

Research Article

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Boostering Children's Vocabulary by Using Integrated Thematical Textbook in Early Childhood Education (ECE)

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Abstract

Background/purpose. Kindergarteners' vocabulary deficiencies are caused by a lack of high-quality textbooks. The survey results demonstrated that children's learned language might be forgotten after a few days. The researchers conducted a study to identify and assess the standard of English textbooks already in use and to create textbooks that should be used in Kindergarten (TK) Aisyiyah Surakarta to address this issue.

Materials/methods. Design-based research (DBR) was used in this study. The research process uses two stages: the development stage and the analysis stage of real-world problems.

Results. The first findings indicated that there were benefits and drawbacks to the previously employed textbooks. The second stage of book production involves keeping the positive aspects of the first book, reducing or even getting rid of its negative aspects, and adding fresh, researcher-initiated features. These fresh components have been adjusted for the cognitive viewpoint.

Conclusion. It is found that conversations and focus groups with instructors and academics as well as expert reviews went into creating this textbook prototype. Following the discussion and FGD, the textbook will be prepared for the TK Aisyiyah Surakarta test.

1. Introduction

High-quality textbooks are crucial for promoting vocabulary development in young learners. These tools offer organized, content-dense language exposure, which is essential throughout the critical period of language acquisition. A study by Cabell et al. (2025) revealed that the adoption of a subject-rich literacy curriculum, specifically the Core Knowledge Language Arts (CKLA), markedly enhanced vocabulary, listening comprehension, and content understanding in kindergarten students. The curriculum's focus on interactive read-alouds and structured content development proved especially beneficial for students with advanced initial vocabulary levels. The lack of high-quality textbooks can impede vocabulary growth. A survey done at TK Aisyiyah Surakarta indicated that insufficient quality textbooks contributed to vocabulary deficiencies among kindergarteners. Children frequently forget newly acquired language within days, suggesting that the current resources inadequately support vocabulary retention. Subsequent research reveals that schools deficient in sufficient textbooks and resource materials have difficulties in efficiently enhancing children's understanding. This shortcoming highlights the necessity for well-organized and substantive teaching materials to facilitate vocabulary enhancement. The "word gap" phenomenon, established by Hart & Risley (1995), underscores the inequality in linguistic exposure across children from varying socioeconomic origins. Children from professional homes had been exposed to roughly 45 million words by the age of three, whereas those from welfare families encountered about 13 million words. This notable disparity in language exposure coincides with differences in vocabulary acquisition and subsequent academic performance. High-quality textbooks can significantly contribute to closing this gap by offering consistent and enriching language experiences, particularly for children who may not receive such exposure at home. Proficiency in early vocabulary is a robust predictor of subsequent reading comprehension and academic achievement. Kindergarten children with extensive vocabularies are more likely to achieve elevated vocabulary levels in later grades and show increased rates of vocabulary development. This trajectory underscores the significance of early interventions, as the absence of high-quality textbooks substantially contributes to language inadequacies in kindergarteners. Resolving this issue necessitates a comprehensive strategy that includes the creation of enhanced educational resources, educator training, and engaged parental involvement to foster an environment conducive to vocabulary enhancement.

In Indonesia, learning English as a second language has long been offered as an extracurricular activity at the Kindergarten (TK) level. English is taught to children in a variety of ways so they can comprehend the information the teacher is presenting. The mastery of vocabulary is one of the elements that is emphasized when learning English. It is crucial for children to develop their vocabulary because, without it, they would not be able to speak with others or grasp the meaning of particular terms. Some kindergarteners still have limited language as of yet. Numerous surveys carried out by researchers have revealed some instances of inadequate language competence.

The early survey was carried out in Surakarta, Central Java, Indonesia at TK Aisyiyah III Su, TK Aisyiyah Si, TK Aisyiyah 13 Blw, TK Aisyiyah 39 Krt, and TK Aisyiyah 41 TH. The five purposefully collected observations revealed that the kids' recall of previously taught terminology was still quite poor. The key aspect is that most children had forgotten the previous vocabularies by the time they were tested on repeating them. As a result, it was essential to consider approaches to enhance up for this's weaknesses. The weaknesses in their vocabularies were caused by a number of factors. Several of these factors was that kindergarten students could only take English as an extracurricular. 2) The learning materials included in the books were mainly intended to be used for letter-writing, thickening, and coloring exercises. Repetition of vocabulary, meanwhile, was rarely used. 3) The majority of the English-speaking teachers lacked a background in English education. 4) Parents were not involved in educating their children in English.

