

**MINGLE GAME ACTIVITIES IN TBLT : AN ESSENTIAL TOOL TO
IMPROVE SPEAKING SKILLS OF THAI PRIMARY STUDENTS**

ARTICLE

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S. Pd)
English Education Program*

By:

NOVIA LESTARI P.A

2102050039



UMSU
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN**

2025



JOURNAL OF ENGLISH LANGUAGE AND EDUCATION

UNIVERSITY OF PAHLAWAN TUANKU TAMBUSAI

Tuanku Tambusai 23 Bangkinang Kampar Regency Email: jede@gmail.com

Journal of English Language and Education is published by English Study Program of Faculty of Education of University of Pahlawan Tuanku Tambusai. This is the electronic Journal of English Language and Education of STKIP Pahlawan Tunku Tambusai with P-ISSN 2502-4132 and E-ISSN 2597-6850 which has published since February 2016 Volume 1 Nomor 1.



Volume 3

Number 1

2018

RESEARCH AND COMMUNITY SERVICE
STKIP PAHLAWAN TUANKU TAMBUSAI
BANGKINANG

P-ISSN 2502-4132

E-ISSN 2597-6850

ACKNOWLEDGMENTS



Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillah, praise and gratitude to Allah SWT who has given grace and health. Without the grace of Allah SWT, researches could not complete this research. Sholawat and salam are poured out to the Prophet Muhammad SAW who has brought us from the darkness to the lightness era.

In completing the research entitled “Mingle Game Activities : An Essential Tool to Improve Speaking Skills of Thai Primary Students” which was submitted as part of the requirements for obtaining a bachelor's degree in the English Education study program, the researcher encountered various challenges. However, with the support and assistance of many individuals, the completion of this study became much easier. Therefore, the researcher sincerely expresses gratitude to her mother, Sity Aisyah, for her constant prayer, guidance, and both moral and financial support from the very beginning until now. The researcher would also like to extend thanks to:

1. Prof. Dr. Agussani. M. AP. as Rector of Universitas Muhammadiyah Sumatera Utara.
2. Dra. Hj. Syamsuyurnita, M.Pd, as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. Dr. Dewi Kesuma Nasution, S.S., M.Hum, as Vice Dean 1 of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

4. Dr. Mandra Saragih, M.Hum, as Vice Dean III of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
5. Dr. Pirman Ginting. S.Pd, M.Hum as the Head of the English Education Study Program at FKIP UMSU. And Rita Harisma S.Pd, M.Hum, as the secretary of the English Language Education Department, FKIP UMSU.
6. Drs. Ali Amran, M.Hum, as the supervisor who has provided valuable guidance and suggestions for the completion of this research.
7. Dra. Hj. Diani Syahputri, M.Hum, as the examining lecturer who has provided valuable guidance and suggestions for the completion of this research.
8. Dr. Bambang Panca S, M.Hum who has provided guidance and suggestions for the completion of this research.
9. Juliansyah, as the English teacher who helped and directed the researches during the research process.
10. Lecturers of the English Education Department who have provided guidance and knowledge that is very meaningful during the researcher's lecture period.
11. FKIP UMSU Administration Bureau, which has provided administrative system services to complete the necessary requirements, so that all affairs can be completed easily.
12. To my brother and sister, Yudi Rizali and Yuri Syafitri, who always provide support and enthusiasm to be able to complete this research.
13. My dear friend for Balkis, Silvi, Habibi, Nabila, Mutia and Dea, may Allah always bless your every step and affair

The researcher also extends her gratitude to all colleagues, peers, and individuals whose names cannot be mentioned one by one, yet whose support, encouragement, and presence have greatly contributed to the completion of this work. Every prayer, motivation, and kindness has left a meaningful mark throughout this academic journey.

BERITA ACARA

Ujian Mempertahankan Artikel Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 07 Agustus 2025, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

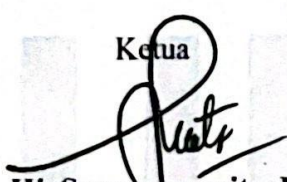
Nama : Novia Lestari P.A
NPM : 2102050039
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Mingle Game Activities in TBLT: An Essential Tool to Improve Speaking Skills of Thai Primary Students

Dengan diterimanya Artikel ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

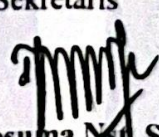
Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua

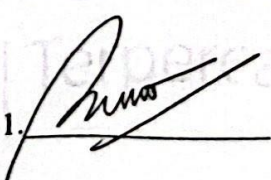
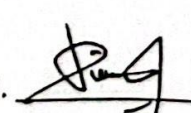

Dra. Hj. Syamsuyurnita, M.Pd.

Sekretaris


Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

ANGGOTA PENGUJI:

1. Dr. Bambang Panca S, M.Hum.
2. Dra. Hj. Diani Syahputri, M.Hum.
3. Drs. Ali Amran, M.Hum.

1. 
2. 
3. 



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN ARTIKEL

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama : Novia Lestari P.A
NPM : 2102050039
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Mingle Game Activities in TBLT: An Essential Tool to Improve Speaking Skills of Thai Primary Students

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Mingle Game Activities in TBLT: An Essential Tool to Improve Speaking Skills of Thai Primary Students" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, 17 Juli 2025

Hormat saya

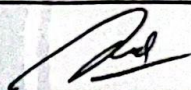
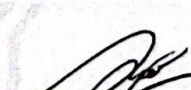
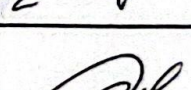
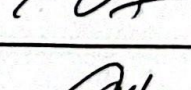
Yang membuat pernyataan,

Novia Lestari P.A



BERITA ACARA BIMBINGAN ARTIKEL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Novia Lestari P.A
NPM : 2102050039
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Mingle Game Activities in TBLT: An Essential Tool to Improve Speaking Skills of Thai Primary Students

Tanggal	Deskripsi Hasil Bimbingan Artikel	Tanda Tangan
04/04 2025	Discuss the Title (Revise the title)	
18/04 25	- Revise the article, add more background on TBLT	
11/05 25	- Describe the use of quasi-experimental design.	
28/05 25	- Restate the pedagogical implications more clearly.	
18/06 25	Submit the Journal article	
08/07 25	Review the Journal article	
23/07 25	Publish the Journal article	

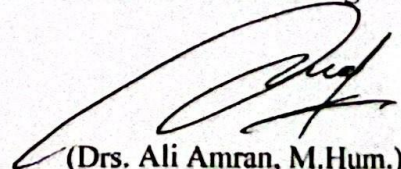
Diketahui oleh:
Ketua Prodi



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 23 Juli 2025

Dosen Pembimbing



(Drs. Ali Amran, M.Hum.)



