

Enhancing Grade 7 Students' Participation in Filipino Class Through the Use of Bingo Game

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ABSTRACT

Filipino is a vital subject that serves as a foundation for understanding the nation's identity, culture, and values. The research meant in determining the effectiveness of enhancing grade 7 students' participation in Filipino class through the use of bingo game in S.Y. 2024–2025 in a public institution in Ozamiz. The study employed a classroom-based action research design involving 30 purposively selected student participants. Data collection was carried out through researcher-developed checklists and guided interview questions. The gathered information was subsequently examined and interpreted with the aid of statistical techniques and qualitative analysis software. The results of the study were: the level of Grade 7 students' participation in Filipino class before the implementation of the Bingo Game was moderate high, the level of Grade 7 students' participation in Filipino class after the implementation of the Bingo Game was high, there was a highly significant difference in the level of Grade 7 students' participation in Filipino class before the implementation of the Bingo Game, and additional improvements observed among students after the implementation of the Bingo Game was increased students' interest, and sustained students' attention in Filipino class. Bingo game intervention in Filipino class can significantly enhance students' participation in the Filipino class. Teachers may include games in every lesson to maintain student engagement and make learning more interactive.

Keywords: bingo game, Filipino, game-based, participation

CONTEXT AND RATIONALE

Filipino is a vital subject that serves as a foundation for understanding the nation's identity, culture, and values. It allows students to develop critical language skills while deepening their appreciation for literature, history, and communication in their native tongue. However, many students struggle to actively participate in Filipino classes, often due to a lack of engagement during discussions. However, within Ozamiz City stands an educational establishment that is currently facing difficulties brought about by low learner involvement in Filipino classes. Teachers have observed that students struggle to engage during discussions, which negatively impacts their learning experience. This lack of participation may stem from limited motivation, insufficient engagement strategies, or a weak connection to the subject matter.

Due to low participation, many students struggle to grow their vocabulary in Filipino. They often feel unsure or unmotivated to use tools like dictionaries, rarely practice new words, and show little enthusiasm for vocabulary activities. These personal hurdles make it even more challenging for them to connect with and master the subject (Afidah et al., 2022). A limited vocabulary continues to be a major hurdle for high school students in learning Filipino. Many struggles with understanding deep or complex Filipino words, idiomatic expressions, and unfamiliar terms. While they often turn to teachers, dictionaries, or online sources for help, these tools are not always dependable—especially during exams (Lescano, 2019). The problem is made worse by students' limited exposure to Filipino vocabulary and their strong preference for using English on digital platforms, in business settings, and academic communication (Abaigar et al., 2024). Peer influence also plays a part; when classmates

show little interest in the Filipino language, it weakens individual motivation to improve vocabulary skills (Delos Reyes et al., 2023).

The development of writing proficiency in both English and Filipino among elementary pupils is hindered by several factors. These include limited vocabulary, difficulties in organizing ideas, the perception of writing as a demanding task, lack of motivation, and persistent challenges in spelling, grammar, and sentence construction. Such difficulties are further shaped by the pupils' first languages, including Chabacano, Bahasa Sug, and Cebuano, wherein English and Filipino serve only as secondary languages (L2). Despite the efforts of teachers to address these concerns, learners' writing performance continues to fall below the expected standards. Nonetheless, the K to 12 curriculum is regarded as a promising framework for strengthening students' writing competencies (Saavedra, 2020). Another research study in Koronadal City, South Cotabato, revealed that traditional teaching methods are often teacher-centered, focusing on lectures and didactic instruction, leading to passive learning and limited engagement. In contrast, modern approaches that integrate technology and collaborative tools enhance engagement and comprehension, especially among audio-visual learners. However, reliance on technology raised concerns about hindering critical thinking skills. Recommendations included promoting digital literacy training, designing modernized curriculum frameworks, and balancing traditional and innovative teaching approaches (Bantillo, 2024).

A significant number of students find Filipino to be a difficult subject, which often results in low levels of participation. This challenge is further intensified by factors such as the perceived irrelevance of lesson topics, insufficient teacher mastery of the subject, and the use of ineffective teaching strategies. Students are generally more responsive and participative when lessons are connected to their interests, emphasizing the need for a curriculum that feels meaningful and relatable (Nacario et al., 2024). Besides, old-style instructional procedures, like rote memorization then repetitive flashcard drills, have become less effective in fostering meaningful vocabulary acquisition in modern classrooms (Yuldashevna, 2023).