For a long time, kindergarten teachers had been introducing English to the students since it was thought that vocabulary development was crucial to the growth of interpersonal communication skills. Hurlock (1983: 231) claims that "children, four to five years is a period of rapid development in speaking, particularly vocabulary," mastering word pronunciation and putting words together into phrases. One of the biggest difficulties in early childhood is language development, which is crucial for children's social development. Children with limited language skills are more likely to be shunned by their peers (Van der Wilt et al., 2016: 807, 2018: 247). Therefore, early language development should be promoted, and schooling may play a role in this case (Conti-Ramsden & Durkin, 2012, p. 384).

In the early years of education, teachers play a crucial role in students' linguistic development. These responsibilities include organizing various activities and creating various media to stimulate children's interests and get them interested in learning (Obiweluzo & Melefa, 2014, pp. 147-155). Teachers work with kindergarten students to help them develop their language abilities with the goal of helping them communicate successfully, express themselves responsibly in simple language, and create a desire for speaking well (Soemantri, 2006: 6). It is impossible to separate the usage of media from the instruction provided by the teacher. Media is now more often considered as a part of children's social and cultural environments rather than just a tool for teaching and learning. Because there isn't a discipline specifically devoted to media literacy, educators must create interdisciplinary activities (Cappello, 2019).

The most valuable learning resources in ECE are textbooks. Nasution (2010: 103) asserts that textbooks are educational tools composed by a writer or writers' collective based on the relevant curriculum or its interpretation. Textbooks are an essential and useful component of learning, according to Hutchinson and Torres (1994: 315-328) and Parceval and Ellington (1984: 35). Additionally, Richards (2001: 223) states that learning activities won't have a positive effect without the usage of textbooks because they contain written rules and syllabuses. The textbooks can also ensure that students in various classrooms obtain the same instruction and are evaluated consistently. It is hoped that students would use the book as a learning tool and learning medium.

Learning media generally serve as a tool for teaching and learning. Learning media, such as books, movies, videos, etc., are a tangible way of delivering educational content, according to Briggs (1977: 87). Additionally, the National Education Association (1969: 6) asserts that learning involves communication medium, including technology hardware, in print form and point of view. English textbooks are similar. If the book is well-designed, it can help readers develop the four expected language abilities. Other experts assert that an excellent English book integrates all four language skills: listening, speaking, reading, and writing (Stoffelsma et al., 2017, p. 98). This summary leads to the conclusion that a textbook is a learning resource that contains written knowledge of the findings of the curriculum analysis.

The research findings from various studies show that textbooks have a number of benefits. Some of these benefits include a tool to standardize teaching materials generally in language learning at a certain level (Zohrabi et al., 2014, p. 95); practical learning tools (Aydin, 2012, pp. 1093-1106; Charalambous, Hill & Ball, 2011: 441-463; Srakang & Jansen, 2013: 54); and the main source of teaching materials presented methodically and with an established method (Delen & Tavit, 2010, pp. 692-697) (Aydin, 2012: 1094; Charalambous, Hill & Ball, 2011: 178; Srakang & Jansen, 2013: 50).

The government has given schools permission to set rules for learning in kindergarten. The learning process and textbooks have been turned over to the agency due to this strategy. As a result of this guideline, English language instruction should be appropriate for their children. It is not unexpected, given this effect, that numerous English textbooks are made available to schools on the market and are used in these kindergartens.

The statistics lead to the conclusion that up to now, English textbooks for children have not been able to increase their vocabulary. An increasing amount of statistical evidence suggests that English textbooks for youngsters inadequately facilitate vocabulary acquisition. A study by Nation and Webb (2011) examined the vocabulary load of 20 commonly utilized English textbooks for elementary children, revealing that more than 70% of the texts concentrated on a restricted range of high-frequency words, resulting in minimal exposure to novel or contextually rich vocabulary. Research conducted by Hsu (2014) with 150 kids aged 7–10 revealed that, following one academic year of a normal textbook-based curriculum, pupils demonstrated only a slight enhancement of 3–5% in receptive vocabulary size, as assessed by the Vocabulary Size Test (VST). The findings indicate that the design and content of these textbooks do not correspond with the cognitive and linguistic requirements essential for optimal vocabulary growth. The monotonous and rudimentary vocabulary included in numerous textbooks seems inadequate for promoting substantial lexical development, particularly when contrasted with more immersive or narrative-driven learning contexts. As a result, efforts had to be made to find solutions. There were endeavours to create English textbooks that were supposed to increase children's vocabulary and be in line with Surakarta's conditions for children for a variety of reasons.

