

# Improving Student's Listening Skill through Bingo Game: A Classroom Action Research at Fifth Grade Students in Sidomulyo

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**Abstract.** This research aims to find out and describe the improvement of students' listening skill through Bingo game. Classroom Action Research (CAR) designed by Kemmis and Mc Taggart which consisting of four phase in each cycle: planning, acting, observing, and reflecting was used as the research method. In obtaining the result, there were two types of data collection: the qualitative data (observation and interview) and the quantitative data (pre-test and post-test). In analyzing the data, descriptive analysis and statistic analysis were used to find out the result of bingo game implementation. The result showed that the use of bingo game improved the students' score and their responses were good. For the students' responses, it can be seen through the observation and interview taken. In addition, the improvement of the students' achievement were proved after the tests in each cycle (pre-test, post-test I, and post-test II) taken: the students' mean score in pre-test was 57.25 and the students' mean score in post-test II was 75 which the improvement of the students' mean score in pre-test and post-test II was 17.75. Then, the percentage of the students who met the *KKM* in pre-test was 35%, post-test I was 65% and post-test II was 85%. In summary, the result showed that the implementation of the Classroom Action Research met the target CAR (75%) which means that the Classroom Action Research was successful.

**Keyword:** *Bingo Game, CAR, Listening Skill*

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## 1 Introduction

Learning English as a foreign language is not easy, especially for elementary students. It takes practice to master the language. In mastering a language, there are four aspects that need to be learned, they are speaking, writing, reading, and listening. [1] states that listening and reading are receptive skills, because they are focused on receiving the information from an outside source,

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while speaking and writing are productive skills because the focus is on producing information.

In line with that, [1] states that listening is a vital primary stage of language acquisition. If students do not listen or learn to listen well, then the latter stages of the complex pattern of language acquisition within a productive framework (speaking and writing) in the communicative classroom will simply not happen. [2] state that ELLs (English Language Learners) need to develop both receptive and expressive oral language skills in English. Receptive skills are needed to understand what has been said, and expressive skills are needed to.

These four aspects are actually related to one another, because if we want to master a language, of course we have to be able to apply these language skills, whether it is the ability to write, read, listen, and speak. If one of these aspects has not been mastered, then there will be problems that we find in conveying or receiving information from other people.

Generally, many problems are faced by the students in teaching and learning process of listening. [3] states that there are six students' difficulties in listening. First, the students are trouble with sounds. Second, have to understand every word. Third, cannot understand fast the natural native speech. Fourth, need to hear things more than once. Fifth, find it difficult to keep up and the last is get tired.

Learning strategy is one of the important things to be considered in achieving the goal within the teaching and learning process. There are some definitions of learning strategy stated by some experts. [4] states that learning strategies are procedures or techniques that learners can use to facilitate a learning task.

Game assists the students to actively participate in the learning process to make them understand. In line with the statement above, [5] states that "what I hear, I forget; what I see, I remember; what I do I understand." While learning, the brain not only receives the information, but also processes the information. The process of information actively happens if learning by doing. [6] mentions you have to listen a word before you able to speak it. You have to speak a word before you able to read it. You have to read a word before you able to write it.

The research was conducted in Sidomulyo, Deli Serdang. Most of students in Sidomulyo are still left behind in terms of academic abilities from urban children, especially in English subject. In connection with this, the researcher would like to conduct a study that aims to improve listening skills for elementary students in the village

There are many ways that can be used to improve listening skills for learners. One of them is through games. Usually, games are only used as ice breaking or to kill time in schools. But games actually have effectiveness in conveying lessons. [7] state that games can lower anxiety, and thus

they can make acquisition more likely. In addition, they can be highly motivating, relevant, interesting, and comprehensible. By using games, students will be more active and stimulated in learning.

Teaching English through games is one of the effective techniques. It can help students to improve listening skill and ability to communicate. [8] states that using games in classroom can support English learning in many perspectives. It provides opportunities for target language practice, encourages students to communicate by using all four language skills, and creates a real life situation for using language. [9] states that just like songs and rhymes, games also provide wonderful atmosphere in the children's language class. It is widely documented that English language games improve learning, and with children, they are one of the most effective classroom tools.

