

The Correlation Between Mingle Night Activity and Students' English-Speaking Skill

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Abstract: English proficiency is an essential competence, yet students often face psychological barriers such as speaking anxiety. The interactive Mingle Night program is implemented as a solution to facilitate spoken communication through group discussions and presentations. The primary objective of this research was to investigate the statistical correlation and the relationship strength between students' active participation in Mingle Night activities and their objective English speaking skills at Bestone Education. This study employed a quantitative correlational design with a sample of 30 students selected via simple random sampling from a total population of 50 students. Data collection utilized a 20-item Likert scale questionnaire to measure participation levels and a structured oral test rubric to assess speaking components. The collected data were subsequently analyzed using the Pearson Product-Moment Correlation test via SPSS software. The statistical analysis revealed a significance value of 0.408 ($p > 0.05$) and a correlation coefficient (r) of 0.157. Based on these results, it is concluded that the Null Hypothesis (H_0) is accepted, proving there is no statistically significant correlation between Mingle Night participation and students' speaking skills, and the relationship is categorized as very weak. This lack of correlation is primarily attributed to the extremely limited one-week observational timeframe. While one week is sufficient to lower speaking anxiety, it is theoretically and empirically inadequate to produce measurable objective improvements in linguistic components.

Keywords: Anxiety, Correlation, Mingle, Speaking.

INTRODUCTION

English proficiency represents a crucial communicative competence in modern global communication, serving as a primary indicator of language mastery for both professionals and academics. Despite this educational priority, many English as a Foreign Language (EFL) learners struggle with severe speaking anxiety. Learners constantly fear making mistakes in front of others and anticipate negative evaluation from their peers and teachers (Kasim, 2024). This psychological pressure significantly lowers their self-confidence, causing students to feel shy and unprepared when asked to speak publicly (Astrero et al., 2024). Consequently, this anxiety fosters avoidance behaviors and silence, preventing students from utilizing their existing linguistic knowledge effectively. Therefore, creating meaningful, supportive, and low-anxiety contexts is mandatory to encourage students to take linguistic risks and actively practice their oral skills (Nuraeni et al., 2024).

As a pedagogical response to these psychological barriers, Bestone Education implemented the "Mingle Night" program, an interactive solution that uniquely connects informal peer discussion with formal public speaking. Recent empirical studies have shown that mingle activities effectively improve confidence, fluency, and motivation among English learners (Wahyuni et al., 2025). Furthermore, a previous study confirmed that Mingle Night habituation positively affects general speaking skills at Bestone Education (Sholihah et al., 2023). However, a significant research gap exists within the current literature. Most previous studies focus heavily on general classroom interaction or broad speaking anxiety. The precise empirical correlation between active participation in the Mingle Night program and specific, objective speaking components—such as fluency, pronunciation, and vocabulary—remains currently underexplored.

Uncovering this empirical correlation holds crucial scientific and practical urgency. Educators currently face an urgent need to implement

interactive, task-based, and collaborative learning methods to prevent students from remaining anxious and passive under traditional methodologies. Theoretically, Task-Based Language Teaching (TBLT) significantly enhances learner engagement and independent communication (Ali et al., 2023). Simultaneously, collaborative peer interactions in such environments actively reduce speaking anxiety (Bozkurt & Aydin, 2023). Without structured interactive programs like Mingle Night, students lack the authentic practice necessary to build true communicative competence. Thus, a systematic quantitative investigation is urgently needed to determine if this interactive participation mathematically translates into measurable oral proficiency.

Based on the identified gap and urgency, the primary objective of this research is to investigate the exact statistical relationship between active peer interaction and measurable oral proficiency. Specifically, this study aims to determine whether there is a significant correlation between students' participation in Mingle Night activities and their English speaking skills at Bestone Education, as well as to measure exactly how strong this statistical correlation is. To ensure objective measurement, the research restricts the evaluation of speaking skills to exactly five core components: fluency, pronunciation, vocabulary, comprehension, and confidence, entirely excluding other macro-language skills.