Numerous studies on the impact of images on vocabulary mastery were also identified. The study by Izumi et al. (2017: 45), titled "Japanese and Korean Kindergarteners Perspective of Play using Photos," sought to examine the attitudes of kindergarten students in Japan and Korea through the use of photos and to explain why the play situations in the children's photos are reflected in those situations. Byrnes and Wasik (2015: 243); Jang (2022: 2021); De Sarkar (2017: 185); Strouse, Nyhout, & Genea (2018: 1-14); and Gil-Glazer provided more analysis results (2019: 175). They suggested that early childhood programs would benefit greatly from including photography as a subject.

Alternatively, the cognitive perspective also contributes significantly to vocabulary development. In this study, cognitive function includes repeating or elaborating, speaking, commenting and responding, and asking and answering questions. Numerous studies have discovered a strong connection between the two. Following are the conclusions: Juwantara, 2019: 63; Rapanta & Cristodoulou, 2019; Stoffelsma et al., 2017: 98; Sybing, 2021: 221-227; Beerwinkle & McKeown, 2021: 429-441; Yuliana, 2020: ii, Slamet, 2019: 571, Lee & Wan, 2022: 156: 7, Florensa, Bosch, & Gascon, 2020: 203-225, Ezard, Slack, Pearce, & Hodgson, 2020: 1-11, and Uner, Henry & Roediger, 2018: 116.

Based on the underlying phenomena outlined, the issue is how English textbooks are used in kindergartens available and of what calibre. Likewise, how can themed English textbooks combine with visual media?

2. Literature Review

2.1. Early Childhood Education

The role of Early Childhood Education (ECE) in enhancing learning at subsequent educational levels is attracting attention globally. Early Childhood Education (ECE) is linked to the enhancement of children's competence and confidence in learning and self-determination (Ghosh, 2019; Ndijuye et al., 2020). Furthermore, early childhood education (ECE) is shown to facilitate the development of cognitive, social, and emotional competencies in all children, regardless of their various learning backgrounds and socioeconomic standings (Cohrsen et al., 2023). Participation in early childhood education enhances children's general growth in learning and socio-emotional skills, irrespective of their familial circumstances or learning capabilities. In this environment, parental engagement in facilitating their children's early childhood education is essential for improving future learning and development, benefiting both children and families collectively. This study defines parental involvement as the arrangements, activities, and routines that parents implement to improve their

children's early learning experiences, both at home and in school. ECE denotes educational experiences offered to children below the age of eight in academic environments.

2.2. Learning Media

As technology usage increases daily, it is being integrated into numerous fields. Education is a key domain in which technology is utilized on a regular basis. Bhosale et al. (2020) discuss the utilization of technology in education and its beneficial and detrimental impacts. Significant advantages of technology utilization include enhanced engagement in lectures or sessions, as they incorporate visual aids that captivate students' attention more effectively than previously. The phrase E-Learning is not novel, however. A considerable amount of effort has been conducted in the previous decade on web-based E-learning technologies (Tîrziu and Vrabie (2015); Mohmoud et al. (2013); Hussain, 2018). Recent technology has enhanced the learning system and redirected its trajectory. Naikoo et al. (2018) assert that contemporary technology provides learners with enhanced opportunities to access a wider array of references, books, audio and video lectures, among other educational resources. Raja and Nagasubramani (2018) advocate for societies to adopt technology and equip schools with advanced resources, deeming it essential in contemporary society. They also suggest that both educators and students should engage with technology to enhance educational systems. Badawy et al. (2022) advocate for interactive learning by introducing a tool capable of extracting primary topics from textual learning materials, linking related resources, and generating interactive dynamic knowledge graphs to assist students in learning. El Koshiry et al. (2023) apply blockchain technology to establish a more accessible and reliable education system, facilitating students in demonstrating their abilities and knowledge to prospective employers.

2.3. Vocabulary Mastery

Conventional approaches emphasize vocabulary while neglecting quality, hindering significant advancements in pedagogy. The isolation of research, which is unintegrated with the specific subject of law, constrains the effectiveness of teaching. It finds out the construction of a tailored vocabulary instruction system utilizing the vocabulary escape concept. From a macro perspective, it is essential to examine and analyze the broader context of English as both a foreign and second language to prevent the application of mechanical methodologies derived from first language acquisition in bilingual education. It is categorized into general use and professional use. The former underpins the latter, while the latter is an elaboration of the former, becoming an essential phase of English acquisition. Instruction should integrate the concepts of educational objective taxonomy with cognitive linguistics analytic techniques to formulate and develop a theoretical framework for a vocabulary escape model that accurately reflects the intrinsic principles of English vocabulary acquisition. This approach not only directs learners' education and practice but also offers a theoretical foundation and methodological support for instructional design (Xie, 2024). In the realm of instructional system design, we investigate methods to facilitate the organic integration of behaviourism and constructivism teaching design theories through the incorporation of Blended learning (B-learning) concepts. Moreover, it aims to extend B-Learning educational technology from formal schooling to casual learning and lifetime education, while also formulating novel educational theories and practices.

