

## The Efforts to Improve Children's Vocabulary through Bingo Game for 4–5-Year-Old Children at TK

ABA Somawangi

Nur Chendah<sup>1</sup>, Wafa Aerin<sup>2</sup>

<sup>1,2</sup>Universitas Ma'arif Nahdlatul Ulama Kebumen, Kebumen,  
Indonesia

e-mail: \*[nurchendah001@gmail.com](mailto:nurchendah001@gmail.com), [nandaairin03@gmail.com](mailto:nandaairin03@gmail.com)

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### ABSTRACT

Vocabulary ability is one of the important components in early childhood language development, which is related to children's ability to understand, mention, and use words in daily communication. The results of the initial observation indicated that the vocabulary ability of children aged 4–5 years at TK ABA Somawangi was still in the low category. This study aims to improve the vocabulary ability of object nouns in children aged 4–5 years through the implementation of the bingo game. This research employed the Classroom Action Research (CAR) method conducted in two cycles with 15 children as research subjects. Each cycle consisted of planning, implementation, observation, and reflection stages. The results of the study showed a significant improvement in children's vocabulary ability, as indicated by the average achievement of indicators which increased from 46.25% at the pre-research stage to 69.17% in Cycle I and reached 86.46% in Cycle II. Thus, it exceeded the research success indicator of 85%, and it can be

concluded that the bingo game can improve the object vocabulary ability of children aged 4–5 years.

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### **Introduction**

Early childhood refers to individuals in the age range of 0–6 years who are in the most rapid phase of growth and development, encompassing physical, cognitive, socio-emotional, and language aspects (Fuadia, 2022). This period is known as the golden age, a phase when children’s learning capacity is at an optimal level (Wulandari & Shafarani, 2023). Stimulation provided during this phase significantly influences the development of children’s potential in the future (Purnamasari et al., 2022).

During the golden age, children have high curiosity and the ability to absorb information from their environment through play activities and social interactions (Fitria & Rahmawati, 2021). A responsive and stimulation-rich learning environment plays an important role in optimizing early childhood development (Tabun et al., 2025). Appropriate early intervention can also minimize developmental barriers and prepare children to face learning demands at the next level of education (Syahbana et al., 2023).

Early Childhood Education (ECE) serves as a strategic platform in providing appropriate stimulation for young children across all aspects of their development (Adatul’aisy et al., 2023). The Regulation of the Minister of Education, Culture, Research, and Technology Number 7 of 2022 emphasizes that ECE is an educational guidance effort through

educational stimulation from birth to six years of age to support children's physical and spiritual growth and development. Learning in ECE should be designed through a play-based approach so that children feel comfortable, motivated, and actively engaged in the learning process (Sa'diyah et al., 2024).

The aspects of early childhood development include physical-motor, cognitive, socio-emotional, language, and artistic development, which are interconnected and mutually supportive (Mimin, 2022). One of the aspects that plays a crucial role is language development, as it is directly related to children's ability to communicate and understand information (Insani, 2024). Children with good language skills tend to be more capable of expressing ideas, feelings, and establishing effective social interactions (Shanie & Fadhilah, 2021).

Vocabulary mastery is a fundamental foundation in children's language development. Adequate vocabulary helps children understand instructions, develop thinking skills, and express ideas both orally and in writing (Putri & Kamali, 2023). Hart and Risley in (Almaghfiroh et al., 2024) state that intensive language stimulation through listening, speaking, reading, and playing activities contributes significantly to children's language growth.

Various studies indicate that bingo games can be used to improve language skills and other developmental aspects of children. Research by Sirait (2025) states that bingo games have a significant effect on the literacy development of children aged 4–5 years, as shown by the

significant increase in pretest and posttest scores. Karumpa and Syukroni (2025) also mention that the use of word bingo games can increase students' reading interest and create a more interactive and enjoyable learning atmosphere.