Journal of English Language and Education

ISSN 2597- 6850 (Online), 2502-4132 (Print)

Journal Homepage: <https://jele.or.id/index.php/jele/index>

Email: jele.universitaspahlawan@gmail.com, lusimarlenihz@gmail.com

LETTER OF ACCEPTANCE

No. 1096/JELE/VII/2025

Journal of English Language and Education (JELE)

Journal of English Language and Education (JELE) editorial team at University of Pahlawan Tuanku Tambusai (UP) declared that the manuscript with the following information:

Title : **Mingle Game Activities in TBLT: An Essential Tool to Improve Speaking Skills of Thai Primary Students**

Author : **Novia Lestari P.A, Ali Amran, Diani Syahputri**

Affiliation : **¹²³Universitas Muhammadiyah Sumatera Utara, Indonesia**

Has been **Accepted** for publication in Journal of English Language and Education (JELE) Volume 10 Number 4 in 2025.

Bangkinang, 08th July 2025

Editor in Chief



Lusi Marleni

Mingle Game Activities in TBLT: An Essential Tool to Improve Speaking Skills of Thai Primary Students

 <https://doi.org/10.31004/jele.v10i4.1096>

*Novia Lestari P.A, Ali Amran, Diani Syahputri^{abc} 

¹²³Universitas Muhammadiyah Sumatera Utara, Indonesia

Corresponding Author: novialestari1407@gmail.com

A B S T R A C T

Speaking skill is a crucial component of English language learning, especially for EFL students in primary schools, where opportunities to practice real-life communication are limited. This gap between theoretical teaching strategies and classroom practice highlights the need for more interactive and learner-centered approaches. This study explores how Mingle Game Activities within a Task-Based Language Teaching (TBLT) framework can improve students' speaking skills. A quasi-experimental method was employed, using a pretest-posttest design with control and experimental groups. Speaking tests were used to assess students' performance, and the data were analyzed using paired and independent sample t-tests. The results revealed a significant improvement in the experimental group's speaking skills, particularly in vocabulary usage, fluency, and confidence. These findings suggest that Mingle Game Activities are a promising strategy to foster student engagement and enhance speaking ability in interactive English learning environments within EFL classrooms.

Keywords: *Speaking Skills, Mingle Game, TBLT*

Article History:

Received 18th June 2025

Accepted 08th July 2025

Published 23rd July 2025



INTRODUCTION

In today's globalized world, being able to speak fluently in English is essential. Speaking English involves comprehending and using the language, speaking with easily identifiable pronunciation, expressing oneself verbally, and giving speeches. Novitasari & Prawiro (2022) define speaking as one of the crucial abilities that allow students to confidently and clearly communicate their thoughts and arguments to others. Students' ability to communicate allows them to find as much information as possible that will help them. However, some students still have difficulty communicating in English. This happens because the students lack basic English vocabulary, have poor spelling, are afraid of making mistakes, and are reluctant to speak English (Susilawati et al., 2021). Therefore, it is anticipated that the teacher will be able to offer students incentives and opportunities for active speaking. As a result, students can use English to share their experiences as well as to increase their knowledge (Ilinawati, 2020). Shen & Chiu (2019) explain that EFL students have difficulties finding the right words to use when speaking English. They even struggle with creating words or sentences, which pushes them to speak in their mother tongue. In addition, students feel embarrassed about their mistakes, worry about criticism or mockery from others, and are terrified to communicate in English because they have few opportunities to do so. They typically avoid speaking in class as a result, which decreases involvement.

Khamkhien (2010) explains that speaking is a fundamental component of learning a language and education in Thailand. To put it another way, speaking and listening in English is really challenging for students in Thai primary school students. Even the school is an International School, but the students here are not targeted by native speakers, which results in the use of unfamiliar vocabulary and minimizes real engagement in the language classroom.

Thus, there aren't many opportunities for some students to interact with English native speakers. As a result, students' exposure to English is rather limited. Yassin et al., (2021) conclude that like all EFL learners worldwide, Thai students learn and utilize English as a second language and unavoidably run into some difficulties. However, these factors cannot be generalized for all Thai EFL students as there are some demographic differences between the Thai students in the rural and urban areas. In this way, the teacher creates an environment in which students can actively communicate in the classroom. But speaking is typically a challenge for EFL students.

Susilawati et al., (2021) state because they have not learned English before for a large portion of their school activities, students get bored as a result. Lastly, a lack of confidence, a lack of conversational experience, and the usage of one's mother tongue have all been identified as contributing factors to students' difficulty in communicating. For the student to improve their speaking abilities, they require enjoyable and stimulating situations. Normawati et al., (2023) summarize as a result, teachers must establish an atmosphere in the classroom that encourages students to improve their speaking abilities. If the teacher can effectively convey the materials in a way that attracts the students' attention, the teaching-learning process will be successful. When teaching English to the students, the teacher should use creativity (Inayah et al., 2017). In this way, the teacher creates an environment in which students can actively communicate in the classroom. But speaking is typically a challenge for EFL students.

Inayah et al., (2017) explain since they don't live in a nation where English is their first language of communication, EFL students must put in more effort to acquire speaking and listening. EFL students must therefore look for chances for establishing themselves in English in a variety of contexts; speaking in class may be the best method to do this. Being EFL students requires them to be receptive to media that uses English as the primary language, including written and electronic media. Thus, it requires a great deal of efforts and commitment. Because speaking has such a significant impact on our daily lives, it is therefore thought to be an essential component of learning a second language. It is crucial to pay attention to all the significant factors influencing the teaching, particularly the teaching strategy (Syaepul Uyun, 2022).

The mingle game is one of the activities thought to aid students in improving their speaking skills for the reasons explained above. Ilinawati (2020) concludes that by playing the mingle game, students are inspired to participate more actively and become more enthusiastic in class. More chances to practice speaking with a range of people and materials are given to students. Mingle game are activities where students walk around and discuss with one another during the game in order to obtain the information they need (Novitasari & Prawiro, 2022). Implementing a mingle activity involves asking different students the same question and getting different answers. Activities are then carried out by walking and moving, using cards as a media, using peers and small groups of students. Class quizzes, role-plays, group dictations, and matching exercises (finding a partner) are examples of mingle activities. The action does achieve an essential aim. It encourages students to speak and create sentences. It helps students identify patterns and is repeated (Rizki Utami & Sutarsyah, 2017). Through the use of the mingle technique, students are given the opportunity to express their thoughts, feelings, and ideas as well as to discuss a topic in depth (Yahya & Salih, 2021).

