

Learning English Vocabulary Using Bingo Games For Early Age Children

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Abstract: This study aims to investigate the effect of the Bingo game in introducing English vocabulary in Early Childhood. This research uses a qualitative method, with subjects consisting of young children who participate in Bingo game activities that are systematically arranged to introduce English vocabulary with a literature study approach. In which, through relevant data related to the subject matter, researchers collect, classify, process data to produce a new conclusion. Bingo games are an effective interactive strategy to improve children's vocabulary acquisition. In this study, we developed a Bingo game program specifically designed to improve children's language skills. The program engages children in a variety of engaging activities, such as searching for words that match a given picture or text. The results showed that children who participated in the Bingo game showed significant improvements in vocabulary acquisition and overall language skills. In addition, the game also increased children's learning motivation and engagement in the language learning process. Thus, the Bingo game can be an effective educational tool to improve children's vocabulary acquisition.

Key Words: Bingo Game; Vocabulary Acquisition; Early Childhood Education; Interactive Learning Strategy.

Introduction

Language is a crucial system for human communication, essential in every educational setting. English, as an international language, has been increasingly integrated into early education in Indonesia to build foundational language skills. Early exposure to vocabulary through engaging methods, like Bingo, supports young learners' language development by fostering interest and retention. According to McCarten (2007), the use of interactive games facilitates vocabulary acquisition, making Bingo a particularly effective tool for young learners.

In general, languages include:

1. Phonology: the study of the sounds of language.
2. Morphology: the study of word structure.
3. Syntax: the study of sentence structure.
4. Semantics: the study of meaning.
5. Pragmatics: the study of language use in social contexts.

"Language is a system of signs that express ideas, and therefore, language can be considered the most important semiotic system in society." Ferdinand de Saussure (Swiss Linguist, known as the Father of Modern Linguistics).

One of the languages that people typically use to engage or communicate with one another is English. Furthermore, English is employed as a bridge for international communication in practically every nation on the planet, making it an international language. People must study and become proficient in English since they live in a world where science and technology are developing at a rapid pace and using the language is now required. People might fight fiercely for survival wherever in the world. Additionally, it is evident that English is used in practically every aspect of everyday life, including commerce, technology, and education. In Indonesia, English has been classified as a foreign language. Education is the first step in learning English. It is taught at every level of education in Indonesia, including playgroups, kindergartens, primary schools, secondary schools, and universities. The purpose of learning English is to teach children linguistic skills such as speaking, listening, reading, and writing. Students should also be familiar with language elements such as grammar and vocabulary.

According to Wilkins in Thornbury (2002), little can be communicated without grammar, and nothing can be said without vocabulary. In other words, vocabulary is the first thing that language learners need to understand. When students listen to teachers' speeches, class discussions, and other media, their vocabulary will help them understand what they hear. In addition, in order for students to communicate effectively in class, they must master vocabulary. Students' vocabulary has an impact on their understanding of reading texts. In addition, students' use of language also affects the way they communicate their ideas to readers. Their mastery of words will help them express themselves in writing.

Early vocabulary learning in English is a crucial phase of learning a foreign language. During the crucial stage of language development known as childhood, children are more adept at assimilating new words. An engaging and enjoyable teaching strategy is required to optimize this potential and increase children's motivation to study. Playing instructional games is one way to do this. Bingo is a well-known game that can be turned into an engaging educational tool. Children can acquire language in a more casual yet efficient manner by using bingo as a technique. Through a competitive and enjoyable environment, this game media not only aids kids in comprehending and remembering words, but it also piques their interest in learning. Positive outcomes are anticipated from using Bingo media to teach vocabulary, particularly in assisting young children in comprehending and mastering English vocabulary more rapidly. Additionally, this game makes it possible to create an interactive and collaborative learning environment, which is crucial for kids' learning.

