



## Exploration of the Themes and Vocabularies of English Books by Kindergarten Students

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### Abstract

One important aspect of learning English in kindergarten is vocabulary mastery, which plays a crucial role in children's ability to communicate effectively and understand language. However, many children at Aisyiyah Kindergarten in Surakarta, which were observed through purposive sampling, still struggle with vocabulary acquisition. It was found that the learning media, primarily textbooks, focused mostly on activities such as coloring, thickening, and writing letters, without providing sufficient repetition exercises to reinforce vocabulary. This was identified as a significant factor contributing to the challenges children face in retaining vocabulary. The recent research objective was to explore the themes and vocabulary in the textbooks in Surakarta kindergartens. This study specifically sought to examine how well textbooks support the development of vocabulary mastery and whether the content is culturally appropriate and engaging for young learners. The research was conducted using an exploratory qualitative descriptive approach. Data were collected through document analysis of English textbooks used in Surakarta kindergartens, applying first-order and second-order understanding techniques to identify and categorize themes and vocabulary. The results revealed that the textbooks used in these kindergartens were thematic, with some themes aligning with the Ministry of National Education's guidelines. However, the vocabulary introduced was sometimes disconnected from the children's everyday experiences and was occasionally culturally inappropriate. While some textbooks included a significant amount of vocabulary, the frequency of repetition exercises was insufficient, with some books lacking repetition altogether.

**Keywords:** *Exploration, Themes, Vocabulary, Thematic Books, Kindergarten*

### INTRODUCTION

In addition, English language learning is provided at the Early Childhood Education (PAUD) or Kindergarten (TK) levels. Even though it is additional learning, English is given to children using various methods so that they can understand the material presented by the teacher. A focus of learning English is vocabulary mastery. Mastery of vocabulary is essential because without vocabulary, children cannot understand the meaning of certain words and cannot communicate with other children. The reasons why mastering vocabulary is important are summarized as follows. When it comes to talking, vocabulary adds color, depth, and rhythm to your conversation. Whether you are giving instructions, expressing your feelings, or making an argument, a rich vocabulary gives you the words to be specific (Armstrong et al., 2020).

Mastering the English vocabulary is a crucial aspect of language learning for children. Research has indicated that vocabulary proficiency is fundamental to language acquisition and overall language skill development (Anggaira et al., 2022; Har et al., 2019; Kasanah et al., 2022). Vocabulary mastery not only impacts language efficiency but also influences learners' abilities in listening, reading, speaking, and writing (Aprilani & Suryaman, 2021; Baxter et al., 2021). Studies have shown that vocabulary is the cornerstone of foreign language learning, particularly in the case

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of English, as it is the primary foreign language that students need to learn and excel in at various educational levels (Beerwinkle et al., 2021).

From the five observations taken purposely at Aisyiah Kindergarten in Surakarta, it was discovered that there were four kindergartens where it was seen that the children's ability to remember vocabulary that had been previously taught was still weak. This indicates that they had forgotten the vocabulary taught by the teacher at the previous meeting. One of the reasons was that the English book they were reading was not appropriate for them. Therefore, it is necessary to try to overcome these children's weak vocabulary. Several factors cause children to have a low level of mastered vocabulary. Some of these factors are as follows: (1) English is only given as an extracurricular in kindergarten. (2) Learning media in the form of books is only given to practice coloring, thickening, and writing letters. Meanwhile, vocabulary repetition is rarely touched upon. (3) Most English teachers do not have an English education background. (4) Parents are not involved in introducing English to children. From the findings in the field, until now, no research has focused on the analysis of textbooks used in kindergartens. Therefore, the researcher will examine the characteristics of these books.

