

OVERCOMING PRONUNCIATION IN ENGLISH LANGUAGE LEARNING USING BINGO GAMES

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Abstract: Pronunciation remains a consistent challenge for Indonesian English as a Foreign Language (EFL) learners, particularly Sundanese speakers who frequently encounter difficulties differentiating English phonemes /p/, /f/, and /v/ due to interference from their first language. Although game-based learning is broadly acknowledged, research exploring the use of Bingo games for targeted phonological intervention is limited. This study examines the efficacy of Bingo games in enhancing the pronunciation skills of 19 fifth-grade students in West Java. Utilizing a mixed-method Classroom Action Research (CAR) design, the investigation was conducted over two cycles, each comprising planning, acting, observation, and reflection. Data collection involved pre- and post-tests, observational notes, and documentation. The findings reveal notable improvements in students' capacity to distinguish and articulate the targeted phonemes, with mean scores increasing across both cycles. Qualitative observations further indicated increased enthusiasm and participation, particularly in the second cycle following instructional adjustments. These results suggest that Bingo games can serve as an effective intervention for specific pronunciation challenges while simultaneously fostering a motivating learning environment. The study recommends the adoption of game-based strategies for pronunciation development and advocates for additional research to evaluate their long-term impact on diverse learner groups.

Keywords: Pronunciation; Bingo Game; Classroom Action Research; EFL Learners; Game-Based Learning

INTRODUCTION

The mastery of English pronunciation remains a persistent challenge for Indonesian EFL learners, primarily due to the significant influence of regional dialects. Specifically, Sundanese-speaking students in West Java encounter a distinctive local issue: the absence of the phonemes /f/ and /v/ in their native phonological system, which often results in these sounds being substituted with the bilabial plosive /p/ (Gunantar, 2016; Octaviana, 2019). This interference from the first language not only leads to frequent mispronunciations but also induces a "silent period," during which students tend to withdraw from oral participation owing to a lack of phonetic confidence.

These localized challenges are intensified by more extensive instructional limitations within the Indonesian English as a Foreign Language (EFL) context. Pronunciation pedagogy is often marginalized due to time constraints, large class sizes, and a dependence on conventional, teacher-centered methodologies that emphasize rote memorization over phonetic exercises (Boy et al., 2021; Kosasih, 2021). As a result, traditional classroom settings seldom facilitate the low-anxiety, high-exposure environment essential for students to acquire intelligible speech.

In order to address these pedagogical deficiencies, game-based learning has become a compelling alternative. Language games such as Bingo offer a structured yet engaging framework

that promotes repeated auditory exposure and oral production. By transitioning from traditional drills to a goal-oriented activity, Bingo reduces speaking anxiety and encourages a more communicative environment (Eviyuliwati et al., 2020; Zilola and Qizi, 2024). This methodology is rooted in Language Transfer Theory, which asserts that the phonetic characteristics of a learner's first language (L1) considerably influence the acquisition of a second language (L2). In this research, the game serves as a corrective intervention designed to mitigate negative transfer between Sundanese and English phonology.

A synthesis of prior research findings suggests that Bingo is highly effective for vocabulary development and enhancing overall speaking confidence (Wright et al., 2006). Nonetheless, a significant research gap persists: the majority of studies regard Bingo as a general lexical tool rather than as a targeted phonological intervention. There exists a paucity of empirical evidence explicitly examining how Bingo can be employed to address the /p/-/f/-/v/ confusion among Sundanese learners. While the advantages of games are acknowledged, their application in resolving specific, dialect-driven phonetic errors within a Classroom Action Research (CAR) framework remains insufficiently explored.

The purpose of this research, therefore, is to examine the effectiveness of the Bingo Game in enhancing the pronunciation accuracy and classroom engagement among fifth-grade Sundanese EFL learners. By concentrating on these specific phonemic challenges, this study intends to offer a practical and replicable strategy for educators operating in linguistically diverse Indonesian classrooms.