A study conducted across GCC-based universities and colleges brought attention to obstacles and potential avenues faced by Filipino teachers in conforming to evolving instructional and learning approaches. These included reliance on overly dependent instruction methods, structured teaching strategies and inquiry-based Socratic dialogue. Educators further indicated reduced classroom engagement, issues in motivating passive students, inconsistent attendance, and barriers to effective language use. There is a recognized necessity for customized support mechanisms aimed at improving the integration and effectiveness of foreign educators, thereby fostering a deeper understanding of global educator mobility and the dynamic higher education landscape within the GCC region (Gilbang et al., 2024). In Polompon, Leyte, a study highlighted that the success of learning a language is significantly influenced by the alignment of teaching strategies and learners' styles. Research revealed that most students are visual learners, while teachers often appeal to bodily kinesthetic strategies. Despite this difference, no significant correlation was found between teaching strategies and students' learning outcomes. It was recommended that an enhancement program be implemented to bridge this gap and improve language learning outcomes (Englis, 2019).

The critical role of teachers in sparking learners' interest in writing and helping them understand its importance was also highlighted. Appropriate learning activities and worksheets tailored to students' levels are essential for enhancing writing skills. Addressing classroom and school-based problems through systematic research provides effective solutions, with well-documented findings serving as valuable tools for guiding teachers and school leaders in bridging educational gaps efficiently (Ramos, 2021). Instructional aides are indispensable in strengthening the effectiveness and depth of the teaching-learning process. Thus, mentors, especially in public schools, often face challenges in sourcing appropriate materials and reliable information for instruction (Dumpang, 2021).

Prior studies revealed an evident gap, as identified by the researcher, on the effectiveness of interactive games, such as Bingo, in enhancing student participation in classroom activities. Furthermore, preceding investigations overlooked the direct implementation of these games in Filipino classes, particularly at the Grade 7 level. This encompasses several unexplored dimensions, the influence of game-based learning on both student engagement and academic performance has recently gained attention in various fields of study. However, the potential of

Bingo as an instructional tool to promote participation and active learning in Filipino classes warrants further investigation to determine why such strategies remain underutilized in this context (Miles, 2017).

The study seeks to improve participation in Filipino class by utilizing the Bingo game as an interactive and engaging learning tool. Specifically, it examines the role of the Bingo game in cultivating active involvement, boosting student engagement, and facilitating the attainment of learning outcomes in Filipino classes.

STRATEGY

The Bingo game is intended to enhance student participation in Filipino classes. By employing this strategy, teachers are able to promote active involvement by engaging learners in an enjoyable and interactive learning activity. Unlike traditional lessons where students may passively listen or take notes, the Bingo game encourages all students to actively engage during discussions. This approach can increase students' enthusiasm in learning while encouraging vocabulary learning (Sarmiento et al., 2024). The collaborative nature of the game also fosters peer interaction, as students may discuss answers and help each other, further reinforcing their participation in the lesson.

Student participation is crucial as it promotes motivation, active learning, and helps students comprehend material more effectively. Through participation, students can think critically, analyze, assess, and articulate their ideas. A significant variable in students' learning and performance in higher education is their participation in their classes. (De Carvalho et al., 2024). Many studies show that the integration of Bingo games in class, particularly during discussions, has not only improved students' vocabulary and reading comprehension but also enhanced their overall learning and participation. Bingo games may significantly improve student learning outcomes when used as a formative evaluation strategy. (Sannathimmappa et al., 2024). Student participation is an essential factor in successful learning and academic achievement. Through the integration of the Bingo game, an increased likelihood exists for students taking part in class discussions and better understand its lesson. This proves that bingo games are an alternative approach to teaching reading comprehension and vocabulary. (Qomariyah et al., 2020).

If students do not participate during class discussions, the class is more likely to become less interactive. The researcher's proposal for the use of the Bingo game aims to enhance student participation in Filipino class. This strategy encourages active listening, participation, and the reinforcement of key concepts in a relaxed, enjoyable environment. Through this strategy, teachers can enhance student engagement and make learning more interactive. In this strategy, the teacher uses a container, similar to the classic Bingo container, filled with slips of paper, each bearing a student's name. During the discussion, if no student volunteers to participate, the teacher will draw a name from the container and call on that student to contribute to the topic at hand. This adds an element of surprise, similar to traditional Bingo, with the goal of engaging all students. Thus, student's emerging participation in the Filipino language has been shown to be supported through game-based learning. This instructional approach is especially vital in re-engaging learners who have lost interest in Filipino classes.