These Mingle Game activities are closely related to the principles of Task-Based Language Teaching (TBLT), which promotes learning through meaningful, real-life communication tasks. Hasnine et al. (2024) explain that Task-Based Language Teaching is a teaching paradigm originating from Communicative Language Teaching. Language learners may participate in small groups or individually on assignments. The TBLT teaching technique provides students with many fundamental abilities, such as how to engage with real-world learning environments and adapt different methods to problem-solving. Prasad Bhandari (2020) states that to increase their level of learning independence, TBLT compels even shy students to collaborate and learn from one another in groups and pairs without hesitation. Ganta (2015) defines TBLT as a method that helps students manage their fear and hesitancy by providing them with opportunities to

engage with peers in the target language in a spontaneous way. Since the teacher is not always available, students also learn to take responsibility for their work; however, if they need help, they can seek assistance from the teacher. This encourages students to take chances in order to learn. Lastly, TBLT improves students' collaborative learning by teaching them how to complete projects by supporting one another, fixing each other's mistakes, and developing their communication skills while completing the assignment.

In summary, the ability to speak English is an essential skill for students to succeed in both academic and real-life situations. However, many primary school students, particularly those in EFL environments such as in Thailand, still face significant challenges in speaking due to a lack of exposure, limited vocabulary, and fear of making mistakes. Without sufficient opportunities for active communication, students' progress in mastering English speaking skills remains slow and unbalanced. Teachers must immediately adopt more dynamic, captivating, and participatory teaching strategies that encourage authentic communication practice in the classroom in light of these challenges. In order to foster spontaneous language use and boost confidence, activities that require students to move, interact, and use English authentically are thought to be more successful. A promising method for addressing these speaking difficulties in a fun and student-centered way is the use of Mingle Games, which were created using the principles of Task-Based Language Teaching.

Through the implementation of Mingle Game activities, students are expected not only to improve their fluency and accuracy but also to develop greater self-confidence and motivation in using English for communication. By transforming the classroom into an active learning environment, it is anticipated that students will engage more willingly and demonstrate measurable improvement in their speaking fluency, accuracy, and confidence through Mingle Game Activities. Therefore, this research aims to implement and evaluate Mingle Game Activities as a concrete strategy to improve Thai primary students' speaking skills in a fun, active, and student-centered learning environment.

In this regard, Mingle Games grounded in the principles of TBLT offer a practical and student-centered solution to speaking challenges often faced by EFL learners. They require movement, peer interaction, and purposeful communication, making them ideal for young learners who need authentic and low-pressure speaking opportunities.

Mingle Game as a Language Teaching Tool

Mingle Games are interactive activities that involve students moving around, engaging in pair or group discussions, and exchanging information. These games align with the principles of TBLT by simulating authentic communication scenarios. Karsudianto (2020) states that mingling games is an activity in which students go around and converse with one another to obtain the information they need. Through the use of the mingle technique, students are given the opportunity to express their thoughts, feelings, and ideas as well as to talk about a topic in depth (Yahya & Salih, 2021). Daeli et al., (2023) explain that the mingling games strategy encourages students to speak more during group activities. The teacher can use this method to encourage students and improve their English communication skills by teaching speaking communicatively. Interactions will develop in individuals, and at least some other students share the main objective of interacting with one another in groups. Because they have partners with whom they can practice speaking and get feedback from their friends, they can work together to get better in speaking. Darmayenti & Nofiadri (2015) conclude there are two main components in mingle: act mingle itself and do presentation. It can be enhanced to create a creative method, strategy, or technique for teaching public speaking.

Previous researchers have looked into the use of mingling games in speaking directions, especially to help students' speaking abilities. Rizki Utami & Sutarsyah (2017) define that teachers often use strategies that ultimately cause their students to feel pressured and afraid of making mistakes. However, in order to help students express themselves and learn how to effectively employ English as a language, teaching English as a foreign language needs the use of effective teaching methods, approaches, games for language learning, or activities that foster speaking abilities. Karsudianto (2020) explains that several problems were discovered during the teaching-learning process, according to the preliminary study. First of all, students are

unmotivated to learn English. The material itself didn't attract their attention. They didn't listen to the teacher and throughout the lesson, they make a noise. Additionally, they made no attempt to identify the challenging vocabulary in the content. Not even a dictionary was with them. Second, the students lacked confidence when speaking in English. The students struggled with pronunciation in addition to lacking a vocabulary. Additionally, when others made mistakes, students laughed. They went down by it. The students lack of confidence when speaking English. Darmayenti & Nofiadri (2015) also explain the application of the Mingle model to students learning of English speaking. He discovered that Mingle model works better at helping students improve their speaking English abilities. The classroom was effectively made enjoyable through the use of mingle games, which motivated students to learn. This game helps students improve their speaking abilities even though they can apply their ideas by explaining a topic or information they have been given (Ady Rezki Harahap et al., 2020). Susilawati et al., (2021) conclude that it was concluded that the mingle game encourages students to be confident in seeking ways to enhance their vocabulary and pronunciation while also helping them practice speaking.

All of these problems claim that in order to increase possibilities for communication practice, the English teaching and learning process need to be enhanced. It is expected that this study will help primary school English teachers by providing them with information on how to enhance the ability of their teaching and learning. Additionally, it is expected that this study would help English teachers better empower their students to use mingling games to increase their enthusiasm and confidence when speaking. Additionally, the study helps the researcher become more mindful of how games might improve students' enthusiasm and self-confidence in their ability to communicate.

Task-Based Language Teaching (TBLT)

Beding & Inthapthim (2019) explain that TBLT is a student-centered method that uses communicative tasks focusing on meaning over form to give learners a natural context in which to utilize the target language. The tasks aim to motivate students, typically collaborating in small groups, to complete real, meaningful activities. By doing this, students can practice speaking the target language in the classroom. Learners are completely free to use whatever materials they have to finish the activity, even though the teacher might introduce language before it begins. Hashemi et al. (2012) conclude that the method known as Task-Based Language Teaching (TBLT) is an approach that provides students with material they must actively explore in order to meet objectives or complete assignments. TBLT focuses on tasks that require learners to use language for meaningful purposes through learning activities designed to engage students in the natural, practical, and functional use of language for significant communication. Purposes, the task-based approach seeks to provide opportunities for language mastery in both speaking and writing (Hismanoglu, 2011).

Fasih (2022) explains that the key component of any foreign language learner is their vocabulary. Gaining considerable vocabulary is crucial to learning a foreign language. However, because there are so many words that students have to understand, learning new vocabulary is challenging. Newly learned the context are also likely to be forgotten. As a result, task-based learning and seamless learning work well for learning foreign words. Because most students today prefer more communicative approaches, such the task-based approach, and because they want to use English in everyday situations, language teachers' teaching methods and strategies may change. Omer Al-Tamimi et al., (2020) summarize that although fluency is prioritized over accuracy in TBLT, accuracy is not entirely ignored. By participating in the learning process and having conversations with their peers in the target language, students should become able in grammar. Therefore, learners could benefit from an effective learning system for task-based language learning and instruction that uses learning activities and tasks (Hasnine et al., 2024).