Research by Rahayu and Soekmono (2024) shows that bingo games can improve early childhood letter recognition skills, with the cycle success rate reaching more than 90%. Another study by Khasanah et al. (2024) proves that the implementation of Bingo Games significantly improves elementary school students' English vocabulary mastery, while also increasing learning motivation and engagement. Pohan et al. (2023) emphasize that bingo games not only support the recognition of number symbols but also enhance focus, engagement, and thinking skills in early childhood.

Based on these findings, it can be concluded that bingo games are child-centered learning games. Most previous studies have focused on literacy, early literacy, and numeracy; therefore, this study presents novelty by specifically examining the effectiveness of bingo games in improving the vocabulary ability of children aged 4–5 years.

The results of observations conducted in August 2025 at TK Aisyiyah Bustanul Athfal Somawangi, Mandiraja District, Banjarnegara Regency, showed that out of 15 children aged 4–5 years, only 2 children had achieved optimal language development, while the other 13 children had not yet developed optimally. This condition was evident when children experienced difficulties in mentioning the names of

objects around them, answering simple questions, using new vocabulary in sentences, and expressing opinions verbally. The low vocabulary mastery was influenced by teacher-centered learning, limited variation in instructional methods, and the lack of educational play activities that stimulate object vocabulary.

Based on these problems, learning innovation is needed by implementing bingo games as an alternative solution. Bingo was initially known as a lottery game from Italy (Lo Gioco del Lotto d'Italia) based on elements of chance (Nursamsinah et al., 2023). It later developed into an educational game in the field of education that is interactive in nature. Malini in (Rosyida et al., 2025) states that bingo games can increase children's self-confidence and create a learning environment that supports the development of social and communication skills.

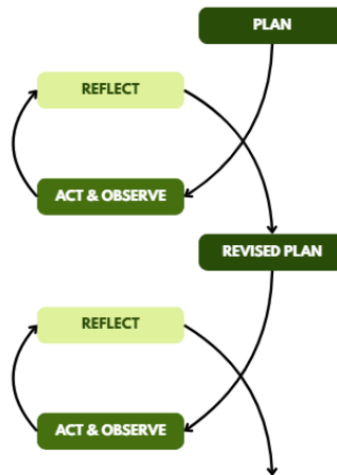
Bingo is categorized as an educational game that can increase children's interest and literacy skills, particularly through vocabulary recognition (Karumpa & Syukroni, 2025). Bingo games have various advantages, including increasing learning motivation, strengthening memory, training self-confidence, and encouraging children's active involvement in the learning process (Radoti et al., 2023).

## Methods

This study is a type of Classroom Action Research (CAR) using the Kemmis and McTaggart model, which consists of several stages. Figure 1 shows the stages in this research, including plan (planning), act and

observe (implementation and observation), and reflect (reflection). These stages were carried out repeatedly in the form of cycles until the research objectives were achieved (Machali, 2022).

**Figure 1.** Kemmis and McTaggart CAR Model



The research was conducted at TK Aisyiyah Bustanul Athfal (ABA) Somawangi, Mandiraja District, Banjarnegara Regency, in the odd semester of the 2025/2026 academic year. The research subjects consisted of 15 children aged 4–5 years, comprising 8 boys and 7 girls. The research action was carried out in two cycles.

The observation instrument was used to measure children’s vocabulary ability, which included the ability to mention object vocabulary, clarity of pronunciation, the use of vocabulary in simple sentences, and self-confidence when speaking. Documentation was used as supporting data to strengthen the observation results. Data analysis was conducted by comparing the results of children’s

vocabulary abilities in each cycle. The study was considered successful if the percentage of success reached 85%.