Action Research Questions

The study sought to foster greater engagement among Grade 7 students in Filipino instruction. The following research questions were particularly addressed in this study:

1. What is the level of Grade 7 students' participation in Filipino class before the implementation of the Bingo Game?
2. What is the level of Grade 7 students' participation in Filipino class after the implementation of the Bingo Game?
3. Is there a significant difference in Grade 7 students' participation in Filipino class before and after the implementation of the Bingo Game?
4. What additional improvements were observed among students after the implementation of the Bingo Game?

ACTION RESEARCH METHODS

Research Design

A classroom-based action research design was employed in this study to improve Grade 7 students' participation in Filipino class through the integration of the Bingo Game. Classroom Action Research (CAR) gives teachers a structured method to examine and solve classroom challenges. A continuous cycle of planning, implementing, observing, and reflecting enables educators to enhance instructional methods informed by experience and evidence (Ardine et al., 2023).

Site

Conducted during the 2024–2025 academic year, the research focused on Grade 7 students from a public secondary school in Misamis Occidental. The institution, in compliance with the Department of Education (DepEd) directives, adopts the K to 12 Basic Education Curriculum for both junior and senior high school. Covering Grades 7 to 10, the Junior High School curriculum underscores the school's dedication to providing learners with a holistic and up-to-date educational experience.

Participants

The study involved 30 Grade 7 students who were chosen using purposive sampling. Participants were selected based on the following criteria: (1) they were officially enrolled as Grade 7 learners in the Junior High School Department of a public secondary school during the 2024–2025 academic year; (2) they belonged to a designated section within the Grade 7 curriculum; (3) they were enrolled in Filipino as a subject; and (4) they voluntarily provided full consent to participate. Only one section from the Grade 7 level was included in the study, and the researcher ensured that all criteria were satisfied prior to data collection.

Data Gathering Methods

The integration of the Bingo Game served as an intervention to promote active participation among students in Filipino classes, with data collection encompassing both quantitative and qualitative approaches to provide a well-rounded evaluation of its impact.

A. Pre-Implementation Phase. Initially, the researcher identified challenges concerning students' participation in Filipino class. They then secured permission from the school principal and obtained approval from the DepEd Schools Division of Ozamiz City to conduct the study. Following this, the research instructor and cooperating teacher were informed, participants were provided with consent forms, and the study's objectives were thoroughly explained. Finally, a pre-checked list was administered to evaluate students' retention of angle-related concepts.

B. Implementation Phase. To promote student engagement in Filipino class, the researcher presented the lessons using the Bingo Game. Comprehensive instructions were provided to students regarding the purpose, rules, and procedures of the game as a tool for participation, engagement, and assessment. After implementing this strategy for one month, an assessment was conducted to evaluate students' improvement in their understanding of Filipino literature. To ensure comprehensive data collection through triangulation, the study employed observations, interviews, and assessments. Student participation and engagement were documented using video recordings of class discussions, photographs, screenshots, and field notes throughout the implementation period. In addition, semi-structured interviews were conducted face-to-face after the intervention to gain deeper insights into the experiences, perceptions, and attitudes of both students and teachers regarding the use of the Bingo Game in the classroom. All interviews were audio-recorded for subsequent analysis.

C. Post-Implementation Phase. This encompasses drawing conclusions, providing recommendations, proofreading, editing, and finalizing the research study. This phase also involves appropriately disseminating the research findings to the intended audience. The post-implementation stage includes drawing a conclusion, giving

recommendations, proofreading, editing, and finalizing the research study. It also involves the proper dissemination of the research results to a certain group of people.

Ethical Issues

Ethical protocols were observed in implementing the Bingo Game to enhance students' participation in Filipino class. Informed consent was obtained from both students and their parents or guardians, ensuring that participants were fully aware of the study's purpose, their role, and the measures in place to protect the confidentiality of their data (Robinson et al., 2020). Participation was voluntary, with students informed of their right to withdraw at any time without facing any negative consequences (Ravitch & Carl, 2021).

Data Analysis

The study employed various statistical techniques and thematic analysis to interpret the data, using Minitab statistical software in combination with Hyper RESEARCH:

Mean and Standard Deviation. These measures were utilized to provide a summary of students' performance levels both prior to and following the implementation of 'Participation in Filipino Class Through the Use of the Bingo Game.'