Communicative language education is the foundation of the learning and teaching paradigm known as task-based language learning. It is frequently referred to as task-based learning and teaching, or TBLT. Utilizing real language to accomplish purposeful tasks in the language a learner wants to become proficient in is the main goal of TBLT. The tasks in TBLT gives participants the chance of engaging teacher's corrective feedback, whether it be explicit or

implicit (Robinson, 2011). Hasnine et al., (2024) explain that tasks can include things like working together to solve an issue, playing a game, visiting another place to engage in a new learning, and encountering objects that are a source of knowledge. Students can work alone or in small groups to complete tasks. On their finished assignments, the teacher provides them with either individual or group comments. The teacher's focus on reflection and feedback highlights how important it is to improving students' TBLT learning. Giving students constructive feedback gives them the courage to recognize and correct their own mistakes, which enhances their language proficiency and self-confidence (Nurhadi et al., 2024) .

In conclusion, the learner-centered approach, the use of target language, the emphasis on the learning process, and the term "tasks" are all consistently regarded as the fundamental and essential principles of TBLT, regardless of the definitions provided by different experts. However, it should be highlighted that for TBLT to be implemented effectively, teachers and students must agree on the learning objectives, the techniques used, and the assigned level of task completion.

Speaking Skills in Language Learning

For speakers of other languages, learning English as a second language has always been difficult. Abbas (2014) explains that English is a commonly used foreign language that helps connect for a variety of reasons, including studying abroad or finding employment in businesses. Speaking as a communication tool in the present situation. Speaking so becomes a crucial communication skill that needs to be acquired. The English language has become the global language and is spoken all over the world. Scientific research, education, commerce, the internet, travel and tourism, media and newspapers, information and technology, entertainment, banking, and others. Every utilize English extensively (Rao, 2019). Wael et al., (2018) summarize that learning the right grammar and vocabulary to utilize when speaking is an essential component for developing speaking abilities. Speaking can be regarded as an effective ability and involves multiple people. Jo McDonough (2013) explains that speaking is important when learning English since it helps students apply the language. Speaking ability is important, as seen by people's everyday actions. Speaking takes place under real-time time limits and is an interactive activity. In other words, people are able to utilize words and phrases naturally without giving them much thought. Speaking ability allows people to construct sentences for genuine conversation; in other words, they genuinely enjoy using language to accomplish particular goals.

Rao (2019) explains since English is used for international communication, almost all of foreign language learners attempt to acquire it. They must learn the language's four fundamental skills—speaking, listening, reading, and writing during this process. The most crucial ability for learning a foreign or second language is speaking. Speaking is thought to be the most crucial of the four essential language abilities for learning a foreign or second language. The addition of the other language abilities indicates the importance of speaking. Speaking is thought to be the most crucial of the four essential language abilities for learning a foreign or second language. The addition of the other language abilities indicates the importance of speaking. Leong & Ahmadi (2017) state that speaking aids students in improving their grammar and vocabulary, which in turn helps them write better. Students are able to communicate their thoughts and feelings, share stories, make requests, chat, debate, and demonstrate the different ways language can be used. Speaking is crucial outside of the classroom. Manurung (2015) summarizes that the ability to communicate in the language is frequently used to assess a student's proficiency in speaking classes. This achievement is demonstrated when a language learner is able to use the language to communicate his thoughts, feelings, and ideas through dialogue or monologue. It can also be observed when language learners are able to communicate with others or articulate their goals.

METHOD

This research employed a quantitative method with a quasi-experimental design with a pretest-posttest control group aimed at observing the improvement in students' speaking skills

after the implementation of Mingle Game Activities within the framework of Task-Based Language Teaching (TBLT). The quasi-experimental design was employed in this study as a type of experimental research in a quantitative method. This design is appropriate for evaluating the improvement of students' speaking skills in existing classroom settings where random assignment is cannot be applied. The fundamental feature of this quasi-experimental study was that the dependent variables were divided into two groups: the experimental group, which received treatment, and the control group, which did not receive any treatment, or technique during this research. A pretest-posttest design was employed in quantitative research. It was used to observe the significant difference between the pre- and post-teaching of the Mingle Game technique. Two classes were chosen as the sample of this research, which were Fifth Grade and Sixth Grade of 2024/2025 academic year.

The primary instrument for data collection was a speaking performance test, conducted in two stages: pre-test and post-test, measuring five aspects of speaking: fluency, vocabulary, pronunciation, accuracy, and comprehension (Marczyk et al., 2005). In this test, students were asked to describe their daily activities using a minimum of 20 English words. This format was chosen to encourage spontaneous speech production and to assess their ability to organize and express thoughts clearly within a limited word range. These tests were designed to track students' progress over the treatment period and assess how their speaking performance improved through task-based interaction.

The students were engaged in learning English as a Foreign Language (EFL) and were selected to participate in the study based on their need to improve speaking skills. The participants were divided into an experimental group, which engaged in Mingle Game Activities, and a control group, which followed conventional speaking exercises. This approach aimed to measure the impact of Mingle Game Activities on students' speaking proficiency. And this research provided insightful information about how interactive, task- based activities might improve language learning results, especially when it comes to the development of speaking proficiency.

To analyze the data, the mean scores of the pre-test and post-test were calculated for both groups to observe the degree of improvement in speaking performance. The mean scores provided a clear representation of students' overall achievement before and after the intervention. Then, paired sample t-tests were conducted to determine whether there were significant improvements within each group. Meanwhile, independent sample t-tests were used to compare the mean gain scores between the experimental and control groups, aiming to determine whether the difference in speaking improvement was statistically significant. These statistical analyses helped identify whether the improvements observed in the experimental group were indeed statistically significant.

The participants consisted of 26 students in grades 5 and 6 from Darul Maaref Foundation, Thailand. Class 5 was assigned as the experimental group and participated in Mingle Game Activities, while Class 6 served as the control group. This research aimed to provide insight into how interactive, student-centered learning strategies like Mingle Games could significantly contribute to the improvement of speaking proficiency in EFL primary learners.