3. Methodology

3.1. Research Approach

Design-based research was the method used in this investigation (DBR). The design, development, and evaluation of integrated thematic-based English textbooks were the main topics of this sort of development research. Researchers and practitioners are required to work together to

identify, categorize, and formulate the current issues (Reeves, 2006; Plomp & Nieven, 2007: 15-16; Kelly, 2004: 115-128).

The textbooks utilized in Surakarta's Aisyiyah Kindergarten were analyzed during the practical issue analysis stage. This analysis evaluates each book from various perspectives to identify its benefits and drawbacks. The learning objectives, themes, images/illustrations, language models, language skills, exercises, and assignments are only a few examples of these various points of view.

An exploratory qualitative approach is employed to investigate intricate social problems characterized by little knowledge or inadequate existing hypotheses. It underscores: Open-ended inquiry, Adaptable data gathering techniques (e.g., interviews, observations), thematic and inductive data analysis, aimed at comprehending meanings, perspectives, and experiences.

At this step, the exploratory qualitative method was employed. The methods utilized to gather guided written reflection data from English teachers involved passive participant observation and planned approaches. English textbooks used for instruction were the subject of a document analysis. In the meantime, first-order understanding and second-order understanding procedures were used during interviews (Sugiyono, 2008, p. 14). The English teacher was questioned for this interview. English teachers and Regional Leaders of Aisyiyah Surakarta in Primary and Secondary Education participated in the focus group discussion (DIKDASMEN).

In the stage of practical problem analysis, research took place both inside and outside of Surakarta's Aisyiyah Kindergarten. The survey on learning English with the kindergarten headmaster was the activity carried out outside of kindergarten. Researchers also conducted focus group talks. Aisyiyah Su 2, Aisyiyah B, Pasar Kliwon, Aisyiyah 39 Krt, Serengan, Aisyiyah 41 TH, Jebres, and Aisyiyah 31 Si, Laweyan were all visited as part of the kindergarten research activity.

3.2. Research Participants and Data Collection

Participants in the study were educators at Surakarta's Aisyiyah Kindergarten. Experts referred to Miles and Huberman's (1984) theory to determine the issue. In Surakarta, there are 60 Aisyiyah Kindergartens, and 20 of them offer English classes to their pupils. Kindergarten kids utilize textbooks to learn English. In kindergarten, Aisyiyah used nine textbooks. The nine texts were sorted based on the similarities of the books used. Five textbooks were chosen for analysis based on the sorting results. In Design-Based Research, exploratory qualitative methodologies are essential for ensuring that innovations are contextually relevant, informed by users, and theoretically robust. Their application corresponds with the DBR commitment to iterative, pragmatic, and theory-generating investigation. The theory proposed by Miles and Huberman (1984) is a highly important framework for qualitative data analysis, especially within the domains of social sciences, education, and policy research. Their methodology underscores systematic analysis via three fundamental elements: data reduction, data presentation, and conclusion formulation/verification.

The information relating to textbooks, their quality, and the need for textbooks at Aisyiyah Kindergarten in Surakarta served as the main source of data for the research during the experimental problem analysis stage. Additionally, information was gathered from informants (English instructors and school administrators), events (English instruction in the classroom), and documents/artifacts in the form of records from clinical observations and English textbooks.

3.3. Data Analysis

The validity of the data in this study was examined using three different methodologies. The three strategies are (3) peer debriefing, (2) member checks, and (1) triangulation of data sources, data gathering methodologies, and theory. These methods are employed to guarantee that the data gathered can be supported. These strategies can support one another to support the necessary data.

Researchers applied the constant comparative method to data analysis (Babbie, 2004: 372). The method consisted of four steps: (1) identifying the outcomes of the textbook analysis and creating an inventory of various items related to the textbook's benefits and drawbacks; (2) sorting and categorizing the data from the book; (3) relating various items to integrated thematic material used in kindergarten; and (4) calculating the demand for integrated thematic textbooks with photo media.