Paired T-Test. This statistical procedure was employed to examine whether significant differences existed in students' performance before and after the introduction of game-based learning.

Thematic Analysis. This approach was applied to interpret interview data, allowing for an in-depth qualitative exploration of participants' experiences and perspectives.

RESULTS AND DISCUSSIONS

Level of Students' Participation in the Filipino Class Before the Implementation of "Bingo Game"

The extent of students' participation in Filipino class before the introduction of the 'Bingo Game' is shown in Table 1. According to the findings, students demonstrated a moderately high level of participation ($M = 2.78$; $SD = 0.60$).

Although this falls within a moderately acceptable level, it reveals that student engagement was not optimal and lacked consistency. The mean score suggests that many students were not fully involved or active in classroom discussions and activities. Furthermore, the observed standard deviation, which is 0.60 directs some divergence in participants' answers, showing that a number of students may have demonstrated low levels of participation ($M = 2.78$; $SD = 0.60$). Overall, the data highlights a lack of strong and consistent engagement from students prior to the intervention, suggesting a clear need for strategies to boost participation and interest in the Filipino class.

Student participation in Filipino class is inconsistent, with some students engaging actively while others remain disengaged. This uneven participation disrupts the flow of lessons and creates challenges in providing a consistent learning experience, affecting overall language development. A major factor contributing to low student engagement in the Filipino subject is their attitude and motivation toward it. Many students view Filipino as a challenging subject, which often leads to a lack of interest and participation (Nacario et al., 2024). Low-achieving students often struggle to engage in brainstorming activities due to challenges such as procrastination, low self-confidence, unequal group dynamics, and the presence of free-riding peers (De Vera et al., 2020). Thus, insights into how students perceive their participation can help resolve perceptual gaps and enhance the effectiveness of learning environments (Wonder, 2021).

Learner-oriented learning is a key factor driving educational policy and practice in contemporary education. (Coleman et al., 2020). Increasingly recognized as an effective instructional method, game-based learning is applied in groundbreaking educational tactic that enhances students' interest, affective engagement, and overall

positive experience. The current research seeks to evaluate the impact in addition to its effectiveness in incorporating interactive game-centered learning into educational planning (Hartt et al., 2020).

The finding underscores a critical need for game-based activities to enhance student participation in Filipino class. Incorporating such interactive methods can help address the inconsistency in engagement, making learning more enjoyable and encouraging active involvement from students who may otherwise remain disengaged.

Table 1. Level of Students' Participation in the Filipino Class Before the Implementation of "Bingo Game"

Level of Participation	M	SD
Moderate High	2.78	0.60

Note Scale: 3.25-4.00 (High); 2.50-3.24 (Moderate High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Level of Students' Participation in the Filipino Class After the Implementation of "Bingo Game"

Following the application of the 'Bingo Game,' Table 2 shows that students' participation in Filipino class reached a high level (M = 4.33; SD = 0.44).

The findings indicate that students displayed a significant "High" level of participation during Filipino classes followed integrating Bingo Game activity (M = 4.33; SD = 0.44). This suggests that the game-based strategy effectively stimulated interest and active involvement in the lesson. The narrow standard deviation further implies that participation levels were consistently high among the majority of students. These results underscore the potential of interactive learning tools in promoting engagement and enthusiasm in classroom settings.

Games such as bingo can promote active student participation and engagement in Filipino classes by providing an interactive and enjoyable learning experience. These instructional activities enhance students' interest while reinforcing language concepts in a meaningful and memorable manner. Thus, bingo-style game activities function as teaching tools that help improve student learning (Sannathimmappa et al., 2024). Moreover, bingo and board games can be utilized as alternative instructional approaches to enhance student motivation. Their success, however, may depend on the unique traits of the learners and the specific setting in which they are applied (Molu & Keskin, 2024).

Through the use of games, game-based learning (GBL) provides an interactive method to enrich instruction. This method fosters interaction and typically incorporates competitive rudiments, points, recompenses, tasks, competitiveness, to enhance schoolchild engagement, motivation in overall learning. Additionally, this resonates learning partialities about digital-natives, turning highly effective tool in modern education (Grellinger et al., 2025).

