Dabble Games as a Media to Improve Listening Skills for Elementary School Students

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Article History	Abstract
	This study aims to explore the effectiveness of dabble games as a medium for improving the listening skills of elementary school students. Experimental research methods collect data from students involved in dabbling game activities. The research results show a significant improvement in student listening abilities after participating in these games. These findings show that Dabble can improve elementary school students' listening ability and positively contribute to their language learning. The practical implications of this study provide new insights into developing exciting and interactive learning methods to improve listening skills at the elementary education level.

Introduction

The teaching and learning process aims to effectively cultivate and enhance the student's potential (Yulianti & Sulistiyawati, 2020). A simultaneous teaching process accompanies the occurrence of a learning process. This concept is straightforward to comprehend, as it follows that if an individual is leaning, it is evident that someone is instructing them, and conversely if someone is teaching, there must be someone who is leaning. Teaching and learning is an interactive process between educators and students, in which these activities possess educational significance to foster and enhance students' potential (Parinussa et al., 2023). Hence, instructors are anticipated to possess the ability to create inventive learning experiences for their students. Individuals from diverse nations widely use English to communicate at significant international gatherings. (Rao, 2019). Proficiency in English is crucial due to its widespread usage as a global medium for accessing diverse sources of information across various domains of life (Isnaini & Aminatun, 2021). English holds significant importance in various domains.

Additionally, it serves as a global language and is the primary language in numerous countries worldwide. In order to achieve that, it is necessary to acquire and proficiently command the English language. Mastering English offers numerous advantages, such as facilitating international business transactions and enabling comprehension of English-

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language product labels and compositions. Additionally, proficiency in English allows effective communication with foreigners and comprehension of their speech. Numerous advantages can be gained by achieving proficiency in English.

Teaching provides guidance and education to students to gain knowledge and develop skills (Shin & Hickey, 2021). Teaching is imparting lessons or knowledge to students or individuals, enabling them to master a specific subject or area of knowledge (Srivastava & Agnihotri, 2022). Education can be imparted anywhere and anytime (Gandhi, 2021). It is advantageous to impart one's abilities and expertise to address current challenges effectively during the teaching process. Typically, this instruction is facilitated by an educator (Schabas, 2023).

Learning is humans' deliberate and systematic endeavor to acquire and cultivate skills, attitudes, and talents (Jaiswal & Al-Hattami, 2020). It is the conscious endeavor undertaken by an individual to expand their knowledge (Eschenbacher & Fleming, 2020), enhance their potential, and facilitate changes in attitudes and abilities. Education can take place in any location and at any time without limitations. Learning offers advantages to individuals seeking knowledge by providing new insights and increasing awareness.

Teachers can access several learning tools to effectively manage the classroom, including game-based learning (Hartt et al., 2020). Media playback is a crucial component of the educational setting as it has the potential to augment impactful learning experiences, uplift mood, and optimize learning outcomes (Hawes & Arya, 2023). One effective strategy teachers might employ is game-based learning (Liu et al., 2020), as it can enhance students' engagement and prevent boredom. Particularly in the current period, kids will likely be captivated by incorporating games into the learning process. Incorporating educational games that align with the curriculum can generate student interest and make learning enjoyable.

Consequently, students' retention and motivation levels will be significantly elevated (Pedler et al., 2022). The game "Dabble" involves creating words from letter chips (Hall et al., 2020). Subsequently, students watch a video or listen to a song. Afterward, they are given random letters and instructed to compose two words based on what they heard in the movie or music.

Several studies have shown the effectiveness of using games in improving listening skills. A study conducted by El-Sayed, Qoura, and Abdel-Fattah (Syafii et al., 2020) Discovered that using games, such as the Tic Tac Toe Game and Running Dictation Game, can improve students' listening abilities. The study proposes that incorporating enjoyable

activities, such as games, can be an alternate approach to improving kids' listening abilities. Another study (Hwang et al., 2016) assessed auditory comprehension and oral communication abilities within a mobile game-oriented educational setting featuring realistic scenarios. The findings indicated that students in the experimental group, who utilized a mobile system for educational tasks, demonstrated a considerably higher level of achievement in the verbal post-test than those in the control group.