This stage of development intended to provide integrated, thematic English textbooks with visual materials from a cognitive standpoint. The material in this textbook also addresses six domains of early childhood development, involving domain of moral and religious values, physical motor skills, language, cognitive, social, and emotional development, as well as art. Four language skills—listening, speaking, reading, and writing—were also put to use in this book. Language training skills were also built up over time, progressing from straightforward exercises to more difficult ones. These factors led to the expectation that the book will resolve the current issues (Amiel & Reeves, 2008, p. 35; Herrington, 2006: 4; Plomp & Nieveen, 2007: 24).

The book was constructed in three stages. These were some of the activities. 1) The compilation of thematic photo-based textbooks. Researchers created textbooks based on discussions and needs analyses during the textbook drafting phase. The book's layout was developed using cognitive learning theory. A person would learn cognitively by using his or her abilities during the process of thinking and remembering (Ormrod, 2008, pp. 61-67; Schunk & User, 2012: 337). Developmentally appropriate practice, echolalia/repetition, monologue, conversation, command and request, and question and answer are some elements that could be used. The books' difficulty levels were also ranked from ones that were easy to those that were more difficult. 2) Expert analysis. Eight specialists have provided their recommendations in order to evaluate the developed textbooks. Eight expert opinions were gathered from media experts, material development experts, early childhood education experts, and an English expert. 3) A new draft of the textbook. Drafts of textbooks were revised based on suggestions from experts and book users. The draft may be improved by removing or including currently existing material. These upgrades, of course, continued to follow the construct signs from the textbook.

4. Results

4.1. The Recent Availability and Quality of English Textbooks in Kindergarten

The availability and quality of English textbooks for kindergarten have received heightened scrutiny in recent years, especially in non-English-speaking nations such as Indonesia. The significance of well-structured English textbooks is paramount in early childhood education, which prioritizes foundational language skills. The incorporation of English into early childhood education in Indonesia has resulted in the creation of specialist textbooks designed for young learners. Nonetheless, the accessibility of such resources continues to be constrained. A systematic study revealed that merely 1% of research concentrated on English textbooks for kindergarten, signifying a substantial deficiency in both scholarly emphasis and resource advancement. Initiatives have been developed to produce textbooks tailored to the special requirements of kindergarten children. The "Reverb English" textbook was created in accordance with the kindergarten curriculum, integrating annual and semester plans. This resource was determined to be both viable and efficacious in improving the English learning experience for young children. Assessing the quality of English textbooks for young learners necessitates the evaluation of multiple variables, including content relevance, pedagogical methodology, and congruence with developmental stages. The "Kiddie 1" textbook was evaluated with Varela's checklist, a tool intended to assess textbook appropriateness. The findings revealed an 81.87% feasibility score, classifying it as a valuable resource for kindergarten students. The increased emphasis on the accessibility and quality of English textbooks in kindergarten highlights the significance of early language teaching. Although projects such as "Reverb English" and

"Kiddie 1" indicate advancement, continuous efforts are essential to enhance research, rectify inequities, and create resources that accommodate the varied requirements of young learners.

Based on the findings, kindergarten teachers who teach an additional English curriculum take the effort to choose texts that suit their students' needs. According to the presentation of the book model, the following information was gathered about the English books used in TK Aisyiyah Surakarta.

Table 1. List of English Textbooks at TK Aisyiyah Surakarta

No.	Textbook Name	Author	Year	Publisher	User
1.	Mewarnai Gambar (Coloring picture) & Bahasa Inggris6 (English) (MGBI)	S. Marni et al	-	Lingkar Media	Aisyiyah Kindergarten, Si, Pajang
2.	Alif (A)	S. Marni	-	Penerbit Bina Putra Mandiri	Aisyiyah Kindergarten, Blw, Pasar Kliwon
3.	English for Fun Learning (EFL)	Rani Nugraha Ningrum, S.Hum	-	(self printed)	Aisyiyah Kindergarten, Krt, Serengan
4.	English for Kids (EK)	Ana Bihasa, et al	-	Smart Kid's	Aisyiyah Kindergarten Su, Banjarsari
5.	Kamus Bergambar 3 Bahasa (3 Language Picture Dictionary) (KB3B)	Yudhistira Ikranegara	-	Mutiara Agung	Aisyiyah Kindergarten TH, Jebres

From the five English textbooks in kindergarten, the findings were described as follows.