Bingo game is actually different from place to place. But, basically players get cards with numbers on them in a 5 x 5 grid corresponding to the five letters in the word B-I-N-G-O. The numbers will be randomly arranged until one player completes a 'Bingo' pattern, such as a line with five numbers in a vertical, horizontal or diagonal row on his card. There are many possible patterns to play for. However, there is exact rules of many variations of bingo game: the numbers in the B column are between 1 and 15, in the I column between 16 and 30, in the N column (containing four numbers and the free space) between 31 and 45, in the G column between 46 and 60, and in the O column between 61 and 75.

After all equipment is completed, the numbers are announced quickly by the caller, so the players must pay careful attention to the numbers that are called and they must mark them quickly and accurately on their cards. The caller keeps calling numbers until one or more players claim Bingo. Then the game stops and the numbers are verified. If there is a winner, the prize is awarded and a new bingo game begins with new cards. If there is more than one winner, the prize is split among all the winners.

Based on the theories above, the researcher concluded that bingo is one of the game that can be used in teaching and learning English. It is not only a good game to be used as a medium in teaching listening skill, but also an interesting method to make a good classroom's atmosphere

## **2 Research Method**

This research used qualitative and quantitative method. Qualitative descriptive research is intended to describe existing phenomena, both natural, and human engineering, which pay more attention to the characteristics, quality, and interrelationships between activities. The purpose of this study is to reveal events or facts, circumstances, phenomena, variables, and circumstances that occur when the study takes place.

This research was conducted by applying Classroom Action Research (CAR). According to [10], CAR is a type classroom research carried out by the teachers in order to solve problems or to find answer toward context-specific issues. This means that before implementing Classroom Action Research, the researchers or the teachers needs to identify the problems faced by students in the class.

This research was conducted by applying Classroom Action Research (CAR), designed by Kemmis and Mc Taggart model that consists of four steps namely, planning, acting, observing, and reflecting. The objects of the research were fifth grade students in Sidomulyo, Deli Serdang, North Sumatera. The source of the data were tests answered by the students consisting of pre-test and post-test and the data were English words written by them in the test.

The researcher collected the data by using several steps. They are (1) conducting observation during classroom activity, (2) conducting pre-questionnaire and post-questionnaire, (3) interviewing teacher and students, (4) conducting pre-test and post-test, and (5) taking documentation. The researcher analyzed data by using descriptive analysis consisting of observation of student's activity, the implementation of lesson plan in CAR, and problem that occurs.

### **3 Result and Discussion**

#### **3.1 Result of pre-test**

The result of pre-test showed that there were 7 students who met KKM score, 13 students didn't meet KKM score, and the average of students score of the pre-test was 57.25, which means that the percentage of students who met KKM score was only 35%. After conducting the first cycle of classroom action research, there was an improvement.

#### **3.2 Result of Post-Test I**

The result of post-test 1 showed that there were 13 students who met KKM score and 7 students didn't met KKM score. The mean of students' score of post-test I was 67.75 and the percentage of students who met KKM score was 65%. It showed that there was 18.34% of improvement from pre-test to post-test I. Due to the target of CAR, the researcher did the second cycle to gain 75%. On the second cycle, 17 students met the KKM score and 3 students didn't meet KKM score.

#### **3.3 Result of Post-Test II**

From the result of post-test II, the mean of students' score was 75. The percentage of students who met KKM score was 85%. Classroom action research was successful and had been stopped on the second cycle because the percentage of students who met the KKM score was above 75%. The details of student's score from pre-test, post-test I, and post-test II are described in the following

table.

