



*Kuram ve Uygulamada Eğitim Yönetimi*  
Educational Administration: Theory and Practice

2021, Cilt 27, Sayı 4, ss: 1168-1179  
2021, Volume 27, Issue 4, pp:1168-1179  
www.kuey.net



## **Integrated Thematically English Textbook By Using Photo Media For Developing Children's Vocabulary In Early Childhood Education**

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<b>Article History</b>	<b>Abstract</b>
<p><b>Article Submission</b> 20 August 2021</p> <p><b>Revised Submission</b> 10 October 2021</p> <p><b>Article Accepted</b> 10 November 2021</p>	<p>One of the reasons for the vocabulary weaknesses of children in kindergarten is the lack of textbooks quality. The survey results showed that the vocabulary taught to children can be forgotten after a few days of being given. To solve this problem, the researchers conducted a study to identify and to evaluate the quality of English textbooks used and design textbooks that should be used in TK Aisyiyah Surakarta. This type of research was design-based research. Meanwhile, the research procedure was completed using two stages, i.e., the practical problem analysis and the development stages. In the first stage, the results showed that there were strengths and weaknesses to the textbooks that had been used so far. In the second stage, book development was done by maintaining the strengths of the previous book, minimizing or even eliminating the weaknesses, and incorporating new elements initiated by the researchers. These new elements were adapted to the cognitive perspective. This textbook prototype is, of course, also the result of discussions and Focus Group Discussions (FGD) between researchers and teachers and reviews from experts. As a result of the discussion and FGD, this textbook will be ready to be tested in TK Aisyiyah Surakarta.</p> <p><b>Keywords:</b> textbooks, Design-Based Research, prototype, kindergarten.</p>

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## 1. Introduction

Learning English as a foreign language in Indonesia has long been provided at the Early Childhood Education (PAUD) level as additional learning. Hopefully, it can be an exciting learning. Hence, English is given to the children using various methods to understand the materials presented by the teacher. One of the issues that are focused on learning English is vocabulary mastery. Vocabulary mastery is essential because, without vocabulary, children cannot understand the meaning of certain words and cannot communicate them to others. So far, children in some kindergartens showed weak vocabulary. Some examples of weak vocabulary mastery can be viewed from several surveys conducted by researchers.

The early survey was conducted at TK Aisyiyah III Sumber, TK Aisyiyah Sidodadi, TK Aisyiyah 13 Baluwarti TK Aisyiyah 39 Kratonan, and TK Aisyiyah 41 Tegal Harjo Surakarta, Central Java, Indonesia. From the five observations taken purposively, it was revealed that the children's ability to remember vocabulary that had been taught previously was still weak. The point is that when children were tested to repeat the previous vocabulary. Most of the students had forgotten those previous words. Therefore, it was necessary to explore efforts to overcome the weaknesses. Several factors cause the weaknesses of their vocabularies. Some of these factors were: 1) English was only given as an extra-curricular in kindergarten. 2) Using textbooks as learning media was only provided for practicing coloring, thickening, and writing letters. Meanwhile, vocabulary repetition was rarely taught. 3) Most of the teachers who taught English did not have an English education background. 4) Parents were not involved in introducing English to children.

In kindergarten, teachers have introduced English to children for a long time because it is believed that vocabulary is necessary to develop the ability to communicate with other people. According to Hurlock (1983: 231), "children aged four to five years are in the period of rapid development in speaking in terms of vocabulary," mastering word pronunciation and combining words into sentences. In addition, the development of language skills is one of the main challenges in early childhood and plays a significant role in children's social development. Children with low language proficiency levels are frequently rejected by their peers (Van der Wilt et al., 2016: 807, 2018: 247). Therefore, the development of language skills should be promoted at a young age, and education may play an essential role in this stage (Conti-Ramsden & Durkin, 2012: 384).

Teachers have an essential role in children's language development in early childhood education. These roles include planning various activities and developing multiple media to attract children's interests and make them excited to learn (Obiweluozo & Melefa, 2014: 147-155). The involvement of teachers in developing language skills in kindergarten aims that children can express thoughts through simple language appropriately, communicate effectively, and increase children's interest to speak well (Soemantri, 2006: 6). The learning delivered by the teacher cannot be separated from the use of media. Media is no longer considered only as a teaching-learning tool but part of the children's social and cultural environment. Teachers and schools need to develop interdisciplinary projects due to the lack of a specific discipline dedicated to media literacy (Cappello, 2019).

Textbooks are the critical handbooks in the learning process in Early Childhood Education Programs (PAUD). According to Nasution (2010: 103), textbooks teach materials produced by an author or a team of authors compiled based on the applicable curriculum or curriculum interpretation. According to Hutchinson and Torres (1994: 315-328) and Parceval and Ellington (1984: 35), textbooks are a vital and positive part of learning. Richards (2001: 223) also explained that learning activities would not impact well without textbooks because the textbooks contain rules and syllabus in written form. Furthermore, the textbooks can guarantee that children in different classes will obtain equal material and be evaluated in the same way. Hopefully, the textbook can be explored as a learning resource and learning media. According to Depdikbud (1983: 12), learning sources are everything that becomes a means for someone to learn something. Learning resources include messages, people, materials, tools, techniques, and backgrounds (AECT, 1994).

In general, learning media is a tool for the teaching and learning process. According to Briggs (1977: 87), learning media is a physical means of conveying learning material such as books, films, videos, etc. Furthermore, according to the National Education Association (1969: 6), learning is communication media in a print form, including technology hardware, and also English textbooks. If the book is well designed, the book can develop the four expected language skills. According to

other researchers, a qualified English textbook includes four language skills: listening, speaking, reading, and writing (Stoffelsma et al., 2017: 98). Based on this summary, it can be concluded that a textbook is a handbook in learning that contains knowledge of the analysis results of the curriculum in written form.

