



The application of the BBM method (Playing, Singing, Doing) in enhancing understanding of animal-related material

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Abstract

English plays a crucial role in the international world, making early English learning essential. Elementary school is the ideal stage to develop students' English proficiency through engaging and effective teaching methods. This classroom action research aims to explore the effectiveness of the Play-Sing-Do method in enhancing students' understanding of animal-related material and boosting their motivation to learn English. The study involved 13 elementary school students from Tasikmalaya District, comprising 5 girls and 8 boys. The research followed four stages: planning, implementation, observation, and reflection. Data were gathered through observations, interviews, and documentation. The findings showed a remarkable improvement in students' learning outcomes, with a 95.4% success rate from the teacher's perspective and 90% from the students' perspective. The Play-Sing-Do method, which integrates play-based learning, singing activities, and hands-on experiences, was found to significantly enhance students' comprehension by making learning enjoyable and interactive. This method fosters active participation, supports memory retention, and increases learning motivation. The study concludes that the Play-Sing-Do method is an effective instructional strategy for teaching English, especially in thematic content like animals. These findings serve as a valuable reference for educational institutions seeking innovative approaches to improve students' English language skills in a fun and meaningful way.

Keywords: Animal Materials; BBM method; English; Improve Understanding; Learning Innovation.

INTRODUCTION

English serves as a vital international language, playing a key role in facilitating global communication across various sectors, including trade, socio-cultural exchanges, science, and other professional fields (Ahmad, 2016). As the primary medium for international communication, English allows individuals to access a vast array of global information more easily. In light of its importance, the necessity for English language instruction from an early age becomes undeniable. Early exposure to English provides students with foundational language skills, equipping them with a competitive edge in a globally interconnected world. Recognizing this need, the Indonesian government has integrated English instruction into elementary school curricula nationwide (Darminah & Rachmi, 2013).

Elementary education acts as a critical foundation for students, shaping their future academic success. Efforts to enhance the quality of primary education inevitably influence students' progress in higher education. In the

context of teaching, planning can be interpreted as the process of developing lesson materials, utilizing teaching media, employing teaching approaches and methods, and assessing within a specific timeframe to achieve predetermined objectives (Indrati, 2020). Therefore, teachers must create engaging and meaningful learning experiences, particularly in English instruction, which is often perceived as challenging due to its unfamiliar pronunciation and spelling. This challenge highlights the need for creative teaching methods that align with young learners' characteristics and learning preferences. Subramani & Iyappan (2018) stated that the application of innovative teaching and learning methods is critical if we are to motivate and engender a spirit of learning as well as enthusiasm on the part of students.

Children at the elementary level typically exhibit a strong interest in singing, learning through play, participating in hands-on activities, and interacting with concrete objects. Educational strategies that incorporate these

elements can effectively support their cognitive, social, and psychomotor development (Moeslichatoen, 2004, p. 34). To address this, teachers must adopt innovative methods that transform English learning into an enjoyable experience while fostering active student participation.

One such approach is the Play-Sing-Do/Bermain, Bernyanyi, Melakukan (BBM) method, which integrates play-based learning, singing, and experiential activities. As stated previously, the BBM “process” is as important as the “output” (Holman et al., 2021). This method creates a supportive and stress-free learning environment where students can explore English material in an interactive and joyful manner. Through play, students engage in imaginative scenarios that make abstract concepts more relatable. Singing helps reinforce vocabulary and pronunciation through repetition and rhythm, while doing (hands-on activities) allows students to apply learned material through tasks such as role-playing, games, and project-based learning.

The Play-Sing-Do method fosters holistic learning by addressing three critical learning domains:

1. **Cognitive Development:** Students gain knowledge and understanding of animal-related material through interactive and contextually meaningful activities.
2. **Affective Development:** Students build social skills, such as cooperation and empathy, while playing and singing together.
3. **Psychomotor Development:** Students engage in physical tasks that require movement and coordination, enhancing their motor skills.

The researcher’s interest in applying this method arose from field observations indicating that many students retained English lessons only within the classroom environment but struggled to recall and apply the knowledge at home. This prompted the need for a more engaging instructional approach that supports long-term retention and comprehension. Engaging instruction is vital to maintain students’ attention (Bransford, Brown, & Cocking, 2000 dalam Arghode, 2017).

Through this classroom action research conducted at SDN Cipanas, the study aims to evaluate the effectiveness of the Play-Sing-Do method in improving students’ understanding of animal-related material while promoting positive learning attitudes and language development. The researcher hopes that this approach will inspire educators and school administrators to adopt innovative teaching methods that enhance English learning in elementary education, ultimately preparing students for future academic and professional challenges.