Nevertheless, the performance of both groups was identical on the listening post-test. According to the study, using game-based learning activities can significantly enhance students' speaking abilities when facilitated by a mobile system. A study by Sejdiu (Sejdiu, 2017) examined the progress of listening comprehension in students who utilized multimedia technology compared to those who did not. The study revealed that pupils demonstrated enhanced information retention with verbal and visual help. While the study did not expressly employ the Dabble game, it showcases the capacity of multimedia technology to augment listening abilities.

Based on these findings, the incorporation of games and other forms of multimedia technology into educational settings has the potential to be an effective means of improving listening ability. Even though the Dabble game was not mainly included in this research, there is a universal consensus that engaging children in entertaining and participatory activities can improve their listening abilities.

The objective of this study is to enhance students' proficiency in English listening. Additionally, this research aims to demonstrate that rural schools can achieve proficiency in English, particularly in listening skills. Furthermore, it seeks to dispel the notion that English is exceedingly challenging for elementary school students to grasp.

Research Method

A research method must be used; the researcher chooses a qualitative research method. According to Moleong (2017), qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects, such as behavior, perception, motivation, action, and others, holistically and using destructions in the form of words and language, in a unique natural context by utilizing various methods natural. Qualitative research aims to understand the phenomena or problems that occur in SDN Konang 04 schools, what difficulties are experienced by students, and also what actions can be taken to resolve problems.

SDN Konang 04 is one of the elementary schools in the Galis sub-district, with six classrooms ranging from grade 1 to grade 6. However, the scope of the class to be studied is grade 6. The researcher chose this class because many students experience difficulties in learning the English language and assume that English is difficult to learn and understand, so the researcher aims to apply the learning method, namely the Dabble game, to overcome the problems experienced by students. With this Dabble game, it can make learning more enjoyable. So that students will be more enthusiastic and not think English lessons are challenging. Here, the researcher uses the game as a learning tool, requiring several letters to be made and randomly distributed to students to play the Dabble game. Moreover, the researcher will focus on the Dabble game learning method and students' listening skills.

Data were obtained by conducting interviews and surveys of conditions in the field. The instrument in this study uses tests on students to examine what the researcher examines, such as observing how students behave during the teaching and learning process, what the students' difficulties are in learning, especially English, and after that giving.

What will be studied in grade 6, where the atmosphere and conditions of grade 6 are less conducive, lack enthusiasm for learning, and do not like English lessons where, according to them, English lessons are tough to understand. However, when the English subject matter is wrapped in games, they are enthusiastic and easily understand the material, and vice versa. The material could be better, sometimes speaking for themselves. So, extra energy is needed to manage the class so that it is conducive and the desired desires or goals can be achieved—tests to students to measure the extent of their abilities.

To obtain accurate and accountable data for the research under study, that is where the researcher used a data collection technique consisting of:

1. Observation is a data collection technique that involves observing and recording. The researcher observes what deficiencies exist and how the development of the object under study is based on the reality and facts in the field or school under study. The researcher also directly reviews the class to determine the students' listening and vocabulary.

2. An interview is a conversation between two or more people, usually between the source and the interviewer. In this case, the researcher directly interviewed the school principal and the English teacher to learn about the school's condition and assess the student's English proficiency.

3. Documentation is a record of events that occurred in the past. This documentation is usually in the form of writing or pictures, and here, the researcher takes documentation related to the results of his research in the field or school in English lessons.

Data collection is collecting, measuring, and analyzing various types of information using standardized techniques. Researchers used three techniques in their study: documentation, observation, and analysis.

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The researcher conducted data analysis when the teaching and learning process was completed. This data analysis was carried out to evaluate the strengths and weaknesses of the teaching and learning process in schools, cohesiveness in using learning tools or media, and various problems that exist in the teaching and learning process inside and outside the classroom. Moreover, with this observation or research, it is hoped that we can revise any existing problems in the teaching and learning process so that we can find solutions to each existing problem and also, with this evaluation, can improve the implementation of learning or teaching and learning processes. In other words, where any deficiencies from the results of this observation can be used to determine how the learning or teaching and learning process is the next day, and with this evaluation, learning will be even better than the previous day.