This article provides valuable contributions to the development of English Language Teaching (ELT) literature and practical classroom applications. Theoretically, the findings validate several foundational frameworks in a non-formal education context, including Communicative Language Teaching (CLT) regarding authentic communicative competence, Vygotsky's Social Constructivism regarding peer scaffolding, and Long's Interaction Hypothesis concerning natural language acquisition. Practically, the empirical data offers concrete references for tutors and course institutions to evaluate and refine the Mingle Night program by identifying specific speaking components that require further instructional support.

METHODS

This study employed a quantitative correlational research design to evaluate the precise mathematical association between

students' participation in Mingle Night activities and their actual English speaking skills, without applying any experimental treatment to the natural learning environment (Creswell & Guetterman, 2019; Gravetter et al., 2020).

1. Time and Place of the Research The research was conducted at the BestOne Education English Course, located in Pancor Sanggeng, East Lombok, West Nusa Tenggara. The data collection and research observation were carried out starting in June 2026, during the active implementation period of the Mingle Night program.

2. Population and Sample The population of this study comprised 50 active students enrolled in the Mingle Night program. From this population, a sample of 30 students was selected using a simple random sampling technique. The sample size was strictly limited to 30 participants because it represents the established statistical minimum necessary in correlational research to achieve adequate statistical power, satisfy the Central Limit Theorem to approach data normality, and fulfill the mandatory assumptions for parametric statistical testing.

3. Research Procedure Data were gathered systematically using two primary instruments to measure the respective variables:

- **Measuring the Independent Variable:** Students' participation in the Mingle Night Activity was measured using a 20-item structured online questionnaire equipped with a standard 5-point Likert Scale.
- **Measuring the Dependent Variable:** Students' English Speaking Skill was measured through a formal oral speaking test. Students' oral performances were objectively assessed using a standardized speaking rubric on a strict scale of 1 to 5, which exclusively evaluated five components: fluency, pronunciation, vocabulary, comprehension, and confidence.
- **Scoring System:** To prevent subjective bias, the speaking test utilized an inter-rater scoring system conducted simultaneously by the researcher and a certified English tutor from Bestone Education.

4. Data Analysis Technique The gathered data—consisting of the compiled questionnaire scores and the averaged inter-rater speaking scores—were analyzed

quantitatively. The hypothesis testing was conducted using the Pearson Product-Moment Correlation formula via SPSS software to determine the significance and strength of the correlation, ensuring complete mathematical accuracy (Kasim, 2024).

FINDINGS AND DISCUSSION

Table 1 Descriptive Statistics of Variable X and Variable Y

Statistic	Mingle Night Activity (X)	English Speaking Skill (Y)
N (Valid)	30	30
Mean	66.67	69.87
Minimum Score	48.00	44.00
Maximum Score	82.00	100.00
Standard Deviation	9.02	16.16

Based on Table 1, the students' participation in the Mingle Night Activity yielded a mean score of 66.67. Concurrently, the objective assessment of the students' English Speaking Skill recorded an average of 69.87. Prior to hypothesis testing, the Shapiro-Wilk normality test confirmed that the data for both Variable X ($p = 0.696$) and Variable Y ($p = 0.109$) were normally distributed, as both significance values strictly exceeded the standard 0.05 threshold. To determine the exact relationship between the two variables, the Pearson Product-Moment Correlation was applied. The inferential statistical output is presented in Table 2.

Table 2 Pearson Correlation Output

Statistical Components	Correlation Result
Pearson Correlation (r)	0.157
Sig. (2-tailed)	0.408
N	30

As presented in Table 2, the inferential statistical output generated a significance value (2-tailed p -value) of 0.408. Because this p -value is strictly greater than the alpha level of 0.05, the Null Hypothesis (H_0) is accepted, mathematically proving that there is no statistically significant correlation between students' participation in Mingle Night activities and their English speaking skills. Furthermore, the Pearson Correlation coefficient (r) was calculated at 0.157, indicating a very weak mathematical relationship between active interactive participation and objective oral proficiency.