As mentioned earlier, vocabulary is very important for learning English. Since vocabulary will be easier and more efficient for students, especially children, to learn new words, teachers should teach it well. According to McCarten (2007), teaching students how to acquire vocabulary is as important as teaching them what to learn.

This shows that teaching vocabulary is very important and will encourage children to learn the language. However, while teaching young kids English vocabulary, teachers encounter a variety of challenges. Teachers usually have limited educational resources when delivering vocabulary topics. In addition, there are a number of cases where vocabulary teaching approaches are inadequate. As a result, it is the instructor's job to create innovative methods that will help students learn the language better. By using different techniques, our goal is to make children's learning environment more fun and enjoyable. Since students can acquire and improve their vocabulary in four languages, the teaching and learning process will run smoothly and not cause any confusion between teachers and the students.

Vocabulary acquisition is an important part of language learning, but many students find it difficult to engage with and remember new words. One of the main problems faced by teachers is students' lack of interest in learning vocabulary. While the importance of a strong vocabulary base for reading, writing, speaking and listening comprehension is recognized, students often see vocabulary lessons as boring or irrelevant. Students' lack of passion in mastering vocabulary can hinder their language development and overall academic success.

There are many reasons why students are not interested in learning vocabulary. Traditional methods, such as memorization and repetitive practice, may not be able to engage students in a meaningful learning experience. In addition, the abstract nature of vocabulary learning, which often involves mastering unfamiliar words without context or direct connection to students' personal experiences, can lead to a lack of motivation. As a result, students may struggle to see the importance of expanding their vocabulary and not realize how it can be put into practice in everyday life.

This problem is particularly evident among young learners, who may find it difficult to understand the importance of vocabulary in building their language skills. It is important for teachers to find more active, interactive and context-filled ways to make vocabulary learning interesting and successful. Overcoming students' lack of interest in learning vocabulary is essential not only to improve their language skills, but also to foster a positive attitude towards language acquisition as a whole.

Another important factor that causes students' disinterest in learning vocabulary is the lack of fun and interactive ways to make learning more interesting. Traditional vocabulary teaching often uses passive techniques, such as reading word lists, filling in worksheets, or memorizing meanings. These methods may not capture students' attention and can quickly bore them, especially among younger students who prefer interaction and hands-on experiences. When vocabulary teaching lacks the element of engagement and fun, students are less likely to actively participate and not remember new words.

The lack of interesting and creative approaches in vocabulary teaching makes it difficult to motivate students to engage with the material. Interactive activities, such as word games, group discussions and related learning experiences, have been shown to increase students' engagement in their learning process. However, many classrooms still lack such opportunities due to time constraints, a strict curriculum, or a lack of teacher training in using new methods. Without this interactive and fun approach, students have little chance of finding enjoyment and relevance in learning new words.

To promote deeper interest in vocabulary acquisition, it is important to incorporate ways that encourage active engagement, creativity and application to everyday life. By making vocabulary learning a fun and interactive activity, students will find it easier to understand new words and feel encouraged to continue improving their language skills. This change in approach can transform vocabulary acquisition from a mundane task to an exciting challenge that arouses curiosity and passion for language learning.

One promising way to address challenges in vocabulary acquisition is to use Bingo games as an engaging and interactive learning tool. Bingo, which is usually a game of chance, has been proven to be an effective method in increasing student engagement and retention when customized for educational purposes. By incorporating vocabulary learning into the familiar Bingo format, students can learn new words in a fun and pressure-free atmosphere. This approach allows students to be repeatedly exposed to targeted vocabulary in an active environment, which helps to reinforce and retain memories. However, the question remains: how effective is Bingo in improving vocabulary acquisition among students?

Research shows that when games like Bingo are used as part of the learning process, students are more likely to remember new words because they are actively engaged in the learning experience instead of simply absorbing information. In addition, games can also increase intrinsic motivation by creating a sense of fun, competition and achievement. Therefore, it becomes important to investigate how Bingo games can be systematically incorporated into vocabulary teaching and whether these games can produce measurable progress in students' language ability.