Finding and Discussion

Dabble is a learning media through games that anyone can use because it is easy. This game is a word order game, so students will quickly understand how to play it.

How to apply the Dabble game carried out by researchers in improving listening skills in English learning, namely:

1. The first step is to explain how to play the Dabble game
2. After explaining how to play it, the researcher started playing the song "We Love Allah."

3. After the song is finished, students are asked to arrange or arrange the letters given to form an English word according to the song We Love Allah.

Here, the researcher instructs students to listen to and watch the video for the song "We Love Allah." Because the students' English skills were lacking, especially their listening skills, researchers used video instead of audio to adjust to their abilities. After the implementation, the researcher will explain the research results obtained and discuss improving listening skills in English learning.

No	Name	Response		
		Accepted	Middle	Unaccepted
1.	Zulfa Safitri			✓
2.	Mohammad Alfan Affandi		✓	
3.	Dina Azsura Wiyanti	✓		
4.	Aulia Unzila Putri	✓		
5.	Jelita Mahsa Zataarifa	✓		
6.	Devi Purnamayanti	✓		
7.	David Sbastian Ramadhani		✓	
8.	Soffan Sofyan		✓	

Based on the table above, it can be concluded that one of the eight students needed help understanding how to play the Dabble game. Three students are in the middle between understanding and not understanding how to play Dabble games adapted to learning English. Meanwhile, the other four students understood how to play the Dabble game well.

Based on the research that researchers have carried out, using game-based learning, namely Dabble games, improves listening skills in English learning. The following are algorithm students regarding the application of Dabble games in learning, namely:

NO	NAME	Student's Statements		
		Accepted	Middle	Unaccepted
1.	Zulfa Safitri			✓
2.	Mohammad Alfan Affandi		✓	
3.	Dina Azsura Wiyanti	✓		
4.	Aulia Unzila Putri	✓		

5.	Dina Azsura Wiyanti	✓	
6.	Devi Purnamayanti	✓	
7.	David Sbastian Ramadhani		✓
8.	Soffan Sofyan		✓

Based on the table above, we can see that one student said it was difficult to use the Dabble game media. Three students are in the middle, where the three people say it is not too easy and challenging if learning is applied using learning media such as this Dabble game. Four students find it easy if learning is wrapped in game-based learning such as the Dabble game.

Based on research conducted by researchers in the context of implementing the Dabble Game to improve listening skills in learning English for Konang 04 Elementary School students, there was one student when implementing this Dabble, had difficulty finding or looking for letters and also difficulty arranging letters according to displayed videos. The researcher provided the video for the song "We Love Allah" because this student's ability in English lessons was very lacking, and also, when watching the video, the student was less focused, so it was difficult to arrange and find the letters he wanted. Arrange because these students do not know what words to arrange or how to arrange the correct letters according to the video being watched.

NO	NAME	Student Response			Reason
		Accepted	Middle	Unaccepted	
1.	Zulfa Safitri			✓	They need help understanding how to play because they need to listen to explanations properly or know enough English.
2.	Mohammad Alfan Affandi		✓		I understand how to play, but putting words together becomes difficult due to a lack of knowledge about English vocabulary. The difficulty in finding letters is due to not knowing the correct sequence of letters, as seen and heard in the video.
3.	Dina Azsura Wiyanti	✓			I understood every step of playing dabble games due to good listening and good knowledge of English.

No.	Name	Understand	Did not understand	Notes
				However, I found it difficult to look for letters to be assembled due to the rush and feeling panicked.
4.	Aulia Unzila Putri	✓		I understand every step of playing dabble games well due to my good listening skills and my good knowledge of English.
5.	Dina Azsura Wiyanti	✓		I understood every step of playing the dabble game well due to good listening and good knowledge of English. However, I found it difficult when looking for letters to be assembled due to rushing and feeling panicked.
6.	Devi Purnamayanti	✓		I understand every step of playing dabble games due to my good listening and good knowledge of English. However, I find it challenging to look for letters to be assembled due to the rush and feeling panicked.
7.	David Sbastian Ramadhani		✓	I understand how to play, but putting words together becomes difficult due to a lack of knowledge about English vocabulary. The difficulty in finding letters is due to not knowing the correct sequence of letters, as seen and heard in the video.
8.	Soffan Sofyan		✓	I understand how to play, but putting words together becomes difficult due to a lack of knowledge about English vocabulary. The difficulty in finding letters is due to not knowing the correct sequence of letters, as seen and heard in the video.