METHOD

This study employed a Classroom Action Research (CAR) design consisting of two cycles, following the four-stage spiral of planning, acting, observing, and reflecting proposed by (Kemmis et al., 2014) and colleagues. CAR was chosen because it allows teachers to identify classroom problems and improve teaching practices through continuous reflection and action. The study focused on improving students' pronunciation, particularly their ability to distinguish and pronounce the English phonemes /p/, /f/, and /v/ through the use of Bingo games in English language learning.

The research was conducted at an elementary school in West Java, Indonesia, involving 19 fifth-grade students aged 10–11 years. Before the research began, the students were informed about the purpose of the study and the learning activities they would participate in. Learning materials, Bingo cards, pronunciation videos, and assessment instruments were prepared in advance to support the implementation of the classroom activities.

This research combined quantitative and qualitative approaches during the data processing stage. According to (Sandelowski, 2000), mixed-method research integrates

quantitative and qualitative data to provide a deeper and more comprehensive understanding of research findings. In this study, quantitative data were collected through pronunciation tests to measure students' ability to correctly pronounce and distinguish the target sounds. Meanwhile, qualitative data were obtained through classroom observations, field notes, and documentation to capture students' engagement, participation, and classroom interactions during the learning activities.

Several instruments were used to collect the data. Pronunciation tests were administered at the beginning and end of each cycle to evaluate students' pronunciation accuracy. These tests were selected to provide measurable evidence of students' improvement in producing the target phonemes. Observation sheets were used to record students' participation and engagement during the Bingo game activities. Observation was chosen because it allowed the researcher to directly monitor students' behavior, enthusiasm, and interaction during the learning process. In addition, documentation such as audio recordings and photographs was used to support data triangulation and strengthen the credibility of the findings.

The observation sheets included five indicators: students' attention to the learning video, their ability to pronounce the /p/, /f/, and /v/ sounds correctly, their success in matching words with the Bingo cards, their enthusiasm during the game, and their classroom discipline during the activity.

In the first cycle, the lesson plan integrated the Bingo game as the main learning activity. Students listened to words containing the target sounds, pronounced them, and matched them with the corresponding words on their Bingo cards. During this cycle, several students still showed difficulty in understanding the game instructions and correctly pronouncing the target sounds. Observation results also indicated moderate levels of participation and engagement. Based on the reflection stage, several improvements were planned for the second cycle, including clearer instructions, additional pronunciation practice, and more focused feedback from the teacher.

The second cycle incorporated these enhancements. Consequently, students exhibited increased enthusiasm and improved pronunciation skills. Data collection methods remained consistent with those of the initial cycle to ensure comparability. To validate the credibility of the results, data derived from tests, observations, and documentation were analyzed through triangulation, following the recommendations of studies on reflective CAR practices by Meesuk et al., (2020) and Kunlasomboon et al., (2015).

Quantitative data from the pronunciation tests were analyzed using descriptive statistics. The researcher calculated the mean scores of students' pronunciation performance before and after each cycle to identify improvements in accuracy. Meanwhile, qualitative data from observations and documentation were analyzed using thematic analysis to identify patterns of

student participation, engagement, and pronunciation development during the Bingo game activities.

Through this iterative process, the CAR design enabled the researcher to consistently assess and enhance teaching strategies. This methodology contributed to the improvement of students' pronunciation skills while also tailoring the instructional approach to the sociocultural context of Sundanese-speaking EFL learners.

FINDING AND DISCUSSION

Finding 1 (Improvement in Pronunciation Accuracy)

This study aims to evaluate the effectiveness of Bingo in improving students' pronunciation skills, particularly in distinguishing between the English consonant sounds /p/, /f/, and /v/. Based on pre-test and post-test scores, students showed significant improvement after participating in two cycles of Classroom Action Research (CAR).

Cycle 1 Results

In Cycle 1, students' pre-test and post-test scores showed an initial improvement after implementing the Bingo Game in pronunciation lessons. The average score on the initial test was 20.05, while the average score on the final test increased to 21.84, resulting in an improvement of 1.79 points. Out of 19 students, 68.42% (13 students) showed an increase in scores, 15.78% (3 students) remained the same, and 15.78% (3 students) experienced a decrease.