## LITERATURE REVIEW

In kindergartens, teachers have been introducing English, particularly vocabulary, to children for some time because it is believed to be essential for developing the ability to communicate effectively with others (Brodin & Renblad, 2019). According to Hurlock (1996), "Children aged four to five years experiences a period of rapid development in speaking, particularly vocabulary" mastering word pronunciation and combining words into sentences. During this period, children's vocabulary increases rapidly, and they begin mastering pronunciation while learning to combine words into sentences. Moreover, at the age of four, the development of narrative skills and linguistic devices, such as intonation and word order, which indicate information status, are still evolving (Balaban & Hohenberger, 2020). By the age of four, a child's vocabulary mastery increases significantly, with children being able to pronounce over 2,500 words (Canale, 2021).

Textbooks are essential tools in the kindergarten learning process. According to Capello (2019), textbooks are teaching materials created by authors or teams based on the applicable curriculum or its interpretation. Evridawati et al. (2020) emphasized that textbooks are integral and beneficial to the learning process because they provide meaningful input in the form of various activities, readings, and explanations. Dickinson et al. (2019) further explained that learning activities would have little impact without textbooks because they contain rules and a syllabus in written form. In addition, using textbooks ensures that children across different classes receive the same material, which can also be evaluated uniformly. The goal of textbooks is to function as both a resource and a medium for learning. According to Prayitno et al. (2022), learning resources encompass anything that aids in the learning process, including messages, people, materials, tools, techniques, and settings.

In addition, learning media generally serves as a tool to support the teaching and learning processes. According to Ezard et al. (2020), learning media refers to physical means used to convey learning content, such as books, films, and videos. The National Education Association, along with Febrianto and Puspitaningsih (2020), also stated that learning media includes communication tools in print and audio forms, as well as hardware technology. In the context of English learning, textbooks are essential in kindergarten education because they facilitate the effective teaching and learning of English at an early age. Khittahira and Tyas (2022) highlighted the effectiveness of "Reverb English" textbooks, specifically designed for kindergarten students, underscoring their

positive impact on the English teaching-learning process in the classroom. Further studies by [Ulla \(2019\)](#) and [Florensa et al. \(2021\)](#) emphasize the significant role that textbooks play in English language teaching, affirming their importance in the classroom. Textbooks are crucial elements that contribute positively to teaching and learning English daily ([Pratiwi et al., 2021](#); [Isry et al., 2019](#)). They provide structured content, clear explanations, and exercises designed to suit varying learning levels ([Dewayani et al., 2020](#)).

Additionally, textbooks are instrumental in achieving learning objectives, promoting interactive learning activities, and fostering a conducive learning environment ([Sianipar et al., 2020](#); [Ivanova et al., 2020](#)). [Zhang \(2021\)](#) and [Juwantara \(2019\)](#) discussed the importance of evaluating college English textbooks for improving teaching practices and advancing curriculum development in educational systems. Ultimately, learning media, whether in print or visual/audio formats, including hardware technology, plays a critical role—just like English textbooks. A well-designed textbook is expected to develop four key language skills: listening, speaking, reading, and writing ([Keizer et al., 2019](#); [Khafidhoh & Carolina, 2019](#)). In conclusion, textbooks are essential resources that contain knowledge and activities derived from curriculum analysis. They are widely used in kindergarten, with English textbooks being one of the key examples.

The results of interviews with the English teacher, Miss Eka, revealed that English learning at Aisiyah Kindergarten follows a thematic approach. The themes presented to the children were adapted to the school curriculum, while material development was handled by the English teachers. The textbooks provided to students serve as guides and tools for completing exercises. The textbook used at Aisiyah 20 Pajang Kindergarten is titled "English for Kindergarten" from the Course Institute. These books were selected because TK Aisiyah 20 Pajang collaborated with English teachers from the POINT Education Center in Surakarta. The material in the textbook primarily focuses on songs, which are used because children generally enjoy them. Songs like "Song and Movement" encourage children to engage with music while practicing vocal exercises. This explains the heavy use of songs in textbooks. Additionally, the exercises in the book reinforce the material and help children transition from one activity to another. Writing exercises are also included to further support language development.