Here, I use a video where students not only listen to the song but also watch the video of the song because they see the ability of students who still need to improve. So, researchers use video. From the table above, we can see that out of 8 students, one student did not understand, and three students understood. However, when it was applied, they needed help stringing words together, and there were also those who

had no problems when playing the Dabble game involving students' listening skills. One student could not understand because his thinking skills were slow, and his English knowledge needed improvement. Three other people understand but need help arranging letters according to the English words found in the video due to a need for knowledge of English, especially in the student's English vocabulary. The other 4 understood it the way it was. However, 3 of them had difficulty finding letters because they were too hasty and panicked, so they lost focus, resulting in difficulty finding the letters they wanted. Meanwhile, one student had no problems because his English skills were excellent, and he was also very calm when looking for the letter he wanted, so he stayed focused.

When applying the Dabble game to improve listening skills, you need to focus on watching videos so you know what words to look for and how to arrange the words correctly. In addition, when finding the letters we want to arrange, we must not be in a hurry and panic, which results in less focus. So, calm is also needed because it helps you focus more.

The impact of Dabble games in English learning to improve listening skills

Based on the results of research conducted on the impact of Dabble games on improving listening skills in learning English, that is, almost all students said that applying material wrapped in game-based learning could improve students' listening skills, the lessons became fun, easy to understand, no need again using the rote method. Here, applying game-based learning can make lessons more exciting and fun so that students are not bored and sleepy due to monotonous lessons. In learning, namely:

NO	NAME	Student's Statements			Reason
		Accept	Middle	Unaccepted	
1.	Zulfa Safitri			✓	It does not impact you because you need help understanding what you are doing, and your abilities still need to improve.
2.	Mohammad Alfan Affandi		✓		I accept that learning will be straightforward if it is covered with media such as

No.	Name			Response
				dabble games. However, I feel some difficulties because I still need to gain mastery of the English language.
3.	Dina Azsura Wiyanti	✓		Accept that learning is covered with dabbling games because learning is fun and easy to understand.
4.	Aulia Unzila Putri	✓		Accept that learning is covered with dabbling games because learning is fun and easy to understand.
5.	Dina Azsura Wiyanti	✓		Accept that learning is covered with dabbling games because learning is fun and easy to understand.
6.	Devi Purnamayanti	✓		Accept that learning is covered with dabbling games because learning is fun and easy to understand.
7.	David Sbastian Ramadhani		✓	Accepting even said that if learning is covered with media such as dabble games, learning will be effortless to understand. However, I feel some difficulties because I still need to improve my mastery of English.
8.	Soffan Sofyan		✓	Accepting even said that if learning is covered with media such as dabble games, learning will be effortless to understand. However, I feel some difficulties because I

still need to gain mastery of the English language.

Based on the table above, out of 8 students, only one student did not feel the impact of applying dabble games in learning English because this student had different abilities from other students when absorbing learning. Three other students are in the middle because their English skills are still lacking. They stated that learning wrapped in dabble games would be fun and easy to understand. Moreover, four students are very receptive to this dabble game media because their English skills are pretty good, so they feel learning is more fun and can be easily understood.

Based on observations from researchers, implementing Dabble games to improve listening skills in learning English makes the class conducive because students focus on fun and exciting learning. Not only does the class become conducive, but students' interest in learning increases. Students prefer learning wrapped in games, especially elementary school students who still love to play. Moreover, in this way, students will no longer think that learning English is difficult.

Conclusion

The research entitled Dabble Game as a learning medium to improve students' listening skills. The object of the research is grade 6 students, with six students studying. Moreover, in this study, researchers used a qualitative approach.

Based on the research results obtained by the researchers, using game-based learning, such as the Dabble Game, to improve listening skills can improve students' English. Without realizing it, while playing, they start listening, observing, looking for, and remembering the words they must look for and arrange according to the video songs they see and listen to. All students said that it was easy to understand and fun with learning wrapped in this game-based learning.

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