Cycle 2 Results

Analysis of the pronunciation test scores showed a significant improvement in students' ability to distinguish and pronounce the sounds /p/, /f/, and /v/ after the Bingo game intervention. Of the 19 students, 14 (74%) showed an increase in scores, 4 (21%) maintained the same score, and only 2 (11%) experienced a decrease. The average score of the pre-test was 26.21, which increased to 29.16 in the post-test, reflecting an average increase of 2.95 points.

Table 1. Pronunciation Test Score Changes Across Two Cycles

No	Pronunciation Test Score Change	Cycle 1 Frequency	Cycle 1 Percentage	Cycle 2 Frequency	Cycle 2 Percentage
1	Increased	13	68.42%	14	74%
2	Same	3	15.78%	4	21%
3	Decreased	3	15.78%	2	11%
Average Pre-test		20.05		26.21	
Average Post-test		21.84		29.16	
Mean Gain		+1.79		+2.95	

These results are consistent with the findings of (Suhaili and Kurniawan, 2019), which show that Bingo can effectively improve students' English pronunciation through engaging, repetitive, and interactive learning activities. In the present study, these activities involved students listening to the teacher's pronunciation of words containing the target sounds /p/, /f/, and

/v/, repeating the words aloud, and identifying them on their Bingo cards. Students then marked the corresponding words on the cards while pronouncing them again when a match was found. This process provided repeated exposure to the target phonemes and encouraged active participation during the game. Similarly, (Dasmalesa, 2024) found that pronunciation-based Bingo helps students become more confident and accurate in producing English sounds.

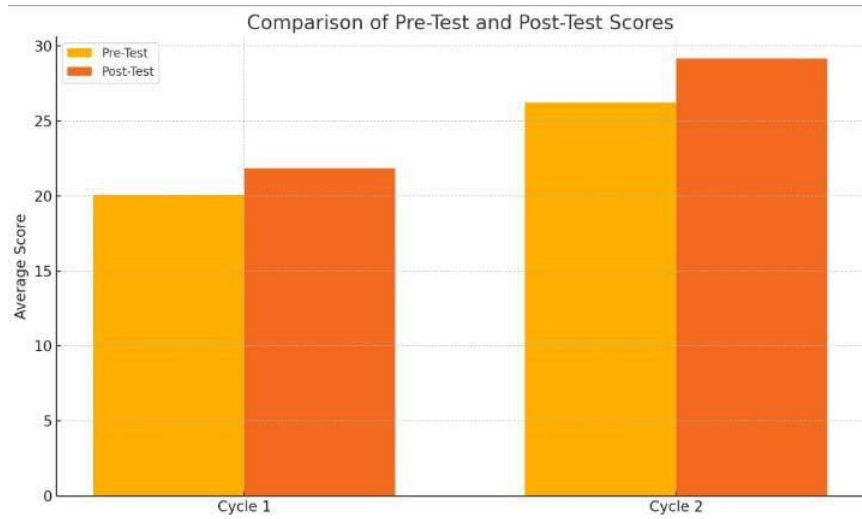


Figure 1. Comparison of Pre-Test and Post-Test Scores

Finding 2 (Student Engagement and Participation)

Observation Results

In addition to measuring accuracy, this study also examined the levels of student engagement and motivation throughout the implementation of the Bingo Game. Observation data collected during both cycles indicated a high level of student engagement. Observations revealed that students exhibited enthusiasm, active participation, and effective cooperation. During the first cycle, observation data reflected moderate levels of engagement and participation. The mean scores on a 4-point scale were as follows: listening to videos (2.42), pronouncing target sounds (2.53), matching words with Bingo cards (2.58), enthusiasm (3.11), and regularity (2.47). These scores suggest that while students are enthusiastic, they continue to encounter challenges in mastering the game mechanics and achieving accuracy pronunciation.