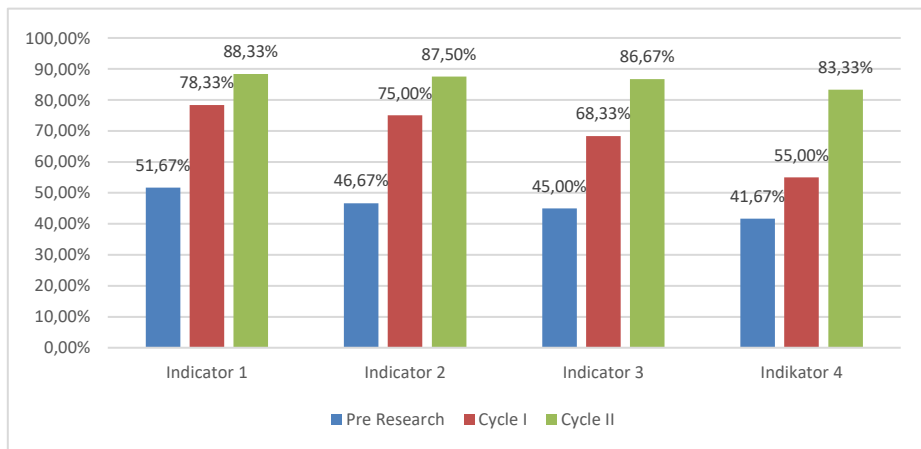
### Result and Discussions

The vocabulary ability of children aged 4–5 years showed improvement in each indicator from the pre-research stage to Cycle II. At the pre-research stage, the average achievement of indicators only reached 46.25% and was still categorized as low. The self-confidence in speaking indicator showed the lowest achievement (41.67%), while the indicator of mentioning object vocabulary had a relatively higher achievement (51.67%), although it was not yet optimal.

**Table 1.** The Average of each Stage

No	Indicator	Pre-Research	Cycle I	Cycle II
1	Mentioning object vocabulary	51.67%	78.33%	88.33%
2	Pronouncing object vocabulary	46.67%	75.00%	87.50%
3	Using object vocabulary in simple sentences	45.00%	68.33%	86.67%
4	Demonstrating self-confidence	41.67%	55.00%	83.33%
	<b>Average</b>	<b>46.25%</b>	<b>69.17%</b>	<b>86.46%</b>

**Figure 2.** The Average of each Stage



In Cycle I, there was an increase in children's vocabulary ability with an average achievement of 69.17%. The most prominent improvement was observed in the indicators of mentioning and pronouncing object vocabulary. However, the indicators of using vocabulary in simple sentences and demonstrating self-confidence were still in the moderate category, indicating that further learning actions were necessary.

A more optimal improvement occurred in Cycle II, with the average achievement reaching 86.46% and fulfilling the research success indicator of 85%. All indicators showed significant improvement, although the self-confidence indicator remained the lowest compared to the other indicators.

The implementation of actions in Cycle I was carried out by applying the bingo game to improve the object vocabulary ability of children aged 4–5 years. The learning activities were designed in stages, beginning with the introduction of the game rules, followed by the

introduction of pictures on the bingo cards, and finally the implementation of the game in groups.

**Figure 3.** Bingo Games Sheets

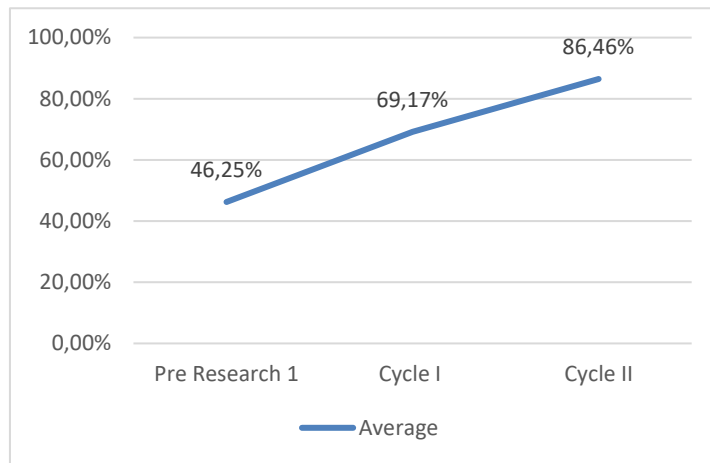


Based on the observation results in Cycle I, children's vocabulary ability improved compared to the pre-research stage. The average achievement of vocabulary ability indicators increased from 46.25% in the pre-research stage to 69.17% in Cycle I. This improvement was evident in children's ability to mention and pronounce object vocabulary more accurately, as well as their increased willingness to express vocabulary verbally during the learning activities.