FINDINGS AND DISCUSSION

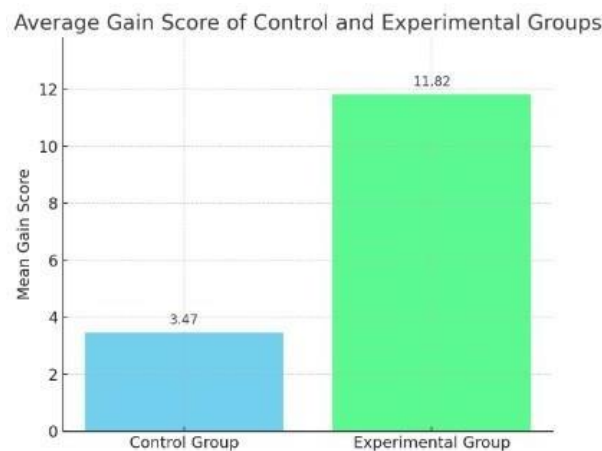
Findings

Statistical Findings

This study explored the impact of *Mingle Game Activities* within Task-Based Language Teaching (TBLT) on improving Thai primary students' speaking skills. Two groups were involved: a control group (n = 15) that received traditional instruction, and an experimental group (n = 11) that participated in Mingle Game-based activities.

The descriptive statistics revealed a noticeable difference in mean gain scores. The control group recorded a mean gain score of 3.27 (SD = 1.163), while the experimental group achieved a substantially higher mean gain score of 12.27 (SD = 4.101)

An Independent Samples T-Test was conducted to evaluate the significance of this difference. Levene's Test for Equality of Variances indicated unequal variances ($p = 0.000$), so the row "Equal variances not assumed" was used. The t-test results confirmed a statistically significant difference between the two groups ($t(11.186) = -7.078$, $p = 0.000$, 95% CI = [-11.801, -6.211]), confirming the positive effect of Mingle Game activities on students' speaking development.



The bar chart above illustrates the comparison of mean gain scores between the control group and the experimental group. The control group, which received conventional instruction, achieved a mean gain score of 3.27. In contrast, the experimental group, which was taught using *Mingle Game Activities*, showed a substantially higher mean gain score of 12.27.

This significant difference visually supports the statistical findings from the Independent Sample T-Test, which revealed that the improvement in speaking skills among students in the experimental group was statistically greater than that of the control group. The chart effectively demonstrates the positive impact of task-based language teaching through interactive activities like the Mingle Game.

Interpretation of Results

The results strongly supported that integrating Mingle Game Activities into English language instruction for young learners led to significant improvement in their speaking skills. The noticeable progress observed in the experimental group demonstrated how interactive, task-based learning strategies provided greater opportunities for students to enhance their fluency, accuracy, and confidence compared to traditional methods. The speaking test required students to describe their daily activities using a minimum of 20 English words, which allowed the researcher to assess their fluency, vocabulary usage, and ability to structure meaningful expressions within a simple, real-life context. A mingle game is one of the engaging activities that can create an enjoyable and fun atmosphere in the classroom for teaching vocabulary. Students get up and move around the class to find friends to talk with, switching between classmates while paying attention and taking notes (Maureen Pricilia et al., 2024).

During the implementation of Mingle Game Activities, observational records indicated increased levels of participation and enthusiasm among students. Learners who were initially hesitant became more willing to interact and express themselves in English. They showed greater effort in constructing complete sentences, applying new vocabulary learned during the sessions, and maintaining conversations with peers. Teacher observations also confirmed this positive shift, noting that many students demonstrated improved confidence, spoke more frequently, and appeared more motivated to participate in class activities. These behavioral indicators support the statistical findings by illustrating the role of Mingle Game Activities in facilitating measurable improvement in students' speaking performance within a supportive and communicative learning environment.

Comparison with Previous Studies

The findings of this study were in line with recent literature. A study by Maureen Pricilia et al., (2024) found that the mingle game encouraged students to be more engaged in

communication, as it helped enhance their vocabulary. Through conversations with their peers, students were able to acquire and internalize new vocabulary. Similarly, Mohamed Elbaz & Abdul-Samea Qoura (2021) highlighted the role of Mingle Games in promoting learner autonomy and speaking confidence in blended EFL classrooms. Moreover Ramamurthy (2019) emphasized that TBLT-based games helped reduce speaking anxiety and improved learners' willingness to communicate two outcomes that were clearly evident in this study.

Pedagogical Implications

For teachers in EFL contexts—especially those teaching primary students—Mingle Game Activities offered a practical and engaging strategy that bridged the gap between classroom learning and real-world language use. This approach fostered learner-centered instruction, boosted motivation, and encouraged meaningful use of the target language.

In the Thai primary context, where traditional grammar-based instruction may still be dominant, implementing task-based games could transform the learning environment and lead to better speaking outcomes.

CUNCLUSIONS

This study concludes that the implementation of Mingle Game activities within the Task-Based Language Teaching (TBLT) framework significantly improves the speaking skills of Thai primary students. The findings revealed that students who participated in Mingle Game activities showed notable improvements in fluency, vocabulary usage, pronunciation, and confidence compared to those who followed traditional learning methods. The comparison of mean gain scores between the experimental and control groups (12.27 vs. 3.27) and the results of the independent samples t-test ($p = 0.000$) confirm that the observed improvement is both meaningful and statistically significant. These outcomes strongly support the integration of interactive, student-centered techniques—especially those involving movement, peer interaction, and task-based engagement—as effective strategies to foster speaking development in EFL classrooms. For EFL teachers, particularly at the primary level, this study provides practical evidence that Mingle Game activities can serve as an effective pedagogical tool to overcome students' speaking challenges by encouraging meaningful communication, reducing speaking anxiety, and promoting active participation. Teachers are therefore recommended to incorporate Mingle Game activities into their regular speaking lessons to create a more dynamic and communicative classroom environment, supporting not only the development of fluency and vocabulary but also fostering students' confidence and motivation. Moreover, this research contributes to the growing body of evidence promoting the use of game-based learning to address speaking barriers such as lack of confidence, limited vocabulary, and speaking anxiety, with the task of describing daily activities using at least 20 words proving effective in enhancing students' ability to communicate everyday topics with improved fluency and vocabulary. Thus, teachers are encouraged to adopt Mingle Games as an engaging and practical method to improve speaking skills while transforming the classroom into a dynamic, communicative learning environment.

ACKNOWLEDGEMENTS

The researcher conveys profound gratitude to Allah SWT for His endless blessings, guidance, and mercy, which have enabled the successful completion of this journal. Without His divine will and support, this journey would not have been possible. The researcher extends heartfelt appreciation to her beloved mother, Mrs. Sity Aisyah, whose tireless prayers, unconditional love, and unwavering strength have been the backbone of every step in this academic pursuit. Deepest love and eternal remembrance are also dedicated to the late Mr. Ahmad P.A., the researcher's father and first hero, whose words, though now silent, continue to echo as motivation and strength in every challenge faced. To the researcher's dearest siblings, Yudi Rizali, a strong and reliable brother, and Yuri Syahfitri, a kind and understanding sister, thank you for your endless support, encouragement, and for believing in the researcher when she doubted herself. The researcher's deepest gratitude is also directed to her respected supervisor, Drs. Ali Amran, M.Hum, whose insightful guidance, patience, and encouragement

have shaped this research from beginning to end with clarity and direction. The researcher's also expresses her sincere gratitude to the examiners, Dra. Diani Syahputri, M.Hum for her valuable feedback and insightful questions that have greatly enhanced this study. A special and heartfelt thank you is reserved for the researcher's closest friends, Bibi, Mei, Mutia, Balkis, Silvi, Nabil, and Dea, whose presence has been a light in the darkest moments. Thank you for standing by her side, lifting her when she was at her lowest, and reminding her of her worth when she had forgotten it. Your sincerity, laughter, and empathy have made this journey bearable and beautiful. This thesis is written in fulfillment of the requirements for a bachelor's degree in the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. The researcher also sincerely thanks all participants for their time and invaluable contributions that have enriched this study.