Table 2. Observation Scores in Cycle 1

Indicators	Mean Score
Watching the video	2.42
Pronouncing /p/, /f/, /v/	2.53
Matching words with Bingo Cards	2.58
Enthusiasm	3.11
Orderly & Correct	2.47

Observation data during cycle 2 showed high levels of student engagement and enthusiasm during the Bingo game sessions. The majority of students participated actively, exhibited enjoyment, and collaborated effectively with classmates. The average scores for engagement-related aspects remained consistently high: listening to videos (3.53), enthusiasm (3.53), and regularity (3.63) on a 4-point scale. Only a few students showed lower participation, which frequently correlated with reduced overall improvement in pronunciation.

Table 3. Observation Scores in Cycle 2

Indicators	Mean Score
Watching the video	3.53
Pronouncing /p/, /f/, /v/	3.11
Matching words with Bingo Cards	3.00
Enthusiasm	3.53
Orderly & Correct	3.63

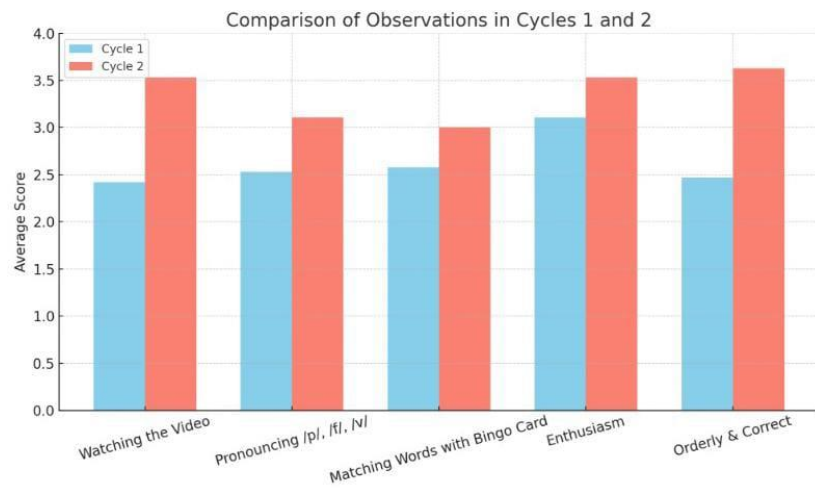


Figure 2. Comparison of Observations in Cycles 1 and 2

Most students showed significant differences between Cycle 1 and Cycle 2, commencing with active participation, enthusiastically offering to vocalize words, and marking their Bingo cards. They exhibited clear enjoyment and valued the competitive aspect of the game. These findings are consistent with Rahmasari (2021), who emphasizes that Bingo fosters a fun and interactive environment that alleviates anxiety and enhances students' motivation to learn. Furthermore, Nuraini I. F. (n.d.) observed that Bingo can support vocabulary development and speaking skills in young students within a low-stress environment.

Discussion

The findings of this study demonstrate a clear improvement in students' ability to distinguish and pronounce the English consonant sounds /p/, /f/, and /v/ after the implementation of the Bingo Game. The quantitative data show a consistent increase in students' pronunciation test scores across two cycles of Classroom Action Research (CAR). In Cycle 1, the average post-

test score increased by 1.79 points, with 68.42% of students showing improvement. In Cycle 2, the average gain was even higher at 2.95 points, with 74% of students improving.

These results align with the findings of Suhaili and Kurniawan, (2019). which highlights the effectiveness of Bingo in improving English pronunciation through repetitive and interactive exercises. The systematic utilization of Bingo cards facilitated repeated exposure to target sounds, exemplifying the adage “practice makes perfect” within language acquisition. This assertion is further corroborated by Dasmasele (2024), who determined that Bingo-based pronunciation activities enhance students’ confidence and precision in producing English sounds. The improvements observed in this study confirm that incorporating game-based learning methods such as Bingo can effectively address common difficulties encountered when teaching challenging English phonemes to Indonesian students, particularly those whose native language may not include these sounds.