Table 2. The Summary of English Textbooks Analysis in Aisyiyah Kindergarten Surakarta

No.	Aspect	MGIB	A	EFL	EK	KB3B
1.	Learning objectives	- The development of linguistic abilities: Children's physical motor skills, language abilities, creative talents, and cognitive abilities - The children colored images on book pages more often.	- Although the vocabulary was limited to one theme, Indonesian, Arabic, and English were all employed. - The book contained no instruction for learning.	- Giving children language practice and coloring activities. - Increasing children's vocabularies. - This textbook's weakness was the lack of directions on how to complete the exercises, which were spread across two pages and consisted of 11 vocabulary terms.	- The study's goals were not made clear. - Using different types of instructions to increase children's vocabulary.	- Due to the accompanying graphics and enjoyable reading, learners would pick up information rapidly. - The children were enhanced by learning a wide variety of words due to the vocabulary's clear description. - The amount of language on each sheet made it hard for the child to learn it quickly.
2.	Theme	- The topics chosen are modified to fit the children's needs and their environment.	- The vocabulary lists offered were around seven in number and matched the kindergarteners' level and theme.	- The provided vocabulary were diverse and simple to find around children. - Because each subject was discussed separately, the	- The activities in the book covered 11 different subjects. - Adjectives and verbs were also included in the list of vocabulary words.	- There was a lot of terminology in each theme. - Every term has connections to one another.

		- Different words are used in different textbooks. - Some of the vocabulary context that was given to the children was outdated.	- Only the names of the days of the week are covered in the vocabulary offered (one page only).	- terminology used did not correspond to the 2013 curriculum's themes.	- Some vocabulary weren't appropriate for the circumstances in Indonesia.	- Because there were no other skill-building activities like drawing, writing, coloring, etc., children were bored.
3.	Picture/ Illustration	- Each page had just one large image relating to the subject matter. - There are several images that are difficult for young children to comprehend, including waterfall, letter, and temple images.	- Blue and somewhat enlarged vocabulary was shown on the image. - The picture that displays remained the same.	- Every page of the book was printed in black and white. - Unrelated words were placed after certain photographs as a way for children to practice writing or bolding words.	- Children might be drawn to the huge graphics and straightforward text, especially if certain words that made them happy were repeated. - Children will find it challenging to retain their language when the pictures are little.	- The images have vibrant colors and child appeal. The image was also observed with the British, Arabic, and Indonesian flags in the backdrop. - Some pictures were cluttered and indistinct.
4.	Language Model	- Children could read and recall the instructions because their vocabulary was built from the vocabulary in the books. The child would get bored and less imaginative because there were	- Not given	- Not given instructions on doing the questions.	- Children's vocabulary grew as a result of the variety in the instructions. - The instructions provided to build vocabulary were inappropriate.	- Children did not practice to use the language.

		only two instructions for the activities.				
5.	Language Skill	- <i>Reading & writing</i>	- <i>Reading</i>	- <i>Listening dan writing</i>	- <i>Listening, speaking, reading & writing.</i>	- <i>Reading</i>
6.	Activities and Assignments	- Due to the lack of variation in activities, children became bored. - Coloring pictures and writing in bold.	- Reading the vocabulary related to the day's names.	- Model of writing: number writing, coloring, combining words and images, giving circles, performing cut-and-paste, taking pairs, and drawing. - Reading and speaking were not taught.	- Activities include pairing objects with their partners, saying rhymes, counting with pictures or objects, connecting writing with characters that symbolize, thickening, coloring pictures, searching for traces, grouping objects according to the way the child knows, sequencing the pattern, mentioning the various objects, giving circles, filling in the dots, and completing puzzles.	- learning vocabulary in accordance with the provided theme

4.2. Need Analysis

A need analysis in this study refers to all the procedures the researcher used to locate and gather data from the field. This action has to do with the demand for English textbooks for Surakarta's TK Aisyiyah. Researchers analyzed these demands using document analysis and conversation as their methods. The findings of the needs analysis were specifically described as follows:

a) Learning Objectives: The objectives of learning English at TK Aisyiyah Surakarta are altered based on the investigation results. The findings demonstrated that the school introduced English because it wished to educate children in English, introduce English vocabulary, and promote book media to kindergarten students. N supported this viewpoint by stating that although English was only taught as an introduction, it was still important for children's English textbooks to make clear what language proficiency meant.

b) Themes: The objectives of learning English at TK Aisyiyah Surakarta were altered based on the investigation results. The findings demonstrated that the school introduced English because it wished to educate children English, introduce English vocabulary, and promote book media to kindergarten students. N supported this viewpoint by stating that although English was only taught as an introduction, it was still important for children's English textbooks to make clear what language proficiency meant.

c) Images/illustrations: The results of the field study suggested that the following pictures/illustrations should be included in English textbooks for kindergarteners. The initial discovery was the demand for photographs to take the place of images. The second finding demonstrated the usage of vibrant images in the textbooks. T backed up this claim by stating that a colourful, vivid portrayal of the image in the terminology was expected in the book. It would be preferable if a picture were utilized. The results of the field study suggested that the following pictures/illustrations should be included in English textbooks for kindergarteners. The initial discovery was the need for photographs to take the place of images. The second finding demonstrated the utilisation of colourful images in the textbooks. T backed up this assertion by saying) Language Model.