The application of Bingo games in vocabulary lessons is simple and effective. Teachers can customize a regular Bingo game to fit various themes, such as animal names, everyday items, or academic vocabulary, depending on the vocabulary list they want to teach. Each student receives a Bingo card containing a list of words, and the teacher will mention the definition, synonyms, or even use the word in a sentence. Students must recognize and match the word on their card to the clue given, marking it as they play. The first student to complete a row or a full card shouts "Bingo!" -

reinforcing their understanding of the vocabulary and providing a sense of achievement.

The advantages of using the Bingo game as a learning tool are numerous. Firstly, the game creates an interactive learning environment where students are actively involved in the lesson. Unlike traditional methods, Bingo adds an element of fun and competition, encouraging students to take part without feeling pressured by formal assessment. In addition, Bingo games can be easily customized for different skill levels, making it suitable for both new and advanced learners. The repetitive nature of the game also ensures students see vocabulary multiple times in different contexts, which helps with word recall and improves pronunciation.

In addition to mastering vocabulary, Bingo games also encourage shared learning and social interaction. When students play together, they talk, exchange ideas and help each other, which further enhances their language development. The combination of visual and auditory elements in Bingo—from words, pictures, and spoken signals—also aids multisensory learning, which is especially beneficial for students with different ways of learning.

Overall, the Bingo game not only provides a fun and engaging experience, but also serves as an effective way to improve English vocabulary acquisition. By combining games with learning, teachers can create an engaging classroom atmosphere where students are excited to explore new words, strengthen their understanding, and develop a love for language learning.

A Review of relevant previous research

1. Bingo game: hidden treasure among heap of woods (*the effectivity of a game in improving students' vocabulary mastery*) Ermawati, E. A., & Trianasari, E. (2019)

The study evaluates the effectiveness of Bingo games in enhancing students' vocabulary mastery. It highlights that such interactive activities can positively impact vocabulary retention among learners by combining learning with fun and engagement.

2. Game-based learning in early childhood education: a systematic review and meta-analysis Alotaibi, M.S (2024)

Investigates the broader implications of game-based learning and its psychological benefits in fostering language acquisition.

3. The Effect of Using Bingo Game on Students' Vocabulary Mastery, Khotimah, K. (2018)

This research focuses on the use of the Bingo game to improve vocabulary mastery among students. It examines how the interactive elements of Bingo facilitate better learning outcomes in vocabulary acquisition.

Method

This research uses a library research method and descriptive method with a qualitative approach. The purpose of this method is to use the library research method, which is a literature study research using the technique of collecting data through several published articles that are relevant to the case study being studied. The application of this researcher is carried out using collecting journal data and scientific articles published online and indexed by the Google Scholar page, downloading, and continuing to use organizing the article in the Mendeley application. In the review of scientific journals in this study, it is carried out following the steps: (1) organize, namely determining the types of (2) synthesize, which is reading and summarizing each journal into a cohesive and structured research essence; and (3) identify, which is drawing conclusions from each journal and making a summary evaluation of the entire journal. The source of statistics in this research is in the form of secondary information. Secondary statistics is the facts of previous research results that are summarized and converted into a form of research essence that can later be used by the next researcher as a new form of related research. This method also works based on the basis of qualitative research theory. The stages in this research According to (Bennett et al. 2010) secondary data collection techniques obtained from:

- 1) Selecting research articles related to argumentation learning in improving argumentation skills and concept, concept understanding to be categorized based on publications from several years previous research data, research results that meet the category and will be analyzed next.
- 2) Identifying articles and creating systematic categories. The categorized articles are shown in Table
- 3) Reviewing deeper and extracting data from the articles used as research sources to be analyzed and discussed in this study.