In discussions with the Head of Kindergarten at Aisiyah 20 Pajang, the participants expressed that the themes introduced to the children should align with the themes being discussed at the time. However, sometimes the themes in the book do not perfectly match the themes being covered. Furthermore, the themes in the books are not confined to a single page or section but are repeated across several pages. The head of Kindergarten emphasized the importance of developing integrated thematic English books suitable for kindergarten children. She welcomed the idea of creating more appropriate books that would enable teachers to use them effectively in lessons. The exploratory study of the textbook generally follows Williams' criteria (William, 1983), which include (1) the completeness and appropriateness of the content, (2) the activities designed for practicing the selected items, (3) the sequencing of vocabulary, particularly its functional load, rate and manner of introduction and (4) the relevance of the context and situations presented. However, this paper only presents findings related to the third criterion, which concerns the order and level of vocabulary and its functional load. Additional aspects of the study are described in the other articles.

As stated by [Fogarty \(1991\)](#), the books used in kindergarten education are typically thematic. This is important because integrated thematic textbooks support thematic learning, which enhances educational experiences. Thematic textbooks are invaluable resources for young learners, enriching their learning by covering specific themes in an engaging and structured manner ([Philrizki et al., 2022](#)). These textbooks are especially beneficial in early childhood

education because they help develop literacy skills and provide a deeper understanding of fundamental themes (Kurniasih et al., 2022). Moreover, thematic textbooks improve student achievement and are well aligned with curriculum objectives (Setiyadi & Renata, 2022).

The model of this book closely follows the integrated thematic learning model proposed by Fogarty (1991), who described integrated learning as an approach that intentionally connects various aspects of content across different subjects. However, the effectiveness of thematic learning largely depends on the educator's understanding, knowledge, insight, and creativity in managing textbooks. Kindergarten teachers play a crucial role in effectively using thematic textbooks. Studies have highlighted the importance of teachers in imparting key knowledge to children, including topics such as nutrition. The competence and performance of kindergarten teachers are essential to the successful implementation of the curriculum (Slamet, 2019).

The thematic textbook integration model is systematically designed to teach competencies that children will master through theme-based learning. This approach encourages active, fun, and holistic involvement, ensuring that children are authentically engaged in the learning process. It promotes deeper understanding by organizing content around specific themes. An important technique in this approach is the introduction of words in semantic groups that share thematic meaning. This method helps children understand the meaning of words. Presenting words in semantic groups is especially beneficial because it helps students recognize and connect meanings more easily. Carvalho et al. (2019) and Hadley et al. (2019) supported this idea, suggesting that organizing vocabulary in thematic groups significantly enhances children's comprehension of word meanings. Additionally, Piaget's theory (2001) on language learning in early childhood further supports this approach, emphasizing the importance of introducing words in meaningful, context-rich environments.

The purpose of this study was to explore the themes and vocabulary in English textbooks for kindergarten children. The themes in the textbooks are examined through the sequence of the materials presented. Meanwhile, the vocabulary explored in this study refers to the words introduced within these themes and their relevance to the children's immediate environment.

## RESEARCH METHOD

This study employed a qualitative research approach to explore the themes and vocabulary used in English textbooks for kindergarten students in Surakarta. The qualitative method was chosen because it allows for an in-depth examination of textual materials, uncovering patterns and meanings essential for understanding language acquisition in early childhood education. The exploratory qualitative descriptive approach (Sugiyono, 2021) enables researchers to investigate how the themes and vocabulary in these textbooks align with children's learning needs and cultural contexts.

This study involved an analysis of English textbooks used in Aisiyiah kindergartens in Surakarta. This research focused on Aisiyiah kindergarten because the total number of kindergartens was 67 out of the total 268 kindergartens in Surakarta. This number represents the total number of kindergartens. The selection of books was based on purposive sampling, ensuring that the textbooks analyzed represented a diverse range of publishers and were widely used across different kindergarten branches. Books were collected from five of seven Aisiyiah kindergarten branch leaders, resulting in a total of nine textbooks for analysis. Some branches provided multiple book variants, whereas others had none. To gain further insights into the use and effectiveness of these textbooks, five experienced kindergarten teachers specializing in English language instruction were selected as participants. They were handling English subjects in a class. These teachers provided valuable perspectives on the necessity, strengths, and weaknesses of the

textbooks used in their respective schools.