According to field research, the language model applied for exercise teaching was nearly identical. Starting with the simplest and easiest tasks, the sentence exercises progressed to the challenging and more complicated ones. Additionally, initiatives were made to help kids develop their confidence. Repetition was also necessary for the exercises in the texts. This was similar to what RA said when she said that the textbook's instructions needed to be repeated. Here, repetition was used intentionally to help the child develop a connection with the vocabulary.

d) Language Skills: Data from the field indicated that language textbooks included four skills: listening, speaking, reading, and writing. The speakers who made this claim were A, T, RA, N, and RI. They added that the four language abilities should be taught to students despite the varied percentages. Reading and writing came after speaking and listening in the development of these language abilities. These four skills were listed because, despite the fact that the proportions varied, acquiring a language needed mastery of all of them.

e) Activities and Assignments: According to the facts on the ground, activities and assignments should be given to help children develop in six different ways. A, T, RA, N, and RI all noted this. They claimed that the exercises and tasks in books needed to help children develop in all six domains of development.

4.3. Development of Solutions

The HAPPY THINKING textbook, which is accurate and reliable, can get over kids' limited vocabulary. This textbook and cognitive development go hand in hand. Theme learning qualities in

mathematical texts that can enhance the use of thematic learning (Prastowo, 2013: 297). This book employs a methodology that links several facets of integrated learning resources (Fogarti, 1991, p. 75). Children will actively participate and enjoy themselves because learning is tied to various factors (Belawati, 2003, p. 12; Hatch & Brown, 1995: 372-392). The cognitive approach is one method that can be utilized to enhance learning in meaningful ways. A cognitive approach is a method of learning that takes place inside in the brain and involves perception, comprehension, thinking, memory, and attention (Wolff, West, Farmer, 1991: 4). According to this cognitive approach, age changes and developmental phases affect how children learn (Piaget, 1988 p. 76). Using five factors, cognitive techniques can best assist kids in understanding words. Developmentally Appropriate Practice (DAP), echolalia/repetition, monologue, comment and request, and questions and answers are the five components.



Figure 1. Teacher's Guidance on Thematical Textbook

Developmentally Appropriate Practice is the basic component of theme textbooks in vocabulary comprehension (DAP). Designing learning activities that are appropriate for the child's developmental stage is known as DAP. If the book is built around activities that are suitable for children's development (DAP), thematic textbooks combined with visual media can help kids learn more words (Richards, 2001: 223; Cunningsworth, 1995: 136; Tomlinson & Masuhara, 2013: 11; McDonough, Shaw & Masuhara, 2013: 235).



Figure 2. Student's Individual Practice on Thematical Textbook

These DAP activities help kids build reading skills, oral and written language proficiency, better friendships with peers and instructors, and self-confidence. The book's activities must also consider the child's age and stage of development (Piaget, 1991: 4). The book's degree of difficulty should also be tailored to the child's aptitude. Children's vocabulary mastery can rise if this idea is used in textbook

5. Discussion

The use of echolalia or repetition is the second element of themed textbooks in vocabulary comprehension. Repeating the other person's words is known as repetition. Children may always recall the vocabulary they have learned because of this repetition. One technique to ensure that kids constantly remember the terms provided is through repetition. The simplest approach for kids to do this exercise is to do it. It is well known that individuals are born with the capacity to repeat or imitate (Field, Woodson, Greenberg & Cohen, 1982: 179-181). When learning the same things, neurons independently start to activate in this way (Arbib, 2005: 329). They should modify the mimicked vocabulary for learning in kindergarten (Williams, 1983, p. 252). They frequently observe the items mentioned in the lexicon. Repeating the other person's words is known as repetition. Children will always recall the information through this repetition. Children will get more connected to the language they learn the more frequently they see these items.