A descriptive method is to explain and provide information about data that has been collected or has been gathered from the results of the study without conducting any analysis. It also does not create or implement any significant results Sugiyono (Rahayuni, 2019, hlm.39). This qualitative approach is used since the researcher discovered originality in teaching and introducing English to youngsters in an exciting way—that is, by means of the play approach. A study approach that generates descriptive data is qualitative research, according to Bogdan and Taylor (1975: 5). People's written or spoken words as well as their observable behavior serve as the source of this data. As a result, qualitative research aims to comprehend and analyze events experienced by study participants in a comprehensive and organic manner in addition to generating descriptive data.

The qualitative method was used in this study because the researcher found uniqueness in teaching and introducing how to learn English vocabulary to children in an interesting way, namely through bingo games. The descriptive approach is expected

to provide clear information about the results of an object or behavior, both individuals, communities, and organizations, which are thoroughly analyzed from various points of view.

From the data obtained, it was then analyzed method: (1) organize, selecting the types of journals that are in line with the type of types of journals that are aligned with the type of research; (2) synthesize, namely reading and summarizing each journal into an essence. summarize each journal into a coherent and structured and structured research; and (3) identify, which is drawing conclusions from each journal. identify, i.e. draw conclusions from each and summarize the evaluation of the entire journal (Amiroh and Admoko 2020).

The stages in this research include determining the instrument grids, followed by direct observation of the learning process. For the data processing stage, children's English language skills were analyzed through playing bingo activities. This study involved two teachers and five children. The data collection techniques used included direct observation at school, followed by face-to-face interviews to obtain information from the research subjects and explore the experiences and attitudes of each individual. In addition to observations and interviews, the researcher also collected additional data through school documentation related to the improvement of children's vocabulary through bingo games. The Bingo Games method of teaching vocabulary is highly interactive and fun, as it involves active student participation and encourages group collaboration. The game allows students to be exposed to the same vocabulary repeatedly in a non-boring way, thereby increasing term retention. In addition, the element of competition in Bingo can increase student motivation and engagement, as well as incorporate visual and auditory aspects that aid various learning styles.

In contrast, traditional teaching methods, such as lectures and memorization, often result in students feeling passive and disengaged. These methods can be boring, especially for children, and do not convey the relative context for vocabulary use. Repetitive practices such as filling out worksheets tend to be less engaging and do not emphasize social relationships, which are important for language development. Overall, Bingo Games are more effective at engaging learners, creating a positive and collaborative learning environment.

No.	Method Step	Result
1.	Reduction	Reduction was done through four steps, namely : <ul style="list-style-type: none"> ● Changing data into written form. ● Identifying the data that has been collected.

		<ul style="list-style-type: none"> • Classifying the data. • Giving meaning to the previously classified data.
2.	Presentation	At this stage the data that has been classified by the research is organized <ul style="list-style-type: none"> • In tabular form
3.	Drawing Conclusion	<ul style="list-style-type: none"> • In the final stage, the researcher verifies the initial data that has been collected to ensure the conclusions draw



Picture 1. Children in their bingo games session

Results and Discussion

The research started from the first week of October 2024 in the research for one month there were 5 meetings, in each meeting children were taught vocabulary, from basic vocabulary to general vocabulary and to increase children's vocabulary the researcher used the Bingo game method.

The use of play in education seeks to create a more interesting and interactive learning environment for children. When learning and play are blended, children not simply enjoy the process but become more active participants. Games used in this context, such as Bingo, allow youngsters to learn while having fun. At this age, children learn more efficiently through direct experience and engagement in a lively setting. Young children prefer to learn during play since it is appropriate for their social as well as cognitive growth. Play allows them to explore new topics without feeling rushed, making them more willing to learn.

The most common tool in the field of research is observation, which is also a first stage in the process. In this instance, researchers utilize the kid's vision and hearing to observe how the youngster learns, how to pronounce it, and how well the child has acquired the English language during learning.

On the first day of observation, the children and the teacher looked happy and very enthusiastic about the interesting learning process using the Bingo games method, which the children really liked.