Data were collected through document analysis and semi-structured interviews. The document analysis focused on identifying themes, vocabulary distribution, and instructional methods in textbooks. The researchers examined various aspects of the books, including Learning objectives, themes and subthemes, illustrations and visual aids, Language models and vocabulary selection, and activities and exercises. Interviews were conducted with the selected teachers to validate and expand on the findings from the document analysis. Two levels of interview techniques were used: First-order understanding–Participants were asked to describe and explain the content, themes, and vocabulary of the textbooks. Second-order understanding: The researchers provided interpretations and asked participants to refine their perspectives, leading to a deeper understanding of the meaning and impact of textbook content on children’s learning. Identification of Themes and Patterns. Thematic analysis was employed to identify recurring themes and vocabulary patterns in the textbooks.

This approach involved Coding and categorizing vocabulary items based on relevance to children’s daily experiences and cognitive development. The themes presented in the textbooks are compared with those recommended by the Ministry of National Education. Identifying gaps, such as vocabulary that is not contextually relevant or appropriate for Indonesian culture. Analyzing the frequency and effectiveness of repetition exercises to support vocabulary retention. Future Research Directions While this study provides valuable insights into the content of English textbooks for kindergarten learners, further research is recommended in several areas: Expanding the study to include more kindergartens from different regions to improve generalization. Investigating the pedagogical impact of thematic textbooks on children’s vocabulary acquisition through experimental or longitudinal studies. Explore the integration of digital tools, such as QR codes or interactive multimedia, to enhance vocabulary learning in early childhood education. By employing a rigorous qualitative methodology, this research contributes to a better understanding of how English textbooks can be improved to support meaningful language-learning experiences for young learners.

## FINDINGS AND DISCUSSION

The following article presents the analytical results of the topics found in English-language novels used at Aisyiah Kindergarten in Surakarta. The lecture began with an examination of the title of the book and proceeded with a study of the book’s theme. The study focused on the book’s theme due to its close relevance and utmost importance to the development of the book, particularly concerning the enhancement of children’s vocabulary.

### Analyzing the Book

**Table 1.** List of English textbooks in Aisyiyah Surakarta.

No.	Textbook Name	Author	Publisher	User
1.	<i>Mewarnai Gambar and Bahasa Inggris (MGBI)</i>	S. Marni, et al.	<i>Lingkar Media</i>	TK Aisyiyah Sidodadi
2.	<i>Alif (A)</i>	S. Marni	<i>Penerbit Bina Putra</i>	TK Aisyiyah Baluwarti and Pasar Kliwon
3.	English for Fun Learning (EFL)	Rani Nugraha Ningrum and S.	<i>Self printed (manually)</i>	TK Aisyiyah Kratonan, Serengan (2020)

No.	Textbook Name	Author	Publisher	User
		Um		
4.	English for Children (EK)	Ana Bihasa, et.all.	Smart Kid's	TK Aisyiyah Sumber
5.	Kamus Bergambar 3 Bahasa (KB3B)	Yudhistira Ikranegara	Mutiara Agung	TK Aisyiyah Tegalharjo, Jembreus

### Results of Theme Analysis of English Books in Aisyiah Kindergarten

#### Book Theme 1: Mewarnai Gambar & Bahasa Inggris (MGBI)

Seven themes were present in the textbook *Mewarnai Gambar & Bahasa Inggris* (MGBI). The themes encompassed in this list are recreation, work, water, air and fire, means of communication, homeland, the universe, and the source of fire. The leisure subject encompassed subthemes such as different modes of transportation and recreational spaces. The work topic encompassed three subthemes: locations, job categories, and used tools. The subthemes of water, air, and fire include their origins and respective uses in various contexts. The central issue of this discussion was communication tools, which could be further categorized into two subthemes: the different types of communication tools and the multiple variations within each type. The homeland theme encompassed a subtheme centered around the red and white flags. The theme of the universe encompassed subthemes such as the sun, natural phenomena, and stars. The fire source topic had a subtheme that involved the act of writing the names of items.