The use of monologues is the third aspect of themed textbooks in vocabulary comprehension. Self-talk is a monologue. The books' monologues are meant to teach kids how to talk and write properly. From the beginning of the class until its conclusion, the teacher's explanation and voice are heard throughout the monologue (Nesari, 2015, pp. 642-647). This speech can be done internally. Children who read aloud and write silently might also experience this process (Ivanova, Horton, Swets, Kleinman, & Ferreira, 2020; Schauer, 2019). The child's memory will be improved as a result of this technique for learning language. Children's activities that use monologue include writing vocabulary, thickening letters, linking words to symbols that represent them, etc.

Comments and requests make up the fourth element of themed textbooks in vocabulary comprehension. Children and other people interact by commenting and making requests. In the book's dialogue exercises and commands, comments and requests are provided. Children are encouraged to communicate their opinions about how they are feeling via conversational activities. Meanwhile, requests are evident when children ask others to do something. When young children ask their companions to do something, they are also issuing commands. Additionally, requests and remarks may be made in the dialog (Sybing, 2021). Dialogue, according to Barekat and Mohammadi (2014: 353-262), might considerably improve children's speaking abilities. The teacher's contribution to the children's conversations and comprehending discourse is crucial (Teo, 2016: 47-60; Rapanta & Christodoulou, 2019). Children's vocabulary might expand either directly or indirectly as a result of the dialogue and discussion.

The use of question and response is the fifth element in themed textbooks for comprehending language. Regarding questions that may be answered in connection to the book and correlated to the students' culture, questions and answers are provided (Beerwinkle & McKeown, 2021). When the teacher gives instructions to the students, this question and response are also included in the textbooks. This question and response period after the teacher's presentation of the topic and is typically used to push students on concepts they may not have fully grasped. It is said that this question and response will help children's memory (Henry & Roediger, 2018: 116-122). The query and response are also included in the introduction and conclusion. The question and response first occurred during the warm-up action. The teacher often uses question and answer format to recap the prior lesson during this exercise. This process also happens when people repeat or recollect information. Asking about the results of the research that were conducted from morning until that time is the activity in identifying. Additionally, a question-and-answer session can highlight a child's skills (Florensa, Bosch, & Gascon, 2020). When answering questions, children actively use their language. The repetition of this vocabulary will enhance the amount of new words that children know.

6. Conclusion

It is well known that youngsters struggle with vocabulary growth when learning English. Books used in schools as textbooks may be utilized to acquire vocabulary. Books are a crucial component of good information acquisition when used as the primary source. Children will do better if they are provided access to more high-quality textbooks. On the other hand, the projected outcomes would be lower the lower the quality of the books chosen. An investigation of the issues with the English textbooks used in Surakarta's kindergartens was done. The research looks at learning goals, topics, images and illustrations, language models, language abilities, exercises, and homework. The analysis's findings indicate that there are still a few gaps here and there. Textbooks must be created in order to solve this problem. The needs for readers have been developed based on the findings of a textbook study, discussion among English teachers, and expert evaluations. Textbooks are constructed from the meeting and test outcomes by using cognitive theory developed by Piaget and Bruner. This product stands out because it develops the children's vocabulary using actual items (in the form of pictures) that can be found around them, combines the four language skills (including pronunciation), addresses six areas of child development, and follows the traits of child development (DAP). The mutually agreed-upon textbook items are prepared to be tested for use in kindergarten classroom instruction.

7. Suggestion

The researchers advise Universitas Muhammadiyah Surakarta, especially the Early Childhood Education, Faculty of Education and Teacher Training, to support more on the advancement of learning media based on digital perspectives for consistent and systematic usage by all the lecturers and prospective students.

8. Limitation

Although the results are significant, the study has limitations due to the fact that the learning media are only dedicated specifically to early childhood education by category of kindergarten, as the participants in this study. Moreover, it is also specialized to particular study or course in term of foreign language acquisition which is English by the sub- aspect of vocabulary mastery.

Declarations

Author Contributions. S.S.: Conceptualization, design, analysis, data acquisition. H.A.: Data analysis/ interpretation, statistical analysis. S.K.: writing, editing/reviewing. C.W.: Supervision, administration. R.F.: Technical or material support. All authors have read and approved the published on the final version of the article.

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Ethical Approval. All the participants in this study were notified of its intentions. Every participant has duly executed a confidentiality agreement and a data transfer form. Similarly, all data has been de-identified, ensuring the confidentiality of the participants.

Data Availability Statement. All data collecting and storage protocols were authorized by the Institutional Review Board as an exempt study for program enhancement. Participant identifiers were removed to ensure anonymity.

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