation Results

No	Observation Focus	Observed (✓/X)	Notes
1	Students interacted actively in English	✓	Majority of students engaged in discussions
2	Students used vocabulary list during discussion	✓	Vocabulary sheets and whiteboard references used
3	Tutors supported shy students during the activity	✓	Tutors guided hesitant students
4	Equal participation in group discussions	X	Some students were passive or less involved.
5	Students looked confident when presenting	✓	Students spoke clearly with minimal hesitation

Most students made meaningful efforts to use English throughout the activity. Even when they did not know how to express certain words or ideas, they attempted to ask tutors for help or used alternative communication strategies. To support student conversations, tutors provided vocabulary lists or topic-related media, either written on the whiteboard or distributed as handouts. Interaction among students from different proficiency levels—such as beginner and elementary groups—was also apparent. This mixing encouraged learners to adapt their communication and contributed to the development of a supportive learning community.

Turn-taking was generally well managed, with students speaking in turns to express their ideas. Many students appeared happy and comfortable speaking in front of their peers, demonstrating visible confidence. They were able to respond to questions and share opinions without excessive anxiety.

However, a few students were observed to be hesitant or passive. This reluctance was mainly caused by their limited comprehension of peers' contributions or nervousness about making mistakes. In this regard, tutors played a crucial role by accompanying students during the Mingle Activity, offering guidance, clarification, and encouragement. As noted in the observation, the course environment was highly supportive; the frequent use of English by tutors and students in daily interactions helped reinforce speaking practice.

The observational data indicate that the Mingle Activity effectively promoted active participation, English usage, and speaking confidence. The observations also highlight the importance of teacher guidance and an encouraging learning environment in maximizing student engagement.

Interview Results

This section presents the findings from interviews conducted with ten EFL learners and five tutors regarding the implementation of the Mingle Activity and students' perceptions of it. Overall, the learners expressed positive experiences with the activity. They reported that the Mingle Activity made speaking English more enjoyable and increased their confidence. Students appreciated opportunities to interact with different classmates, practice new vocabulary, and express their ideas in a relaxed setting.

Although students mentioned challenges such as grammar difficulties and limited vocabulary, they noted that support from peers and tutors helped them manage these issues. Tutors explained that they implemented the Mingle Activity by preparing relevant topics, providing vocabulary support, facilitating small-group discussions, and conducting follow-up presentations. They commonly used media such as vocabulary sheets, whiteboards, and speaking prompts. While tutors encountered challenges—including classroom noise and the need to support shy learners—they observed significant improvements in students' fluency, confidence, and vocabulary development.

Documentation Results

Documentation collected during the study included photographs, audio and video recordings, and vocabulary lists used during the Mingle Activity sessions. These materials

provided additional evidence supporting the interview and observation findings. Photographs taken during the sessions showed students actively participating in group discussions, presenting ideas, and interacting with peers and tutors. Their body language and facial expressions further demonstrated their enthusiasm and comfort while speaking English. Several photos showed students using printed vocabulary sheets or referring to whiteboard notes, confirming that instructional media played an important role in facilitating communication.

The audio and video recordings offered valuable insights into students' real-time speaking performance. These recordings captured students' attempts at fluency, pronunciation, turn-taking, and interaction patterns. While some students demonstrated strong fluency and confidence, others appeared hesitant—consistent with the observation notes that identified variations in engagement.

Vocabulary lists distributed during Mingle sessions were highly relevant to the assigned topics. Students were observed incorporating newly introduced words into their conversations, indicating vocabulary acquisition and meaningful language use. Overall, the documentation validated the data obtained through interviews and observations, clearly illustrating that the Mingle Activity created a supportive and dynamic environment that encouraged students to practice speaking English with greater confidence and participation.

Synthesis of Findings

Findings from interviews, observations, and documentation consistently showed that the Mingle Activity plays a significant role in enhancing EFL learners' speaking skills. Students not only reported increased confidence and enjoyment, but these perceptions were also supported by behavioral evidence from the classroom and recorded documentation. The use of group discussions, interactive topics, and vocabulary support helped learners overcome their fear of making mistakes, enabling them to practice speaking in a more natural and meaningful way.

The results align with Vygotsky's sociocultural theory, which emphasizes learning through social interaction within the Zone of Proximal Development (ZPD). Tutors acted as More Knowledgeable Others (MKOs), providing scaffolding for shy or struggling students. Peer interaction also facilitated collaborative learning and supported language development. Additionally, exposure to diverse speaking partners and topics encouraged students to adapt their communication strategies, contributing to improved fluency and vocabulary development.

The findings also resonate with the principles of Communicative Language Teaching (CLT), which highlight the importance of authentic communication and learner-centered

interaction. While most students were highly engaged, the presence of a few hesitant learners suggests the need for continued scaffolding and differentiated support. Tutors' strategies—such as simplifying instructions, using both L1 and L2 when necessary, and giving encouragement—proved effective in addressing these challenges.

The Mingle Activity successfully integrates interaction, content, and language use in a dynamic setting that supports learners' speaking development. Its implementation is aligned with modern language learning theories and has a demonstrably positive impact on students' confidence and speaking performance.

DISCUSSION

The findings of this study demonstrate that the Mingle Activity significantly enhances EFL learners' speaking confidence, fluency, and motivation. These results are consistent with previous studies highlighting the effectiveness of interactive, communicative approaches in developing speaking skills (Agustin, 2023; Ilinawati & Sijono, 2020; Mufidah & Fitrian, 2022). Students in this research actively engaged in peer interactions, used vocabulary supports, and showed increased willingness to speak in English, reflecting the core principles of communicative language teaching (CLT), which emphasizes real-life communication and meaningful use of language (Brown, 1994; Richards & Renandya, 2002).