The terminology presented in textbooks exhibited variation. This course was taught over one semester and focused on the primary concepts outlined in the handbook. The majority of the vocabulary used was suitable for the child's immediate environment. In addition, this terminology piqued children's interest, as demonstrated in the following example.



**Figure 1.** Vocabulary linked to pictures

Figure 1. Vocabulary associated with images. Figure 1. A child is actively engaged in the activity of swimming while being in a pool, and the child's joyful engagement in aquatic play. Exposure to vocabulary associated with the picture enhances the child's tendency to consistently retain the term in memory.

This book has exposed children to various languages. Certain words were used that were not suitable, and some incorrect terms were also used. The theme "recreation" contained

inappropriate vocabulary. The topic of recreation was explored with a specific focus on different types of vehicles, with the term "truck" introduced as part of the vocabulary. Despite being a vehicle designed for the transportation of commodities, trucks were not intended for the transportation of individuals. Next, in the context of "recreation" and the sub-theme of "recreational places," there was an image of a temple, which serves as a place of worship. The subject "work" and its sub-theme "place to work" needed to be changed.

It is worth mentioning that the current state of affairs in Surakarta is characterized by a scarcity of rice fields, as most of the population consists of dealers, laborers, and service providers. Therefore, it was necessary to replace the views of rice fields with images of shops, factories, or offices. The sub-theme "kind of communication equipment" was specifically referred to as a "wired telephone." The current terminology must be replaced. It was important to be aware that a 'cable telephone' was not commonly found. An alternative to this item was a cell phone. The image of a landline telephone had to be replaced with that of a mobile phone due to its widespread availability and popularity among both children and older adults.

After examining the various benefits and drawbacks, the educators and researchers reached a consensus that the topics provided to children were official themes established by the Ministry of National Education. Nevertheless, the subthemes were selected based on the prevailing settings and circumstances around the students and the school. Themes should refer to the center because they were developed by specialists in their respective professions and policyholders. Moreover, sub-themes could be adapted to suit environmental conditions and local society. The selection of sub-themes could be made more adaptable. If the child was already familiar with the sub-themes, the vocabulary taught would be derived from items and activities in the child's immediate environment. Vocabulary was frequently employed to provide children with visual representations of objects, hence facilitating the memorization process.

#### *Theme Book 2: Alif (A)*

The central focus of this textbook was My Homeland, which was evident in both the front cover and the wording on the bottom sheet. The additional sections of the book also reference this particular theme.

This book has the advantage of introducing vocabulary suitable for kindergarten children in terms of theme and difficulty level. Children were often introduced to approximately seven vocabulary terms that were simple to imitate. Children's abilities could be enhanced through various activities bundled together under a single subject. Activities aimed at developing themes were tailored to the developmental needs of children.

An inherent flaw of this textbook was its limited English vocabulary, which was confined to a single page on the end sheet of the inner rear cover. The pages in question excluded English language content. The language offered exclusively referred to the nomenclature of the days of the week. Pronunciations are provided in the books. However, the pronunciation model was still tailored to suit Indonesian speech. The remaining individuals were not exposed to further vocabulary or linguistic skills.

Researchers and teachers engaged in discussions and agreed that themes centered on the child and their preferences. Familiarity with common vocabulary was also essential. Some instances of common language included inquiring about current events, requesting permission to take a seat, expressing gratitude, and using similar phrases. The youngster should practice this vocabulary again. This was because if youngsters already had a liking for and were intrigued by the theme, they would readily identify and comprehend the word.