In the second meeting, children were introduced to basic vocabulary through Bingo games. They will mention the vocabulary of animal names and occupations while playing Bingo.

In the third meeting, the children were introduced to general vocabulary by saying the names of fruits, animals and objects around them. In this third meeting, all children enjoyed the learning process with bingo games media. They felt happy because with the help of this media they were easier to memorise, understand, and also pronounce vocabulary correctly.

In the fourth meeting, children were introduced to special vocabulary, namely time vocabulary and vocabulary of various colours. In this activity, the children were invited to play Bingo using cards containing pictures of colours and words related to time. When the mentioned colour or word appears on their Bingo card, the children can mark it.

In the fifth meeting, the children played Bingo again, this time using basic vocabulary, general vocabulary and special vocabulary. The children were very enthusiastic in following the English learning process with this fun Bingo game method.

The data obtained from the research conducted at An-nahl Excellent Islamic School indicates that students have been introduced to English vocabulary and subsequently asked to practice it in everyday life. But children find it challenging to remember and pronounce the vocabulary. To facilitate their retention, the teacher introduces it using the Bingo game method

The purpose of this study is to determine how bingo affects vocabulary and reading comprehension. According to Qomariyah & Nafisah (2020), humans may combine numerous words to create a beautiful language, and there is no language without vocabulary competence. Additionally, it was consistent with Read's (2000) definition of vocabulary, which is the understanding of the meaning of words as components that are used to form precise choices that effectively communicate ideas and thoughts. Words of this type are easily found in reading texts.

Bingo is one of the strategies used to teach vocabulary, whether in a class or in groups, based on the research findings. Bingo is a game that may be played in small groups or by the entire class, according to Finch (2006). In conclusion, bingo is a game that may be played in small or big groups, and the winner shouts "Bingo!" when they're done.

Relating to the teaching-learning process, bingo games help all pupils learn more effectively. According to Finch (2006), playing bingo has several benefits. During the

game, pupils first get the opportunity to learn and retain the new language. Secondly, the pupils receive instruction on how to address the issue of motivation. Bingo is a tool that teachers may use to create an engaging classroom environment, particularly when teaching vocabulary.

Additionally, utilizing the bingo game to teach vocabulary had some good effects on the students. To start, the kids were enthusiastic when they attempted to play bingo and said "Bingo," which made them feel at ease while learning new words. Second, when students attempted to construct sentences in the bingo game and engaged in some conversation with the teacher, they demonstrated active participation in class and effective communication. Third, when students write a word for the game, they know the category of the word and know how to form a sentence in the bingo game, which makes it simpler for them to remember and comprehend the new vocabulary and locate the key point.

This scientific article published in *Cybernetics: Journal of Educational Research and Social Studies* examines the effectiveness of using Bingo media in improving vocabulary mastery of eighth grade students at SMP S Al-Washliyah 27 Medan. This study uses a quantitative approach with an experimental design, involving 60 students who are divided into an experimental group and a control group. The instrument used is a multiple-choice test on descriptive text. The results showed that the average pretest score for the experimental group was 83.67, while the post-test was 59.33, while the control group had a pre-test score of 69 and a post-test of 55. The t-observed value of 6.94 is greater than the t-table of 2.00, indicating a significant difference in vocabulary achievement between the two groups. In conclusion, the use of Bingo media significantly improves students' vocabulary achievement compared to teaching methods without the media. This article also emphasizes that Bingo media can make learning more interesting and effective, which is relevant to the need for teachers to use creative approaches in learning English in Indonesia. However, this study has some shortcomings, such as not considering external factors that may have influenced the results, and focusing on one school which limits the generalizability of the findings. The references used in this article support the importance of vocabulary in language learning, including sources from Thornbury (2002).