REFERENCES

- Abbas, A. (2014). An Investigation Of Students' Language Learning Strategies Used In Mastering Speaking Skill. In *Ethical Lingua* (Vol. 1, Issue2).
- Ady Rezki Harahap, M., Maureen Pricilia, G., & Novita Sari, N. (2020). The Effect Of Mingle Game On Students' Speaking Descriptive Text Ability (A Study at the Seventh Grade Students of SMP Swasta Sariputra in 2018/2019 Academic Year). *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*, 205-225. <https://doi.org/https://doi.org/10.37081/liner.v3i1.1121>
- Beding, B. P., & Inthapthim, D. (2019). The Effects of Using a Task-Based Language Teaching Approach on the Speaking Skill of Thai EFL Learners. In *Journal of Humanities & Social Sciences (JHUSOC)* (Vol. 105, Issue 1).
- Daeli, F., Waruwu, Y., Telaumbanua, E., Harefa, T., Pendidikan Bahasa Inggris, J., Nias, U., Yos Sudarso Ujung No, J., Ulu, O., Gunungsitoli, K., Gunungsitoli, K., & Utara, S. (2023). The Use of Mingle Game to Improve the Students' Speaking Skill at Grade XI SMK Negeri 1 Gunungsitoli in 2022/2023. *Journal on Education*, 06(01), 9278-9287. <https://doi.org/https://doi.org/10.31004/joe.v6i1.4437>
- Darmayenti, D., & Nofiadri, N. (2015). Mingle Model for Teaching English Speaking Skill for College Students. *Al-Ta Lim Journal*, 22(1), 1-9. <https://doi.org/10.15548/jt.v22i1.11>
- Fasih, P. (2022). The role of vocabulary in task-based language teaching in international and Iranian contexts Konin Language Studies The role of vocabulary in task-based language teaching in international and Iranian contexts. *Konin Language Studies*, 87-108. <https://doi.org/10.30438/ksj.2022.10.1.4>
- Ganta, T. G. (2015). *The Strengths And Weaknesses Of Task Based Learning (Tbl) Approach: Vol. III*. www.srjis.com
- Hashemi, M., Azizinezhad, M., & Darvishi, S. (2012). Using task-based language teaching, learning practically in english classes. *Procedia - Social and Behavioral Sciences*, 31, 526-529. <https://doi.org/10.1016/j.sbspro.2011.12.098>
- Hasnine, M. N., Nguyen, H. T., & Ueda, H. (2024). Developing Taskcave system for task-based language teaching: Teachers monitoring how students learn outside classroom. *Procedia Computer Science*, 246(C), 113-120. <https://doi.org/10.1016/j.procs.2024.09.233>
- Hismanoglu, M. (2011). Task-based language teaching: What every EFL teacher should do. *Procedia - Social and Behavioral Sciences*, 15, 46-52. <https://doi.org/10.1016/j.sbspro.2011.03.049>
- Ilinawati, S. (2020). Improving Students' Speaking Motivation Using Mingle Music Technique. *Journal of English Educational Study (JEES)*, 3, 1-9. <https://doi.org/http://dx.doi.org/10.31932/jees.v3i1.56>
- Inayah, R., Pd, S., Pd, M., Lisdawati, I., & Hum, M. (2017). *Exploring Students' Difficulties in Speaking English and Their Attitude In Speaking English*. <https://doi.org/https://doi.org/10.35974/acuity.v2i1.585>
- Jo McDonough, C. S. and H. M. (2013). *Materials And Methods In Elt*.

- Karsudianto, F. (2020). Improving students' motivation and self-confidence in speaking using mingling games. In *Journal of Applied Studies in Language* (Vol. 4, Issue 1). <https://doi.org/https://dx.doi.org/10.31940/jasl.v4il.1591>
- Khamkhien, A. (2010). *Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective* (Vol. 3, Issue 1). <https://doi.org/https://dx.doi.org/10.5539/elt.v3nlp184>
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Manurung, K. (2015). Improving the Speaking Skill Using Reading Contextual Internet-based Instructional Materials in an EFL Class in Indonesia. *Procedia - Social and Behavioral Sciences*, 176, 44–51. <https://doi.org/10.1016/j.sbspro.2015.01.442>
- Marczyk, G., Dematteo, D., & Festinger, D. (2005). *Essentials of Research Design and Methodology*
- Maureen Pricilia, G., Rahmansyah, H., & Pendidikan Tapanuli Selatan, I. (2024). Mingle Game Implementation On Students' Vocabulary Mastery. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*, 12(1), 193–196. <https://doi.org/10.37081/ed.v12i1.5361>
- Mohamed Elbaz, M. S., & Abdul-Samea Qoura, Dr. A. (2021). Using Mingle Games in Collaborative Blended Instruction to Enhance the Speaking Skill and Motivation of EFL Secondary School Students. *Academia Letters*, 1–5. <https://doi.org/10.20935/al1726>
- Normawati, A., Nugrahaeni, D. A., Sahid, N., Manggolo, K. H., Ika, A., & Susanto, F. (2023). *EFL Learners' Difficulties in Speaking English* (Vol. 1, Issue 1). <https://doi.org/http://dx.doi.org/10.53416/electrum.v1i1.116>
- Novitasari, D., & Prawiro, I. Y. (2022). Shaping the Future of Lifelong Learner through Digital Engagement The effectiveness of mingle game to develop students' speaking skills at SMPN 1 Indramayu. *National Conference on Language, Education, and Technology Proceeding*, 94–100.
- Nurhadi, T., Indra Nugraha, S., & Ridwan, I. (2024). Exploring The Implementation of Task-Based Language Teaching in Teaching Speaking to Secondary EFL Learners: A Qualitative Case Study |1207 Exploring The Implementation Of Task-Based Language Teaching In Teaching Speaking To Secondary Efl Learners: A Qualitative Case Study. *Professional Journal of English Education*, 7(5), 1207–1219.
- Omer Al-Tamimi, N. M., Khadher Muhsen Abudllah, N., & Rashad Ali Bin-Hady, W. (2020). Teaching Speaking Skill To Efl College Students Through Task- Based Approach: Problems And Improvement. In *British Journal of English Linguistics* (Vol. 8, Issue 2). <https://doi.org/https://doi.org/10.37745/bjel.2013>
- Prasad Bhandari, L. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies*, 11(1), 1. <https://doi.org/10.7575/aiac.alls.v.11n.1p.1>
- Ramamurthy, V. (2019). The effects of task-based approach on speaking anxiety among ESL low proficiency diploma students. *Universal Journal of Educational Research*, 7(6), 1363–1375. <https://doi.org/10.13189/ujer.2019.070604>
- Rao, P. S. (2019). *The importance of speaking skills in english classrooms*. www.acielj.com
- Rizki Utami, S., & Sutarsyah, C. (2017). *The Use Of Mingle Game To Improve Second Grade Students' Speaking Achievement At Sman 1 Bandar Lampung*.
- Robinson, P. (2011). Task-Based Language Learning: A Review of Issues. *A Journal of Research in Language Studies*, 1–36. <https://doi.org/https://doi.org/10.1111/j.1467-9922.2011.00641.x>
- Shen, M., & Chiu, T. (2019). EFL Learners' English Speaking Difficulties and Strategy Use. *Education and Linguistics Research*, 5(2), 88. <https://doi.org/10.5296/elr.v5i2.15333>
- Susilawati, :, Novia, F., & Asmara, R. (2021). Improving Speaking Skill Using Mingle Game. In *Language and Education Journal* (Vol. 6, Issue 1). <https://doi.org/http://dx.doi.org/10.52237/lej.v6i01.200>
- Syaepul Uyun, A. (2022). Teaching English Speaking Strategies. *Journal of English Language Learning (JELL)*, 6(1), 14–23. <https://doi.org/http://dx.doi.org/10.31949/jell.v6il.2475>