*Theme Book 3: English for Fun Learning (EFL)*

The English for Fun Learning book organized nouns into groups, depending on the subject and theme. The book consisted of 10 subjects and themes, specifically chapter 1: Alphabets, chapter 2: Numbers, chapter 3: Colors, chapter 4: Animals, chapter 5: Vegetables, chapter 6: Fruits, chapter 7: Animals, chapter 8: Nature, chapter 9: Profession, and chapter 10: My Face. These concepts were presented concisely on one or two pages of the book. Every theme was introduced using uncomplicated terminology.

This textbook contains a diverse range of languages that are readily accessible to children. Each theme consisted of four to six vocabulary words. The book's ideas were presented throughout each semester. These topics were determined according to the child's circumstances and preferences. By diversifying and simplifying vocabulary, children's ability to comprehend and use words can be improved.

The book's vocabulary was inadequate because it was organized by subject rather than according to the concepts in the 2013 curriculum. The inappropriate topics included the alphabet, numerals, and colors. To access different themes, navigate to the main theme. While it was important to provide children with this terminology, it would be more advantageous to incorporate it within the primary topics established by the government. The government's defined topics constitute the essential content that kindergartens must teach.

The conversations between researchers and instructors revealed that the selected themes were related to the children's everyday experiences. The theme variants should be tailored to students to facilitate their rapid terminology recognition. Language retention in a child's memory is enhanced if the subject matter aligns with the student's interests. The vocabulary provided to children was derived from words that were readily perceptible to children. In addition, the quantity of vocabulary must also be tailored to the child's level of proficiency.

*Theme Book 4: English for Children (EK)*

The English textbook already incorporated thematic content. The book contains 11 themes, each accompanied by corresponding activities. The 11 themes and practices are listed below: (1) Regarding myself, there were three practices; (2) About my environment, there were four practices; (3) Concerning my needs, there were four practices; (4) In the case of animals, there were three practices; (5) Regarding plants, there were two exercises; (6) In terms of recreation, there were four exercises; (7) In the context of work, there were three exercises; (8) About my homeland, there were two exercises; (9) In the scope of the universe, there were three exercises. (10) There were two water, air, and fire exercises. (11) There were also two exercises related to communication instruments. These topics included events that were familiar to children and frequently observed. The packaging of these materials was designed to appeal to children.

One notable benefit of the book was that it attempted to use jargon related to government subjects. Additionally, many word variations were introduced, which contributed to the expansion of a child's lexicon. The amount of vocabulary addressed was suitable for the child's age development, specifically ranging from five to seven vocabularies. The vocabulary memorized encompasses not only nouns but also adjectives and verbs. Children's ability to recall information improved as they were exposed to a wider range of words.

The text contains advanced vocabulary. This inadequacy was exemplified in the weather terminology "rainy."



**Figure 2.** Four seasons in Europe

Figure 2 depicts the four seasons that are not ideal for Indonesia's climate. Note that Indonesia has two distinct seasons: dry and rainy. Children may struggle to comprehend and retain vocabulary regarding the various types of seasons due to the absence of direct exposure to the four seasons in their immediate surroundings.

Researchers and teachers recognized the need for innovative techniques to express themes in textbooks. They observed that the strengths and weaknesses of these topics were directly related to vocabulary growth. When introducing vocabulary to children, it was important to consider its appropriateness for specific situations in Indonesia, particularly the different seasons. Researchers and English teachers contended that the subjects selected were more relatable to children. The themes that were most closely examined were those that children frequently observed. In addition, it was important to consider the child's interests while considering terminology. The Themes relatable to children included personal needs, immediate surroundings, and similar topics.

#### *Theme Book 5: Kamus Bergambar 3 Bahasa (KB3B)*

The total number of themes was 59. The book explored a range of subjects, specifically focusing on the human body and transportation. The issues explored in the book were relevant to the child's sphere of experience. In addition, this theme exhibited a strong connection to the environment and reflected children's interests. Each theme was presented on a single page in the book, featuring different graphics and colors.