Mingle Activity and Communicative Competence

The increased student participation observed aligns with Burns and Joyce's (1997) argument that speaking develops best in interactive, supportive contexts. The Mingle Activity created such an environment by encouraging movement, spontaneous conversation, and turn-taking—features also emphasized by Polard and Hess (1997) as essential for lowering anxiety and promoting authentic communication. Students reported feeling more confident and motivated, echoing findings by Agustin (2023), who noted that the Mingle Activity enhances students' intrinsic motivation to speak English.

Additionally, the improvements in fluency and vocabulary use observed in this study parallel Derakhshan, Khalili, and Beheshti (2016), who maintained that frequent speaking opportunities help learners strengthen their oral accuracy and fluency. The use of vocabulary lists and topic-specific media supported students' lexical growth, an element that Nunan (1995) and Tang (1997) regard as crucial for effective communicative exchanges.

Sociocultural Learning and Peer Interaction

The findings are strongly grounded in Vygotsky's Sociocultural Theory, which posits that learning occurs through social interaction within the Zone of Proximal Development (Vygotsky, 1978). Tutors in this study acted as More Knowledgeable Others (MKOs), guiding learners, assisting hesitant students, and providing scaffolding. This dynamic mirrors Leanne Bowler and Large's (2013) argument that learners progress through collaborative engagement with more capable peers or adults.

The mixing of students from different levels—beginner and elementary—further contributed to this scaffolded learning environment. As Alejandro (2024) explains, language is central to cognitive development and identity formation; therefore, socially mediated dialogue plays a crucial role in helping learners negotiate meaning and build communicative confidence. The Mingle Activity's collaborative structure also reflects O'Leary, Choi, and Gerard's (2012) notion that successful collaboration fosters problem-solving, communication adaptability, and interpersonal skills.

Addressing Challenges: Anxiety, Vocabulary Gaps, and Participation

Despite the generally positive outcomes, some students exhibited hesitation and fear of making mistakes—challenges widely documented in EFL speaking literature (Horwitz, 2013; Leong & Ahmadi, 2017; Swary, 2014). These barriers are influenced by limited vocabulary, grammar uncertainty, and affective factors, all of which Brown (2004) identifies as common obstacles to oral performance.

Nevertheless, the supportive classroom environment—where English was used frequently in daily communication—contributed to reducing anxiety. This aligns with Kaharuddin's (2019) argument that exposure to English-rich environments enhances learners' communicative confidence and competence. The tutors' active involvement, encouragement, and use of visual aids also helped address learners' vocabulary limitations, consistent with Scott and Ytreberg's (2000) assertion that young or beginner learners benefit significantly from concrete linguistic support.

Unequal participation in group tasks, as noted in the observation, reflects a typical pattern in collaborative learning. Some learners tend to dominate while others stay passive, a challenge also highlighted by Rahman (2017) in implementing the Mingle Model. However, the majority of learners displayed willingness to engage, which is an indicator of a positive classroom climate conducive to speaking development (Filiz, 2020).

Contribution to Speaking Skill Development

Overall, the Mingle Activity contributed meaningfully to learners' development of speaking skills, supporting the argument that speaking instruction must integrate interaction, meaningful content, and real communicative purposes (Cameron, 2001; S & Prema, 2022). The activity allowed students to practice articulating ideas, negotiate meaning, and build fluency, confirming Brown's (1994) emphasis on communicative tasks as essential in language pedagogy. Furthermore, the opportunity to converse with various partners reflects the authentic nature of language use emphasized in CLT and in workplace communication studies (S & Prema, 2022).

The findings also support Rahman's (2017) claim that the Mingle Model is particularly effective in Indonesian contexts, as it fosters enthusiasm, reduces anxiety, and increases speaking frequency—all elements that contribute to long-term proficiency development.

CONCLUSION

This study aimed to describe the implementation of the Mingle Activity and explore students' perceptions of its role in improving English speaking skills among EFL learners. The research involved ten students and five tutors, with data collected through interviews, observations, and documentation. The analysis of these data led to several key conclusions.

First, the Mingle Activity was implemented in a structured and supportive manner. Students were grouped to discuss specific topics using vocabulary support tools such as handouts and whiteboard notes. Tutors played an active role in guiding discussions, monitoring participation, and facilitating follow-up presentations. This implementation enabled students to engage in meaningful speaking practice within a communicative and interactive framework.

Second, students expressed generally positive perceptions of the Mingle Activity. They reported increased self-confidence, enjoyment, and motivation when speaking English. Many participants noticed improvements in fluency, vocabulary use, and willingness to express their ideas in front of others. Although challenges such as limited grammar mastery and peer hesitation were identified, students still viewed the activity as an effective way to practice speaking.

Third, findings from observations and documentation supported the interview results. Students appeared active and enthusiastic throughout the sessions, made consistent use of vocabulary resources, and demonstrated real-time communication skills. Documentation—including photographs, video recordings, and vocabulary sheets—further confirmed the consistency and effectiveness of the Mingle Activity in developing speaking skills.

In summary, the Mingle Activity provides a communicative, interactive, and learner-centered approach that fosters the development of speaking proficiency. The findings of this study align with Vygotsky's sociocultural theory—particularly the concept of the Zone of Proximal Development (ZPD)—and support the application of Communicative Language Teaching (CLT) principles in EFL contexts.

Future research may investigate the long-term impact of the Mingle Activity on speaking performance or explore its integration with other interactive language-learning strategies. Further studies could also examine its effectiveness across different language skills, learner levels, and educational settings to broaden the applicability of this approach.

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