The effectiveness of the Play-Sing-Do method in enhancing learning outcomes has been supported by several previous studies. These studies confirm that applying this method can significantly improve students’ learning achievements. Among these studies are:

- a. Kartika, S., & Khaeri, M. S. (2020). *Improving English Learning Outcomes Through the Singing Method for Grade IA Students of MI Nurul Anwar, Bekasi City*. The study found that using the singing method for teaching English vocabulary motivated students and increased their enthusiasm for learning. This method is straightforward, requiring only songs and speakers, which most schools already have.
- b. Herawati, S., Suharto, M., & Cholifah, M. (2016). *Application of the Game Method and Its Effect on English Speaking Skills*. *Jurnal Inspirasi Pendidikan*, 6(2), 905-911. Their research concluded that the game-based learning method greatly contributed to students’ English-speaking abilities.
- c. Samad, F., & Tidore, N. (2015). *Fun English Learning Strategies for Early Childhood*. *Jurnal Cahaya PAUD*, 2(1), 47-57. The study highlighted that movement activities combined with singing helped children develop inner rhythm recognition and motor skills when synchronized with song lyrics.

These positive findings encourage the implementation of the Play-Sing-Do (BBM) method to improve students’ understanding of animal-related material as an innovative

approach in English learning at the elementary school level.

Research Context and Problem Statement

During the study conducted at Grade II of SDN Cipanas, the researcher encountered a significant issue: the school had removed English from the curriculum, resulting in no formal English instruction. This observation motivated the researcher to implement a classroom action study using the Play-Sing-Do (BBM) method to enhance students' understanding of animal-related material.

Additionally, this research aimed to boost students' motivation to learn English, potentially inspiring the school to reintroduce English lessons through creative and innovative teaching activities.

The research problem can be generally formulated as follows: Does the Play-Sing-Do (BBM) method improve students' understanding of animal-related material? More specifically, the study investigates:

1. Can the Play-Sing-Do (BBM) method help students motivate themselves?
2. Can the Play-Sing-Do (BBM) method help students understand animal-related material effectively?

METHODS

In this study, the researcher aims to describe the learning process designed to enhance students' understanding by applying the Play-Sing-Do (BBM) method in teaching English vocabulary related to animals. Therefore, the data collected in this study are descriptive, focusing on students' learning activities. The study employs a qualitative approach using a classroom action research (CAR) model.

Classroom Action Research (CAR) is a reflective investigation of various actions taken by teachers or practitioners, covering all stages from planning to evaluating actual classroom activities aimed at improving the learning process (Kemendiknas, 2011, p. 194).

The study's objective is to determine whether the application of the Play-Sing-Do (BBM) method can improve students' understanding of English vocabulary in Grade II at SDN Cipanas, Tasikmalaya Regency. The study follows the classroom action research

model introduced by Kurt Lewin in 1946 and further developed by Suhardjono, which includes four key steps: planning, action, observation, and reflection.

Data collection methods used in the study include observation, documentation, and interviews in which the data were obtained from 13 Grade II students at SDN Cipanas, comprising 5 girls and 8 boys. In this study, data analysis was conducted using a qualitative descriptive approach to interpret findings from applying the Play-Sing-Do (BBM) method in teaching English vocabulary about animals. The analysis followed three stages: data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994).

FINDINGS AND DISCUSSION

Planning

The planning phase is essential in ensuring that the research process is systematic and well-structured. The researcher took the following steps to prepare for the implementation of the Classroom Action Research:

a. Research Site Selection

The research was conducted at SDN Cipanas, located in Linggajati, Sukaratu, Tasikmalaya Regency. This school was chosen because of the absence of English lessons in the second grade, which provided the researcher an opportunity to introduce and assess the impact of the BBM (Play-Sing-Do) method in improving students' understanding of English vocabulary, particularly on the topic of animals.

b. Data Identification

The researcher identified initial data through observations and interviews with the class IV teacher and the school principal. These interactions were aimed at understanding the current situation of English teaching at the school and identifying the challenges, particularly the lack of English lessons for younger grades, such as grade II. This helped inform the design of the intervention.

c. Research Focus Determination

The primary focus of the study was the application of the BBM method for teaching English vocabulary related to animals. The researcher aimed to evaluate the method's effectiveness in engaging second-grade students and improving their English skills.

d. Learning Objectives Definition

The researcher set clear learning objectives to measure the success of the intervention. These objectives were:

1. Students would be able to repeat the vocabulary they hear aloud, demonstrating their auditory recognition and memory of English animal names.
2. Students would practice reading and pronouncing animal vocabulary words correctly by using the "Singing Vocabulary Board," an interactive learning tool.
3. Students would be able to complete an English vocabulary exercise on animals, testing their ability to recall and apply the words they learned.

e. Lesson Plan Development

A comprehensive lesson plan (RPP) was designed, integrating the BBM method. This plan provided a framework for the activities, ensuring that the lesson remained focused on the desired learning outcomes and that the students would be actively engaged through play, singing, and physical movement. The plan also incorporated differentiated activities to cater to different learning styles.

f. Observation Table Design

To track student participation and learning progress, the researcher created observation tables for both the teacher and students. These tables helped monitor how effectively the BBM method was being implemented and the level of engagement and learning among the students. The tables were used for real-time feedback during the lesson and for data collection purposes after the lesson.

Implementation

The action phase of Classroom Action Research (CAR) was carried out on Friday, November 26, 2021, with a series of planned activities. The researcher implemented the BBM method in the classroom and observed its effects on students' learning and engagement.

a. Opening Activities

The lesson began with the teacher preparing the classroom and greeting the students. After a prayer, the teacher took attendance to check for student participation. The students were asked to prepare their stationery and books, ensuring they were ready for the lesson. To set a positive and energetic tone,

the teacher led the class in singing the "Good Morning" song. This activity not only engaged the students but also helped motivate them for the lesson ahead.

The teacher then explained the learning objectives, ensuring that the students were aware of what they were expected to achieve. The lesson plan's clear goals were communicated to the students as part of the motivation strategy.

b. Core Activities

The main learning activities included various interactive techniques, with a primary focus on the BBM method:

1. **Singing Vocabulary:** The teacher introduced the "Singing Vocabulary Board" by sticking it on the whiteboard. Students were asked to recognize and pronounce the names of different animals in English. The vocabulary words were incorporated into a fun song based on the familiar tune "Potong Bebek Angsa." The students sang along and actively participated in learning new vocabulary words. This method helped students engage with the material in a fun and memorable way.
2. **Ice-breaking Game ("Left-Right"):** To keep the energy high and promote physical activity, the teacher conducted an ice-breaking game called "Left-Right." In this game, students were divided into two lines. Upon hearing the word "Left," students in one line shifted to the left, holding the shoulders of the person in front of them. The same action was done when the word "Right" was called. This game was designed to enhance students' motor coordination and foster team collaboration while keeping them engaged in the learning process. The game also acted as a way to build camaraderie among students.
3. **Assessment and Reflection:** As part of the assessment, the teacher asked students to pass a marker while singing animal names. When the song ended, the student holding the marker had to fill in missing words in the "Fill in the Blank With the Correct Words" activity. This reflective activity provided the teacher with insight

into the students' understanding of the vocabulary and gave immediate feedback on their progress.

c. Closing Activities

In the final part of the lesson, the teacher and students summarized what they had learned. This helped consolidate the material and encouraged students to reflect on their learning experience. The teacher then guided students in packing their materials and said goodbye with the "Say Goodbye" song, followed by a closing prayer. These activities helped bring closure to the lesson in a positive and cohesive manner.

$$\text{Final Score} = \frac{\text{Acquired Score}}{\text{Maximum Score}} \times 100\%$$

Table 1
Assessment Criteria

Range	Categories
86% - 100%	Excellent
70% - 85%	Good
55% - 69%	Enough
<55%	Bad

Observation

During the observation phase, the researcher closely monitored student activities and behavior throughout the learning process. This stage was crucial for gathering data and assessing the effectiveness of the BBM method. The researcher used observation sheets to track both teacher and student behavior, focusing on engagement, participation, and understanding of the material.

The researcher also employed pre- and post-tests as part of the data collection process. The post-test was designed to measure the improvement in students' vocabulary knowledge on the topic of animals. The observations and test results were used to evaluate the success of the teaching method and identify areas for improvement.

The collected data was then analyzed for patterns in student participation and learning outcomes. The results of the post-test, combined with the observation notes, provided the foundation for reflection and helped the researcher determine whether the BBM method had a positive impact on student learning. The BBM model integrates the nonlinearity and dispersive effects for the propagation of long waves. However, its applications are significant in the investigation of the long-wavelength in the liquids, hydromagnetic waves in cold plasma and acoustic waves in harmonic crystals (Ige & Khorsand, 2020).