This book has the advantage of introducing various vocabularies through its themes. There were 17 interconnected vocabularies. The themes that arise were frequently observed and appreciated by children. In addition, the themes provided pique children's curiosity about them.

An inherent flaw of this book was its excessive use of terminology, which made it difficult for pupils to retain the taught lexicon. Typically, kindergarten students were taught a vocabulary of five to seven words throughout each instructional session. This vocabulary was repeated during the following meetings, which enhanced the child's retention of the vocabulary that had been imparted.

The exchange between the class teacher and the researcher indicated that the theme being taught to youngsters was the names of things close to them. These issues were also perceived as

intriguing for children to learn about. Children who possessed a keen interest in the subject matter being taught would exhibit a high level of enthusiasm toward their learning. Consequently, their lexicon would expand. Examples of captivating words for youngsters included anatomical features, fauna, produce, and surrounding items. The findings of this analysis can be summarized as follows.

**Table 2.** Summary of findings and outcomes of researchers' conversations with teachers.

No.	Book title	Analysis results	Results of researcher discussions with teachers
1.	<i>Mewarnai Gambar &amp; Bahasa Inggris (MGBI)</i>	<ul style="list-style-type: none"> <li>- The selected themes were tailored to the kid's interests and specific circumstances around the child. However, the Ministry of National Education and Research did not officially approve them.</li> <li>- The terminology used in the open book was diverse.</li> <li>- Some vocabulary is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>- The themes presented to the children should be based on the reference themes provided by the Ministry of National Education. However, the subthemes should be derived from the specific conditions and situations the child and school face.</li> </ul>
2.	<i>Alif (A)</i>	<ul style="list-style-type: none"> <li>- The introduced vocabulary aligned with kindergarten children's theme and skill level, specifically seven words.</li> <li>- The vocabulary offered was limited to the names of the days of the week and was contained on a single page.</li> <li>- Concise compilation of terminology in a single page</li> </ul>	<ul style="list-style-type: none"> <li>- The themes revolve around the child, and the youngster enjoys them.</li> <li>- Necessitates repeating vocabulary words</li> </ul>
3.	<i>English for Fun Learning (EFL)</i>	<ul style="list-style-type: none"> <li>- The vocabulary offered was diverse and readily accessible to children.</li> <li>- The vocabulary used in the conversation did not align with the themes in the 2013 curriculum because it was organized by subject.</li> </ul>	<ul style="list-style-type: none"> <li>- The themes had to be aligned with the topics covered in the 2013 curriculum and selected based on their relevance to children's everyday experiences.</li> </ul>
4.	<i>English for Children (EK)</i>	<ul style="list-style-type: none"> <li>- The book contains 11 themes accompanied by exercises.</li> <li>- The acquisition of vocabulary involved memorizing not just nouns, adjectives, and verbs.</li> <li>- The terminology used in Indonesia is not suitable for</li> </ul>	<ul style="list-style-type: none"> <li>- The themes selected were most relevant to youngsters.</li> <li>- The incorporation of terminology had to be tailored to the seasonal circumstances in Indonesia.</li> </ul>

No.	Book title	Analysis results	Results of researcher discussions with teachers
		describing the seasons.	
5.	<i>Kamus Bergambar 3 Bahasa (KB3B)</i>	<ul style="list-style-type: none"> <li>- Each theme encompassed extensive terminology, resulting in an overwhelming volume of linguistic terms.</li> <li>- These terminologies are interrelated.</li> <li>- Children experience boredom because of the absence of additional skills training.</li> </ul>	<ul style="list-style-type: none"> <li>- The number of vocabulary words provided should be restricted to those similar to the child's level of understanding.</li> <li>- Repetition was necessary as a means of practicing.</li> </ul>

By closely examining the outcomes of investigating themes and terminology, researchers can establish connections to other prior viewpoints and studies. The English books used at Aisyiah Surakarta Kindergarten followed a thematic approach. The book being examined adheres to the viewpoint of its strengths in content relevance and physical appearance, as well as areas that require improvement ([Basra & Purnawarman, 2018](#)). Meanwhile, [Torkar et al. \(2022\)](#) also suggested that textbooks were valuable resources for teachers to facilitate their professional growth and adapt to new teaching methods. In addition, this editorial explores the significance of textbooks in education, highlighting their use as resources for both teachers and students. The same applies to the literature used at Aisyiyah Kindergarten in Surakarta.