The outcomes of this research emphasized that integrating game-based activities like bingo and board games into lesson plans can enhance student engagement, participation, and language retention. These interactive methods provide an alternative to traditional teaching approaches, fostering an enriched and stimulating learning environment

Table 2. Level of Students' Participation in the Filipino Class After the Implementation of "Bingo Game"

Level of Participation	M	SD
High	4.33	0.44

Note Scale: 3.25-4.00 (High); 2.50-3.24 (Moderate High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)

Significant Difference in Students' Participation in the Filipino Class Before and After the Implementation of "Bingo Game"

The analysis of significant differences in students' participation is presented in Table 3. The analysis demonstrates a highly significant improvement in students' participation before and after the use of the 'Bingo Game.'

A comparison of participation levels before and after the implementation of the 'Bingo Game' indicates a substantial improvement. Before the intervention, the mean participation level was 2.78 (SD = 0.60), whereas after the intervention, it increased to 4.33 (SD = 0.44), with a t-value of 8.60 and a p-value of 0.00. Since the p-value is less than 0.01 (and 0.05), the difference is considered statistically significant and highly significant.

Evidence from the study strongly indicates integration of gamified elements, such as the "Bingo Game," serves as an effective pedagogical intervention designed to improve student engagement in Filipino language learning. This heightened participation likely contributes to an active and collaborative classroom atmosphere, potentially breaking down barriers to engagement thereby cultivating positive involvement. Thus, students expressed enjoyment in the interactive nature of the bingo session, particularly appreciating the chance to collaborate in small groups. They also found the real-time feedback on their progress to be beneficial. Many remarked that the bingo activity offered highly interactive and enjoyable learning opportunity than the usual lecture format, facilitating a stronger feeling of participation (Manning-Stanley et al., 2022).

Students experienced more enjoyable and engaging experience with the bingo-TBL approach. Given its effectiveness and positive reception, this method is recommended as a valuable alternative to standard lectures. It offers a dynamic, collaborative learning environment that not only maintains academic rigor but also supports diverse learning preferences through a fun and interactive format (Manning-Stanley et al., 2022). Indeed, bingo game positively impacted both student performance and engagement. An improvement in students' scores suggests that the activity contributed to their understanding and retention of the lesson content (Tarigan & Mono, 2021).

The implications indicate favorable impact of this intervention accentuates the importance of incorporating interactive, low-pressure exercises to foster student engagement and enthusiasm, with implications for curriculum design, material development, and teacher training in the pursuit of more engaging and effective Filipino language instruction.

Table 3. Significant Difference in Students' Participation in the Filipino Class Before and After the Implementation of "Bingo Game"

Variables	M	SD	t-value	p-value	Decision
Before the Implementation of "Bingo Game"	2.78	0.60	8.60	0.00	Reject Ho
After the Implementation of "Bingo Game"	4.33	0.44			

Ho: There is no significant difference in before and after using the intervention of "Board Game"

Note: Probability Value Scale: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not Significant)

Additional Improvements Observed Among Students After the Implementation of the Bingo Game

The study was designed to analyze the impact of integrating a bingo game to improve participation among students in Filipino class. Participants expressed their thoughts and feelings regarding their experiences during the game-based sessions. Through detailed analysis of observation notes and interview responses, the researchers identified key themes that reflected students' engagement and learning behavior. Three prominent themes emerged: heightened student interaction, increased enthusiasm for participation, and enhanced classroom dynamics. The findings underscore the positive influence of the bingo game in nurturing a classroom setting that is both engaging and participatory.

Increased Students' Interest

The bingo activity greatly enhanced student engagement compared to traditional lecture-based instruction. A noticeable increase was observed in students' participation in class, contributing to discussions, and displaying genuine enthusiasm during class sessions as a result, participation extended beyond the usual few active students,

with more learners becoming involved due to the activity's enjoyable and inclusive nature. Participants 5, 8, and 10 reported the following insights:

"I'm excited in my Filipino class. It increases my participation because of the game." (5)

"It's more fun than just listening to lectures. We enjoy learning, and it makes the lesson easier to understand." (P8)

"I love to participate in class." (P10)

Implementing the bingo game in classroom instruction can lead to increased student involvement and more active engagement during lessons (Dasmase, 2024). Students often develop a stronger affinity for the subject when game-based activities are integrated into the learning process. Hence, drawing upon the principles of gamified learning, it indicates a positive indirect influence pertaining to how gamification affects the application of learned concepts. Also, aligning with tenets of the theory of intrinsic motivation and self-regulation (Sailer, & Sailer, 2021). Applying the cooperative learning approach with the assistance of Bingo media demonstrates effectiveness in the classroom learning process (Lestari et al., 2022).

