

ABSTRACT

Khorizah, Farihah Khusnul, (2024): Exploring Young Learners' Responses And Vocabulary Proficiency in English Learning through a Bingo Game-Based Learning.

English is a key language for global communication, so English language proficiency is essential for learners. To improve language proficiency in young learners' education, educators are turning to effective methods such as educational games, which promote active learning and engagement. This study explores how learners' responses and vocabulary proficiency to bingo games.

The main objectives of this research are to explore young learners' responses when using bingo games and to evaluate how bingo game-based learning affects young learners' vocabulary proficiency from meeting to meeting.

The research employed a qualitative case study design, using observation and interview methods as data collection instruments. The research was conducted with a group of young learners in the classroom, focusing on the homeroom teacher and students of group B1.

The research findings showed that the use of bingo games helped to explore students' engagement, foster positive feedback and support from teachers, and encourage self-reflection in the learning process. The research also found that bingo games are very useful, as they help students pronounce words correctly, help them better understand the meaning of words, and enable them to use vocabulary in the right context.

In conclusion, the bingo game has proven to be an appropriate game and learning activity for exploring young learners' responses and their English vocabulary proficiency.

Keywords: *Young learners' responses, Vocabulary proficiency, Bingo game-based learning.*