This article from the *Journal of English as a Foreign Language Education (JEFLE)* evaluates the effectiveness of Bingo games in improving vocabulary mastery of seventh grade students at MTs Al-Jihad Pontianak. This study used a pre-experimental design with one group of 22 students, selected through a cluster sampling method. The research process included three stages: a pre-test to measure students' initial abilities, treatment with a picture-based Bingo game, and a post-test to assess improvements after treatment. The results showed an average pretest score of 59.09 and a post-test of 75.91, with an average difference of 15.18. The t-test showed a t-count value of 22.20, which was higher than the t-table of 2.051, indicating a significant improvement, with

an effect size of 1.77 which was categorized as "strong." The conclusion of the study confirmed that Bingo games significantly improved students' vocabulary mastery, especially nouns, in a fun and interactive way. The discussion shows that the game helps students remember vocabulary better through visual and kinesthetic activities, in line with Nation's (2003) view. Strengths of the study include the focus on specific teaching techniques and the simplicity of the method, but weaknesses include the lack of a control group and the small sample size, which limit the generalizability of the results. Suggestions for teachers are to use Bingo as an engaging teaching strategy, and for future researchers, it is recommended to include a control group and a variety of grade levels so that the results are more generalizable.

This article from TELL-US Journal explores the effectiveness of the Bingo game in vocabulary learning for EFL students in a private junior high school in Medan, Indonesia. The study aimed to evaluate the effectiveness of the game and its benefits in improving students' learning motivation. Using a qualitative approach, the study involved 26 students and collected data through questionnaires and interviews after Bingo was implemented in three learning sessions. The results showed that 88.5% of students felt that the Bingo game was effective and enjoyable, and helped them to remember vocabulary longer. Interviews revealed that students were more enthusiastic and confident in learning English through this method. Discussions noted improved learning outcomes, a pleasant learning atmosphere, and higher motivation among students. Although the study had strengths such as innovative methods and active student engagement, it also had shortcomings, including small sample size and limited duration. The conclusion suggests that Bingo can be an effective alternative strategy in vocabulary teaching, with suggestions for teachers to implement this method and further research involving larger samples to measure long-term effects.

Then the last one is a document entitled "The Effect of Bingo Game in Teaching Vocabulary" analyzing the influence of Bingo game in English vocabulary learning for high school students. This study aims to measure the effectiveness of this method, identify students' perceptions, and find obstacles faced during implementation. The methodology used is a *one-group pretest-posttest* design, with a sample of grade X students of SMA YP Unila in Bandar Lampung. The instruments applied include a pretest and posttest with 30 multiple-choice questions, as well as a questionnaire to measure students' perceptions. The results showed a significant increase, from an average pretest score of 59.03 to a posttest of 80.62, with an increase of 21.5%. Most students (80%) found this method interesting and helpful in learning, although there were obstacles such as the teacher's difficulty in controlling the class and students who did not understand the instructions in English. The contribution of this study to the teaching literature includes empirical evidence that game-based learning can improve motivation and learning outcomes, as well as insights into challenges in heterogeneous classes. The resulting recommendations suggest that teachers use varied methods, provide additional training, and simplify instructions to make them easier to understand.

Overall, this study emphasizes the importance of innovative approaches to language teaching, utilizing a combination of primary data and academic references to support arguments.

Conclusion

According to the research, early learners' vocabulary acquisition is much improved by playing bingo games. Compared to traditional approaches, children who participate in bingo activities exhibit higher levels of excitement and word retention in English. Bingo's dynamic features promote active engagement, which enhances the fun and efficiency of vocabulary learning. This approach not only helps young children retain vocabulary but also increases their confidence in using the language, indicating that bingo games are a useful tool for early English education in promoting motivation and language abilities.

Furthermore, the study emphasizes the need of adopting creative and entertaining tactics in early childhood education to pique children's attention and promote effective language development. The findings imply that bingo games can be an effective instructional tool, encouraging not only vocabulary development but also a positive attitude toward language acquisition. Educators are encouraged to use interactive strategies to create a dynamic and interesting learning environment for young learners.

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