The evaluation criteria are based on the research results score using the evaluation criteria table according to Sudjana (2011, p. 104)

Table 2
Observation Results of Researcher Activities from the Teacher's Perspective

No	Observation Aspect	Score				
		1	2	3	4	5
1	Researchers checked the readiness of the space, tools and learning media					✓
2	Researchers check students' readiness					✓
3	Researchers involve students in the learning process using media that has been designed					✓
4	Knowledge of subject matter					✓
5	Communication skills and clarity of delivery					✓
6	Calmness/confidence in teaching				✓	
7	The volume level and clarity of the researcher's voice when teaching				✓	
8	Visual contact of researchers with students					✓
9	Professional appearance and behavior researcher				✓	
10	Use of audio visual/demonstration					✓
11	Researchers reflect with students					✓
12	Researchers carry out an evaluation at the end learning					✓
13	Researcher to close lessons					✓
Total		62				
Maximum Score		65				
Range		95.4%				
Category		Excellent				

Based on table 3.2, the results of observations of researchers' activities in implementing classroom actions from the teacher's perspective, the total score

obtained was 62 with a maximum score of 65, a score range of 95.4% was obtained in the excellent category.

Table 3
Observation Results of Researcher Activities from a Student Perspective

No	Observation Aspects	Score				
		1	2	3	4	5
1	Students' readiness to follow the lesson				✓	
2	Listen carefully when the researcher opens the lesson					✓
3	Pay close attention when the researcher explains the subject matter				✓	

4	Students are actively involved and enthusiastic in the learning process					✓
5	There is positive interaction between students and the media, the learning methods applied by researchers					✓
6	Students work together well in carrying out icebreaking in groups					✓
7	Students are responsible when receiving consequences					✓
8	Students are able to answer questions asked by the teacher through fill in the blank media with correct words					✓
9	Students respond positively when evaluations are carried out					✓
10	Students get feedback in the form of understanding the animals material					✓
Total Score		45				
Maximum Score		50				
Range		90%				
Category		Excellent				

Based on table 3.3, the results of observations of researchers' activities in implementing classroom actions from the student's perspective, the total score obtained was 45 with a maximum score of 50, a score range of 90% was obtained in the very good category.

Reflection

The research conducted through the application of the BBM method (Playing, Singing, Acting) to improve students' understanding of the animals topic at SDN Cipanas showed satisfactory results in terms of student motivation to learn English, as observed through their enthusiasm during the lesson. Students displayed positive attitudes and interest in the media used by the researcher, evident in their active participation in the learning process. Students also showed quite satisfactory results in completing the evaluation test provided by the researcher.

However, the classroom action process was not without some shortcomings, as this was the first time the researcher taught English. According to the researcher's observations from the teacher's perspective, it was noted that the researcher's calmness and confidence in teaching were not yet perfected, which affected the volume and clarity of their

voice during instruction. This served as an important note for the researcher to demonstrate greater calmness and confidence, so as to appear more professional in teaching English. Where language is a communication tool used by every human being, whether delivered verbally or nonverbally, which is essentially a medium for conveying messages, or as a communication tool by symbolizing thoughts and feelings to convey meaning to others (Helwani, 2016).

Additionally, in the observations from the students' perspective, it was noted that their readiness to learn was not yet optimal. Some students did not pay full attention when the researcher explained the lesson. While cooperation among students was evident, it was still not fully developed. Some students' answers during the evaluation were incorrect, though not many, indicating that there were still a few students who had not fully understood the animals material taught by the researcher.

CONCLUSION

Based on the explanation above, the researcher's hope is that by applying the Playing Singing Acting (BBM) method, it can motivate and help children understand the animals topic. This can be considered successful, and the results are positive. This is

evident from the assessments conducted by the teacher and students regarding the researcher during the classroom action process. According to the teacher's perspective, the total score achieved was 62 out of a maximum of 65, resulting in a score range of 95.4%, categorized as very good. From the students' perspective, the total score achieved was 45 out of a maximum of 50, resulting in a score range of 90%, also categorized as very good. Therefore, the researcher concludes that the BBM method has a significant contribution to improving students' understanding of the animals topic at the school where the research was conducted.

In addition, the results of this study can serve as inspiration for educational institutions to support students in learning English, considering the importance of English in the future. Moreover, activities to empower teachers in improving their ability to understand students are essential. One way is through professional learning community activities (see Saputra, Hamied & Suherdi, 2020), where teachers are strengthened in their understanding of teaching and can better facilitate students.

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