As a growing trend in education, educational games are becoming increasingly popular across multiple academic fields. This approach involves integrating gaming elements into the learning process to boost engagement and participation. By fostering active involvement, motivating students, and improving academic performance, gamification serves as an effective approach to strengthening learning outcomes, especially in language acquisition (Thurairasu, 2022).

The implication of the finding emphasized that game-based activities, such as bingo, enhance student engagement and motivation, improving both knowledge application and learning performance. They also align with self-determination theory, showing that gamification boosts intrinsic motivation and social connectedness. The use of cooperative learning models, supported by gamified methods, proves effective in enriching the teaching and learning process.

Sustained Students' Attention

The bingo game effectively sustained students' attention by creating an engaging and motivating environment. As students aimed to win, they were more focused on the class, with the game encouraging active listening and participation. This is reflected in students' claims that the game helped them stay attentive, with many noting that the competitive aspect of the game motivated them to maintain focus throughout the lesson. Evidence from participants 1, 2, and 6 affirms this point:

"Listened attentively to class, so that I win the game." (P1)

"My attention is in the class." (2)

"The class was all ears as it motivates us to sustain our attention because of the game." (P6)

The integration of the Bingo game into classroom instruction has proven effective in sustaining students' attention throughout the learning process. There are numerous interventions aimed at promoting activities that help improve sustained attention in students (Slattery et al., 2022). Integrating games into instructional time helps keep students attentive and reduces feelings of boredom, resulting in a more enjoyable and focused learning experience (Dasmase, 2024). Educators consider the incorporation of gamified strategies, such as the Bingo game, to promote sustained attention and motivation among students across various academic contexts. This strategy could make students more enjoyable (Sarmiento et al., 2024).

By incorporating such interactive activities, educators can address challenges related to active learner attention and involvement, facilitating a highly participatory and focused instructional setting. Furthermore, the findings suggest that integrating games into instructional time not only enhances student participation but also stimulates fervor for the subject, consequently improving overall educational outcomes.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Filipino, a vital subject that serves as a foundation for understanding the nation's identity, culture, and values. It allows students to develop critical language skills while deepening their appreciation for literature, history, and communication in their native tongue. The purpose of this study was to determine effectiveness of the students' participation in Filipino class through the use of bingo game, in the 2024–2025 academic period at a government-run school in Ozamiz. A mixed-method research design was utilized in this study, with 30 students participating through purposive sampling. Data collection involved the use of researcher-created checklists and semi-structured interview guides. The gathered data were subsequently analyzed using both statistical techniques and qualitative analysis software. The study pursued to answer the following research questions: 1) What is the level of Grade 7 students' participation in Filipino class before the implementation of the Bingo Game? 2) What is the level of Grade 7 students' participation in Filipino class after the implementation of the Bingo Game? 3) Is there a significant difference in Grade 7 students' participation in Filipino class before and after the implementation of the Bingo Game? 4) What additional improvements in student participation after the implementation of the Bingo Game?

Findings

The research produced the following significant outcomes:

The level of Grade 7 students' participation in Filipino class before the implementation of the Bingo Game was moderate high.

1. The level of Grade 7 students' participation in Filipino class after the implementation of the Bingo Game was high.
2. There was a highly significant difference in the level of Grade 7 students' participation in Filipino class before the implementation of the Bingo Game.
3. Positive changes in learner participation after employing were increased students' interest, and sustained students' attention in Filipino class.

Conclusions

Drawing from the study's results, the following conclusions can be made:

1. Teacher-centered approach has not fully captured student interest or encouraged optimal participation levels in the Filipino class.
2. Bingo game intervention in Filipino class is capable of markedly boosting student involvement in Filipino class activities.
3. Among students, the differences in participation levels in class pre- and post-intervention of bingo game highlight its effectiveness.
4. Using bingo game captured students' attention more effectively, reducing boredom and keeping them focused throughout the lesson.

Recommendations

1. Teachers may incorporate collaborative learning activities, such as group discussions and peer teaching, to further enhance student engagement.
2. Teachers may include games in every lesson to maintain student engagement and make learning more interactive.
3. School administrations may support the integration of innovative teaching strategies by providing resources and training for teachers on effective use of technology and interactive learning methods.
4. Learners' active engagement in class discussions may be promoted in seeking out opportunities for collaborative learning.

5. Future studies could explore different game formats impact different student groups, learning contexts, and subject areas to identify the most effective strategies for increasing student engagement and enhancing educational experiences.

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