Based on the discussion outcomes, it was concluded that repetition training was essential. The necessity of students engaging in repetitive practice aligns with the viewpoints presented by [Field et al. \(1982\)](#). Furthermore, humans possess the innate capacity to replicate or mimic. The brain can mimic or replicate actions and behaviors. Studies have demonstrated that neurons exhibit activity when imitation learning is performed on identical objects.

Most of the language in the novels studied is geared toward youngsters. The child's retention of this language will be enhanced if these objects are present in their environment. Consequently, youngsters frequently encounter various objects, including food, beverages, anatomical parts, family members, and similar items. [Keraf \(2009\)](#) refers to them as living words actively used in conversations. [Tiley and Rentler \(2022\)](#) investigated methods to enhance students' active vocabulary usage in spoken English, focusing on collocations to improve fluency and accuracy. This study assumes that children typically start school with an expressive vocabulary of approximately 4,000–5,000 words ([Green, 2021](#)).

Prior studies conducted by [Li and Wang \(2024\)](#) and [Hu and Wang \(2021\)](#), and [Liu and Jiang \(2021\)](#) examined some textbooks. Nevertheless, their research focused on advancing English textbooks, whereas this study examined the subjects and lexicons covered in already published volumes. The findings of this study will enhance the advancement of textbooks that are used in barcoding.

Other studies specifically focused on books that use barcodes. [Alwani and Rosalina's \(2023\)](#) reference study involved creating and evaluating a teaching material product for smart reading books that used QR-code technology. The researchers assessed the validity, practicality, and

efficacy of the book. Palupi et al. (2022) conducted a study to assess the accuracy, feasibility, and efficiency of book products using the QR-code-based Book Creator program. Firmansyah and Hariyanto (2019) created teaching materials for a table tennis theory and practice course that used QR codes. The materials were designed to be easily comprehensible. This research exclusively examined English-language books for kindergartens, which could serve as a foundation for developing barcode-based books. Conversely, prior research has already created and evaluated items.

## CONCLUSIONS

The findings indicated that the English books used at Aisyiah Surakarta Kindergarten followed a thematic approach. Certain themes have been alluded to by the Ministry of National Education and the Central Government, while others have not. The majority of the terminology taught is relevant to the child's environment, but there is a minor portion that is not suitable for the situations in Indonesia. While several books provide a substantial amount of vocabulary instruction, others offer appropriate levels of vocabulary learning. There is a deficiency in the literature on activities that involve repetition. This research serves as a foundation for the creation of English-language books that integrate thematic textbooks from a cognitive viewpoint. These books are equipped with barcode features to enhance the vocabulary skills of young learners.

## LIMITATION AND FURTHER RESEARCH

This study has several limitations that should be acknowledged. First, the research was conducted solely in Aisyiyah Kindergarten in Surakarta, limiting the generalization of the findings to other regions or institutions with different educational policies and teaching methodologies. The study's scope was also confined to analyzing themes and vocabulary in English books without delving into their pedagogical effectiveness in enhancing children's vocabulary retention and overall language proficiency.

For further research, a broader study incorporating multiple kindergartens from different regions would provide a more comprehensive understanding of the themes and vocabulary used in English-language books. Future studies could also include empirical assessments, such as pretest and posttests, to measure the effectiveness of different thematic books in vocabulary development. Moreover, investigating the role of digital and interactive learning resources, such as QR code-based books or multimedia-enhanced learning tools, could provide valuable insights into modernizing English language learning for early childhood education.

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