- Wael, A., Asnur, M. N. A., & Ibrahim, I. (2018). Exploring students' learning strategies in speaking performance. *International Journal of Language Education*, 2(1), 65–71. <https://doi.org/10.26858/ijole.v2i1.5238>
- Yahya, N. Q., & Salih, S. M. (2021). Using Mingle Strategy to Improve the Speaking of Preparatory School Students' Achievement. *Journal of Tikrit University for Humanities*, 28(7), 1–24. <https://doi.org/10.25130/jtuh.28.7.2021.22>
- Yassin, M., Aba, M., Ar, S. ', & Boonsuk, Y. (2021). What Hinders English Speaking in Thai EFL Learners? Investigating Factors that Affect the Development of their English Speaking Skills 1. In *MEXTESOL Journal* (Vol. 45, Issue 3).

Apendix 1. Lembaran Data

Kelompok Eksperimen (Kelas 5)					Kelompok Kontrol (Kelas 6)				
No	Name	Pre test	Post test	Gain Score Eksperimen	No	Name	Pre test	Post test	Gain Score Kontrol
1	Nichaput Klunjungreed	6	18	12	1	Nur-almee Toh-arlee	6	8	2
2	Mareen Pungten	6	18	12	2	Nuruljannah Mardnga	6	9	3
3	Afdol Taowato	5	13	8	3	Maryhah-Sriyan	5	6	1
4	Nureen Sohpun	6	19	13	4	Sirawit Damard	5	6	1
5	Sakir Aongsara	5	17	12	5	Fasai Mardnga	6	8	2
6	Siren Wongsumpun	6	18	12	6	Watcharaput Klunjungreed	5	7	2
7	Nisreen Tongsisun	6	18	12	7	Sinmee Samoh	6	10	4
8	Saladin Longmard	5	10	5	8	Nifirdaws Nilong	6	9	3
9	Fatin Nung-arlee	5	17	12	9	Muslim Yuhunnun	5	8	3
10	Fusan Tingparktum	8	20	12	10	Yufree Lungyanai	6	9	3
11	Al-Ameen	8	20	12	11	Anunda Ladee	5	7	2
					12	Adif Praman	5	7	2
					13	Azleena Jehmeen	6	10	4
					14	Alwaneer Kepun	5	7	2
					15	Mubarock Nung-arlee	5	7	2

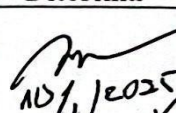


MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL ARTIKEL

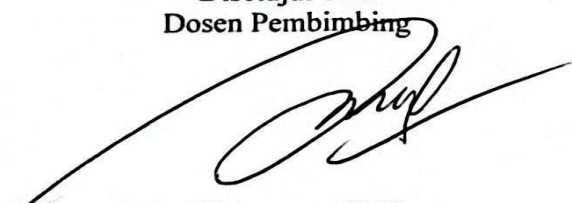
Dengan ini saya:

Nama Mahasiswa : Novia Lestari P.A
NPM : 2102050039
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Mingle Game Activities in Task-Based Language Teaching (TBLT) : Essential Tool to Improve Due Students Speaking Skills at Darul Maaref Foundation, Thailand	 10/1/2025 ✓

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing



Drs. Ali Amran, M.Hum.

Medan, 10 Januari 2025
Hormat Pemohon,



Novia Lestari P.A



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K – 1

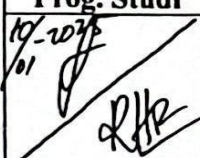
Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL ARTIKEL

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Novia Lestari P.A
 NPM : 2102050039
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 119 SKS

IPK= 3,73

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Mingle Game Activities in Task-Based Language Teaching (TBLT) : Essential Tool to Improve Due Students Speaking Skills at Darul Maaref Foundation, Thailand	
	Mingle Games Activities in Task-Based Language Teaching (TBLT): Essential Tool for Improving Speaking Skills in Language Learners at Darul Maaref Foundation, Thailand	
	Challenges and Opportunities/Solutions in Teaching English in Rural Areas in Satun, Thailand : A Case Study on Improving Classroom Interaction and Student Engagement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 10 Januari 2025
 Hormat Pemohon,



Novia Lestari P.A

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Novia Lestari P.A
NPM : 2102050039
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/artikel sebagai tercantum di bawah ini dengan judul sebagai berikut:

Mingle Game Activities in Task-Based Language Teaching (TBLT) : Essential Tool to Improve Due Students Speaking Skills at Darul Maaref Foundation, Thailand

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Drs. Ali Amran, M.Hum.