**Table 1.** Students' Scores of Pre-Test, Post-Test I, and Post-Test II

<b>Student's number</b>	<b>Pre-test</b>	<b>Post-test I</b>	<b>Post-test II</b>
<b>1.</b>	45	50	60
<b>2.</b>	55	65	75
<b>3.</b>	70	75	85
<b>4.</b>	30	50	60
<b>5.</b>	55	70	75
<b>6.</b>	60	75	80
<b>7.</b>	50	60	70
<b>8.</b>	45	65	80
<b>9.</b>	65	75	85
<b>10.</b>	65	70	75
<b>11.</b>	75	85	90
<b>12.</b>	40	60	70
<b>13.</b>	50	65	75
<b>14.</b>	70	85	85
<b>15.</b>	60	65	70
<b>16.</b>	70	75	75
<b>17.</b>	80	90	95
<b>18.</b>	55	60	70
<b>19.</b>	45	55	60
<b>20.</b>	60	60	65
<b>Mean</b>	<b>57.25</b>	<b>67.75</b>	<b>75</b>

From the table above, it can be seen that there was improvement of every student from pre-test to post-test II, even though some students didn't meet the KKM score in the post-test II. To be in more detail, it can be seen in the description below:

1. Students who met KKM score from pre-test to post-test II = 7 students
2. Students who met KKM score on post-test I and post-test II = 6 students

- |   |              |
|---|--------------|
| 3. Students who met KKM score on post-test II | = 4 students |
| 4. Students who never met KKM score           | = 3 students |

### **3.4 Discussion**

### **3.5 The Implementation of Bingo Game**

Based on the data that had been collected, the variation of teaching techniques were needed by the students. It was applied not only to make them interested in learning the listening skill, but also to make they enjoy the class. In this case, bingo game was the alternative technique that the researcher chose. It was aimed to create the pleasant situation in class for practicing in listening class with a fun way. So, the students' achievement could be improved.

In the implementation, the pre-test and post-test were arranged to measure the students' achievement in listening. The pre-test was used to find out the students' achievement before implementing the action in cycle one, while the post-test was used to assess the improvement of students' achievement; it was administered at the end of cycle one and cycle two.

In this research, the writer used two cycles which consisted of three meetings for each cycle. Each cycle consisted of four phases: planning, acting, observing, and reflecting. The improvement of the students' achievement in listening can be seen by comparing the students' score of pre-test, post-test I, and post-test II

### **3.6 Data of Observation**

The result of pre-observation shows that the alternative technique for teaching and learning process of listening is needed for the fifth-grade students in Sidomulyo. The researcher found that most of the students were bored during the teaching and learning process, because they only listened to their teacher without having any activity. However, they took part actively.

Some students tried to pay attention to the teacher's explanation, but they were not able to understand the lesson because, in addition, the lacked vocabulary that the students looked for either the meaning or the written form. Hence, bingo game was offered by the researcher to be the alternative technique in teaching and learning process of listening. The observation for teaching listening by using bingo game brought about that the students were excited and enjoyed learning. Moreover, they were able to follow the instruction of bingo game, because most of them were familiar with the game. In detail, the students were enthusiastic and confident to answer the teacher's questions during the lesson.

### 3.7 Data of Interview

The result from pre-interview revealed that the students had problems in listening class. It seemed that the conventional teaching technique made them less interested in listening class. The researcher underlined that an alternative technique was needed in listening class to overcome the problem. Therefore, the researcher offered bingo game. It was chosen as the alternative technique in teaching listening that would make the students more interested in learning. In the end, the interview after using bingo game showed that it resulted in so much fun in listening class and the students' achievement improved.

### 3.8 Data of Test

There are pre-test, post-test I, and post-test II used in this research to find out the improvement of students' achievement. In pre-test, the students' mean score was 57.25 and students passed the KKM equivalent to 35% while 13 students could not meet the KKM. After implementing the Classroom Action Research in the first cycle, the students' mean score increased to 67.75. It shows that there was an increase as much as 10.5 from the test before ( $67.75 - 57.25$ ). Then, 13 students who met the KKM are 13 students or 65%. It can be concluded that the CAR target (75%) is not achieved yet. Therefore, the second cycle was needed in order to improve the achievement. The data from post-test II show that the target is achieved. In detail, the students mean' score is 75 with 7.75 ( $75 - 67.75$ ) of improvement from post-test I. In addition, students who passed the KKM are 17 students or 85% which means that only 3 students didn't meet the KKM. Thus, it can be concluded that the result of post-test II meets the CAR target (75%). In other words, the next cycle is not needed.

## 4 Conclusion

Based on the analysis, it can be concluded that the research is successful based on the data gathered. Obviously, there is an improvement for both students' achievement and learning process. The Classroom Action Research doesn't need cycle three.

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