However, the results of Cycle I had not yet met the predetermined success indicator of 85%. Several children still experienced difficulties in using object vocabulary in simple sentences and consistently

demonstrating self-confidence when speaking in front of the class.

**Figure 4.** The Average of Significance Improving of the Result



The improvement in Cycle I indicates that the bingo game was able to enhance children's engagement in language learning. The reflection results revealed several obstacles, including children still adapting to the game rules, limited duration of play, and differences in levels of self-confidence among children. Some children also tended to be passive and waited for teacher direction. Therefore, improvements were required in Cycle II, such as providing more intensive examples of sentence usage, increasing speaking opportunities for each child, and giving positive reinforcement to enhance children's self-confidence.

The implementation of actions in Cycle II was conducted by refining the learning strategies based on the reflection results from Cycle I. These improvements included providing clearer examples of vocabulary use in simple sentences, organizing more balanced groupings of children, and giving motivation and appreciation to

children who actively participated in the learning process.

The observation results in Cycle II showed a significant improvement. The average achievement of children's vocabulary ability indicators increased to 86.46%, thereby exceeding the research success indicator of 85%. Children were able to mention, pronounce, and use object vocabulary in simple sentences more accurately and demonstrated higher self-confidence when speaking in class.

The success achieved in Cycle II indicates that the bingo game effectively improved the object vocabulary ability of early childhood. Children not only recognized vocabulary but were also able to use it in simple communication contexts. The increase in children's self-confidence in Cycle II also shows that game-based learning can create a safe and supportive learning environment.

The novelty of this study lies in the development of the bingo game that integrates various types of common object images within a single learning card. Each card contains a combination of images from several categories, such as vegetables (e.g., carrots and tomatoes), environmental objects (e.g., houses, cars, and trees), and everyday objects encountered by children both at school and at home.

This approach distinguishes the present study from previous studies that generally implemented bingo games with a single theme, such as letter recognition, numbers, or a focus on literacy and numeracy. The findings of this study are also consistent with previous research stating that bingo games can increase engagement, learning motivation,

and language abilities in early childhood, particularly in vocabulary mastery through play-based learning.

### **Conclusion**

Based on the results of the classroom action research conducted in two cycles, it can be concluded that the implementation of the bingo game was effective in improving the object vocabulary ability of children aged 4–5 years. The improvement in vocabulary ability was demonstrated progressively across each indicator, from the pre-research stage to Cycle II. At the pre-research stage, children's vocabulary ability was still categorized as low, with an average achievement of 46.25%. After the implementation of actions in Cycle I, the average achievement increased to 69.17%, although it had not yet reached the predetermined success indicator. Refinements in the learning strategies implemented in Cycle II resulted in a more optimal improvement, with the average achievement reaching 86.46%, thereby exceeding the research success indicator of 85%.

Improvements were observed in all indicators of vocabulary ability, including the ability to mention object vocabulary, pronounce object vocabulary, use vocabulary in simple sentences, and demonstrate self-confidence when speaking. Although the self-confidence indicator showed the lowest achievement compared to the other indicators, the increase still reflected significant positive development in children's language abilities. The implementation of the bingo game proved to create a learning environment that is enjoyable, interactive, and

meaningful. Through a learning-through-play approach, children became more actively engaged, confident, and capable of using vocabulary in simple communication contexts. Therefore, it can be concluded that the bingo game effectively optimizes early childhood language development, particularly in mastering object vocabulary for children aged 4–5 years.

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