10 Januari 2025

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Artikel saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 10 Januari 2025
Hormat Pemohon,

Novia Lestari P.A

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 549/II.3-AU//UMSU-02/ F/2025
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Novia Lestari P.A**
N P M : **2102050039**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Penelitian : **Mingle Game Activities in Task-Based Language Teaching (TBLT):
Essential Tool to Improve Due Students Speaking Skills at Darul
Maaref Foundation, Thailand,**

Pembimbing : **Drs. Ali Amran, M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **21 Februari 2026**

Medan, 22 Sya'ban 1446 H
21 Februari 2025 M

Wassalam
Dekan


Dra. Hi Syamsuurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR ARTIKEL

Pada hari ini Senin, Tanggal 24 Bulan Maret Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris mengenai: **menerangkan bahwa:**

Nama Lengkap : Novia Lestari P.A
N.P.M : 2102050039
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Mingle Game Activities in Task-Based Language Teaching (TBLT):
Essential Tool to Improve Due Students Speaking Skills at Darul
Maaref Foundation, Thailand

No	Masukan dan Saran
Judul	Name of school should be reduced.
Introduction	Background of the study should be rewritten
Research Methodology	Revise
Result and Discussion	
conclusion	
Kesimpulan	☐ Disetujui ☐ Ditolak ☒ Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dra. Diani Syahputri, M.Hum)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

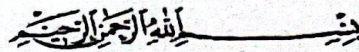
Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Novia Lestari P.A
N.P.M : 2102050039
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Mingle Game Activities in Task-Based Language Teaching (TBLT):
Essential Tool to Improve Due Students Speaking Skills at Darul
Maaref Foundation, Thailand

benar telah melakukan seminar Artikel skripsi pada hari Senin, Tanggal 24 Bulan Maret
Tahun 2025

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 24 Maret 2025

Ketua,

Dr. Pirman Ginting, S.Pd., M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Artikel**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Novia Lestari P.A
NPM : 2102050039
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Artikel, sebagai mana tercantum di bawah ini:

**Mingle Game Activities in Task-Based Language Teaching (TBLT) : Essential Tool
To Improve Due Students Speaking Skills at Darul Maaref Foundation, Thailand**
Menjadi:

**Mingle Game Activities in Task-Based Language Teaching (TBLT) : Essential Tool
To Improve Students Speaking Skills in Thai Primary School Students**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Mei 2025

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum

Hormat Pemohon

Novia Lestari P.A

Diketahui Oleh :

Dosen Pembahas

Dra. Diani Syahputri, M.Hum.

Dosen Pembimbing

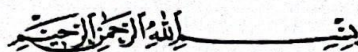
Drs. Ali Amran, M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR ARTIKEL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Novia Lestari P.A
N.P.M : 2102050039
Program Studi : Pendidikan Bahasa Inggris
Judul Artikel : Mingle Game Activities in Task-Based Language Teaching (TBLT):
Essential Tool to Improve Due Students Speaking Skills at Darul
Maaref Foundation, Thailand

Pada hari Senin, Tanggal 24 Bulan Maret Tahun 2025 sudah layak menjadi Artikel skripsi.

Medan, 24 Maret 2025

Disetujui oleh:

Dosen Pembimbing

(Drs. Ali Amran, M.Hum)

Dosen Pembahas

(Dra. Diani Syahputri, M.Hum)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Novia Lestari P.A
 NPM : 2102050062
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Mingle Game Activities in Task-Based Language Teaching (TBLT):
 Essential Tool to Improve Due Students Speaking Skills at Darul
 Maaref Foundation, Thailand.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
13/12/2024	Discussion and Revision about the Title ✓	
06/01/2025	Discussion Revision Chapter I	
17/01/2025	Discussion Revision Chapter II	
02/02/2025	Discussion Revision Chapter III	
14/02/2025	Final Discussion	
20/02/2025	Approved	
	Approved 20/2/2025	

Diketahui oleh:
 Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 20 Februari 2025

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

Mingle Game Activities in TBLT: An Essential Tool to Improve Speaking Skills of Thai Primary Students

ORIGINALITY REPORT

20%

SIMILARITY INDEX

18%

INTERNET SOURCES

15%

PUBLICATIONS

15%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to UIN Syarif Hidayatullah Jakarta Student Paper	11%
2	jele.or.id Internet Source	2%
3	Submitted to Ho Chi Minh City Open University Student Paper	1%
4	ejurnal.ung.ac.id Internet Source	1%
5	nadre.ethernet.edu.et Internet Source	1%
6	repository.bilkent.edu.tr Internet Source	1%
7	Submitted to University of Westminster Student Paper	1%
8	ejournal.papanda.org Internet Source	1%
9	research-repository.griffith.edu.au Internet Source	<1%
10	worldwidescience.org Internet Source	<1%
11	bmcmedimaging.biomedcentral.com Internet Source	<1%
12	www.zora.uzh.ch Internet Source	

<1 %

13

Fernando Rosell-Aguilar. "Task design for audiographic conferencing: Promoting beginner oral interaction in distance language learning", Computer Assisted Language Learning, 2005

Publication

<1 %

14

cognizancejournal.com

Internet Source

<1 %

15

Arum Sari, Saly Kurnia Octaviani. "Duolingo Mobile Application for English Listening Skill Improvement of Vocational School Students", Journal of English Language and Education, 2022

Publication

<1 %

16

Ton Duc Thang University

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

NOVIA LESTARI P.A

Medan, Indonesia | +62 888 0788 1729 | @novialestari1407@gmail.com



Fresh Graduated of English Education Department at Universitas Muhammadiyah Sumatera Utara with GPA 3.77. I have experience in Kampus Mengajar Batch 5, International Community Service in Thailand, and provided private tutoring for elementary and junior high school students.

EDUCATION

S1 English Education

October 2021 - November 2025

Universitas Muhammadiyah Sumatera Utara - Medan, Sumatera Utara

GPA : 3.77

PROFESSIONAL EXPERIENCES

Community Service Program International

August 2024

Darul Maaref School Foundation

- Community Service
- Develop active learning

Introduction to the School Environment II (Internship)

SMA Budi Satrya - Medan, Sumatera Utara

August 2024

- Preparation of educational administration
- Carrying out the teaching and learning process
- Preparation of learning tools

Program Kampus Mengajar 5 - (MBKM)

February 2023 - June 2023

- Providing an additional 2 hours a week of academic tutoring for up to 15 students on a regular basis
- Develop literacy and numeracy
- Development of learning media

ORGANIZATION / ACTIVITIES

- Secretary of Kemuhammadiyah Department - English Education Department Student Association 2024 - 2025
- Cadre Member - English Education Department Student Association 2022 - 2023

CERTIFICATION / TRAINING

Essay Training - Language Center Volunteer UMSU 2023

Workshop Pratical and Job Opportunities - Language Center Volunteer UMSU 2022

Workshop Tips & Tricks for Answering TOEFL Questions - Universitas Muhammadiyah Sumatera Utara 2022

SKILLS

- Communication
- Analytical Thinking
- Team work
- Negotiation
- Leadership
- Canva
- Google Sheets