In addition to enhancements in pronunciation accuracy, the study observed a significant increase in student engagement and participation during Bingo activities. Observation data from both cycles indicated a positive trend: students demonstrated greater enthusiasm, actively engaged, and collaborated effectively with peers. For example, mean scores for enthusiasm and orderliness increased from 3.11 and 2.47 in Cycle 1 to 3.53 and 3.63 in Cycle 2, respectively. These findings are consistent with (Rahmasari, 2021), who reported that Bingo games create a fun and interactive classroom atmosphere, reducing anxiety and increasing motivation. The competitive and enjoyable nature of Bingo encouraged students to participate more willingly, echoing Nuraini (n.d.) assertion. Bingo transforms teacher-centered lessons into student-centered experiences. This shift is particularly important in the Indonesian context, where traditional pronunciation teaching can be monotonous and intimidating for young learners.

Despite the overall positive outcomes, the study also identified a small group of students who did not demonstrate significant progress. This aligns with the findings of (Dasmasele, 2024), who observed that factors such as lack of confidence, reluctance to speak, or weak foundational skills may hinder individual progress, even within game-based learning environments. To address this, the study recommends the implementation of additional scaffolding, differentiated instruction, and inclusive classroom management strategies to ensure that all students benefit from the intervention.

Overall, the implementation of the Bingo Game in pronunciation lessons aligns with previous research emphasizing the benefits of interactive and repetitive activities in language learning. Active participation and repetition in Bingo games have been shown to enhance vocabulary mastery, as noted by Ningtias et al. (n.d.), which complements this study’s findings on pronunciation. Similarly, (Eviyuliwati et al., 2020) found that Bingo improves speaking skills

by fostering student engagement and confidence, supporting the positive engagement observed in this study.

Based on these findings, teachers are encouraged to adopt and adapt Bingo games in their pronunciation teaching, tailoring the approach to their classroom context. The evidence suggests that Bingo is not only effective in improving pronunciation accuracy but also in creating an active, enjoyable, and supportive learning environment. However, it is important to complement game-based learning with targeted support for students who may need additional help.

CONCLUSION

This research was conducted to evaluate how effective the Bingo game is in addressing pronunciation challenges, particularly in differentiating English phonemes /p/, /f/, and /v/ among Sundanese students learning English as a foreign language. Implemented through two cycles of classroom action research, the findings indicate that incorporating Bingo into English instruction significantly enhances learners' pronunciation accuracy, involvement in classroom activities, and overall motivation. The cyclical nature of the study, which allowed for continuous refinement of teaching strategies and focused pronunciation practice, led to notable gains in both test outcomes and student participation. These outcomes align with the research objective of tackling pronunciation difficulties using engaging and innovative learning tools.

The findings also support prior research emphasizing the usefulness of Bingo in English language learning. Beyond aiding pronunciation, the game also contributed to better sentence structure comprehension, heightened motivation, and more active student engagement. More broadly, the lively and interactive classroom environment fostered by the game played a key role in supporting vocabulary retention, as previously highlighted by (Saputri, 2023). Similarly, (Dasmasea, 2024) reported a marked improvement in students' test results and their interest in English lessons, further affirming Bingo's potential to enhance learners' enthusiasm for the subject. Research by (Oktaviani, 2019) also showed that modification of the Bingo game with visual aid and individual application can improve vocabulary evenly, with all students reaching the minimum competency standards at the end of the learning cycle.

However, despite these encouraging results, the study has several limitations. First, the participant group was relatively small and confined to a single class of Sundanese-speaking learners, which may restrict the applicability of the results to other populations or linguistic contexts. Second, the intervention occurred over a short period, focusing mainly on immediate pronunciation improvements without assessing long-term learning retention or transfer of skills. Third, this study did not deeply explore learners' individual differences, such as existing pronunciation skills or personal learning preferences, which might influence how well the Bingo game works for each student.

Future research should consider involving a larger and more varied group of participants to enhance the generalizability of the findings. Additionally, combining Bingo with other instructional approaches tailored to individual learner needs could lead to better outcomes, especially for students facing greater challenges in pronunciation. Investigating the use of Bingo across various language skills, educational levels, or cultural settings would also offer broader insights into its effectiveness as a teaching tool.

To conclude, integrating Bingo into English instruction presents a promising, learner-centered strategy that addresses targeted pronunciation issues while also nurturing motivation, developing essential language skills, and creating a more engaging and enjoyable classroom environment.

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