Discussion

The statistical analysis in this study reveals a pivotal empirical finding: active participation in

Findings

The statistical analysis of the collected data reveals the descriptive baseline of both variables. Table 1 presents the descriptive statistics encompassing the minimum, maximum, mean, and standard deviation scores of the 30 respondents.

the Mingle Night program does not exhibit a significant correlation with students' objective English speaking skills. This outcome provides a critical counter-narrative to several recent studies. For instance, Sholihah et al. (2023) and Wahyuni et al. (2025) heavily emphasized the immediate positive impact of interactive programs on speaking proficiency. The discrepancy between the current findings and previous literature can be systematically explained by dissecting the variables measured and the methodology employed. Previous studies predominantly relied on qualitative observations or measured broad affective variables (such as motivation and self-perceived fluency). In contrast, this study utilized a rigid, standardized oral rubric that demanded high linguistic accuracy (pronunciation, grammar, and vocabulary).

A critical evaluation of the research context provides a rational explanation for this lack of correlation, primarily pointing to the severely limited duration of the students' exposure to the program. The empirical data were collected from newly enrolled students who had only experienced Mingle Night for exactly one week. By analyzing this timeframe through the lens of Stephen Krashen's Affective Filter Hypothesis, the high questionnaire scores (mean: 66.67) indicate that the one-week exposure successfully created a relaxed environment, lowered the students' emotional barriers, and reduced their speaking anxiety. However, lowering the affective filter is merely a prerequisite for learning; it does not automatically equate to structural mastery.

Furthermore, analyzing the phenomenon through Vygotsky's Social Constructivism and Long's Interaction Hypothesis reveals why

linguistic accuracy lagged behind participation. These foundational theories assert that students require continuous peer scaffolding and repeated, spontaneous negotiation of meaning over an extended period to develop authentic communicative competence. During Mingle Night, peers act as *More Knowledgeable Others*. However, if the interaction only lasts for one week, students do not have adequate time to internalize new vocabulary, permanently correct their fossilized pronunciation errors, or spontaneously improve their grammatical comprehension. Consequently, their active participation could not translate into high scores on the rigorous, objective speaking rubric utilized in this study.

This finding exposes a crucial real-world implication for language education: high enthusiasm and active classroom participation do not instantaneously translate into high linguistic proficiency. The theoretical contribution of this research lies in highlighting the temporal disconnect between the affective phase of language learning (building courage and lowering anxiety) and the cognitive phase (acquiring structural accuracy). Practically, this implies that while interactive activities like Mingle Night are excellent pedagogical tools for engagement, they possess an inherent limitation regarding accuracy. To maximize the effectiveness of such programs, tutors must integrate brief, structured feedback sessions after the mingle activities end, providing targeted corrections on pronunciation and grammar to help students balance their communicative fluency with linguistic accuracy.

The primary limitation of this study is the brief one-week observational timeframe, which successfully captured affective engagement but failed to capture cognitive acquisition. To accurately evaluate the true, long-term correlational impact of interactive language programs, future researchers and institutional evaluators are strongly advised to fundamentally extend the observational period. Conducting assessments on course alumni or students who have actively participated in the program for a minimum of one to three months will ensure that the natural language acquisition process has adequately materialized, yielding more reliable, substantive, and long-term correlational insights.

CONCLUSION

This study concludes that there is no statistically significant correlation between

students' participation in Mingle Night activities and their objective English speaking skills at Bestone Education ($p = 0.408$, $r = 0.157$). The absence of a strong mathematical relationship is fundamentally attributed to the brief one-week observational timeframe; while short-term interactive participation successfully boosts learner confidence and lowers speaking anxiety, it remains empirically insufficient to yield measurable cognitive improvements in complex linguistic components such as pronunciation, vocabulary, and comprehension. Theoretically, this research contributes to the field of English Language Teaching (ELT) by delineating the temporal disconnect between affective engagement and cognitive language acquisition, proving that enthusiasm does not instantaneously translate into structural accuracy. Practically, the findings imply that active communicative tasks must be systematically coupled with targeted instructional feedback from tutors to effectively bridge the gap between oral fluency and linguistic accuracy. To address current methodological limitations, future researchers are strongly advised to extend the observational period to a minimum of one to three months to accurately capture the long-term impacts of interactive programs on natural language acquisition.

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