Several studies from the research results revealed that textbooks have several advantages. Some of these advantages are a tool to standardize teaching materials in general in language learning at a certain level (Zohrabi et al., 2014: 95); practical tools in learning (Aydin, 2012: 1093-1106; Charalambous, Hill & Ball, 2011: 441-463; Srakang & Jansen, 2013: 54); the primary source of teaching materials presented systematically and equipped with an established method (Delen & Tavit, 2010: 692-697; Srakang & Jansen, 2013: 54; Yilmaz & Aydin, 2015: 110-114); technical indicators to achieve predetermined learning goals (Srakang & Jansen, 2013: 54; Zohrabi, Sabouri & Kheradmand, 2014: 95); and the basic framework and learning syllabus (Aydin, 2012: 1094; Charalambous, Hill & Ball, 2011: 178; Srakang & Jansen, 2013: 50).

The government has made concessions for schools to make policies regarding learning in PAUD. This policy causes the learning process and textbooks have been handed over to the agency. The impact of this policy is that English language learning should be suitable for the students. From this impact, it is not surprising that numerous English textbooks are offered to schools commercially and used in these kindergartens.

This study concludes that the existing English textbooks could not improve children's vocabulary based on the data. Therefore, it is necessary to solve the problems. By various considerations, there are initiatives to develop the English textbooks expected to improve children's vocabulary and align to the condition of the children in Surakarta.

Various studies regarding the effect of photos on vocabulary mastery had also been found. The results of the research conducted by Izumi et al. (2017: 45) entitled Japanese and Korean Kindergarteners Perspective of Play using Photos aimed to test the mindset of kindergarten children in Japan and Korea by playing photos and to reveal why their photos reflect the play situations. The other results of the analysis were from Byrnes and Wasik (2015: 243). It indicated that photography could be an outstanding education in early childhood classes.

From the phenomena mentioned in the background, the problem formulations are:

1. How are the availability and quality of the English textbooks used in kindergartens?
2. How is the design of thematic English textbooks integrated with the photo media?

## **2. Method**

The type of research used in this research was Design-based Research (DBR). This research type focuses on cyclic processes for designing, developing, and evaluating integrated thematic-based English textbooks. The existing problems need to be identified, defined, and formulated through collaboration between researchers and practitioners (Reeves, 2006; Plomp & Nieven, 2007: 15-16; Kelly, 2004: 115-128).

In the practical problem analysis stage, the researchers analyzed the textbooks used at Aisiyiah Kindergarten in Surakarta. This analysis determined the strength and weaknesses of each book, which was conducted from various points of view. These multiple points of view were learning objectives, themes, pictures/illustrations, language models, language skills, and activities and assignments.

In this stage, the method used was the exploratory qualitative method. The techniques used to collect guided written reflection data with English teachers were selected purposively and passive participant observation of teachers teaching English in the classroom. Document analysis was completed on English textbooks used in learning. Meanwhile, interviews were conducted using first-order understanding and second-order understanding techniques (Sugiyono, 2008: 14). This interview was done with the English teachers. Focus Group Discussion was conducted involving English teachers and Regional Leaders of Aisiyiah Surakarta in Primary and Secondary Education (DIKDASMEN).

The research was conducted outside and inside Aisyiyah's kindergarten in Surakarta in the practical problem analysis stage. The activity undertaken by the outside kindergarten was the survey on learning English with the kindergarten headmaster. In addition, researchers also held focus group discussions. The research activity in kindergarten was visiting all TK Aisyiyah that consisted of TK Aisyiyah Sumber 2, TK Aisyiyah Baluwarti, Pasar Kliwon, TK Aisyiyah 39 Kratonan, Serengan, TK Aisyiyah 41 Tegalharjo, Jebres, and TK Aisyiyah 31 Sidodadi, Laweyan.

The research subjects were educational stakeholders at the Aisyiyah Kindergarten in Surakarta. Researchers employed the concept of Miles and Huberman (1984) to determine the issues. There are 60 Aisyiyah Kindergartens in Surakarta, and 20 of them provide English to their students. In learning English, Aisyiyah's kindergarten used nine textbooks. These nine textbooks were sorted based on the similarities of the books used. Then, it resulted in the five textbooks being analyzed

The primary data of the research in the experimental problem analysis stage were information about textbooks, the quality of textbooks, and the need for textbooks at Aisyiyah Kindergarten in Surakarta. Furthermore, the sources of research data were obtained from informants (English teachers and school principals), events (learning English in the class), and documents/artifacts in the form of documents from clinical observation and English textbooks.

There were three techniques for checking the validity of the data in this study. The three techniques were (1) triangulation of data sources, data collection methods, and theory, (2) member checks, and (3) peer debriefing. These techniques were applied to ensure that the data collected can be justified. These techniques could complement each other to support the required data.

In data analysis, researchers used the constant comparative method (Babbie, 2004: 372). The method included four steps: (1) identifying the results of textbook analysis and making an inventory of various things related to the advantages and disadvantages of the textbook, (2) sorting and classifying the data obtained in the book, (3) relating various issues to the integrated thematic material that used in learning in kindergarten, and (4) compiling the need for integrated thematic textbooks with photo media.

This development stage aimed to develop integrated thematic English textbooks with photo media with a cognitive perspective. The contents of this textbook also covered six aspects of development for early childhood. The six aspects are elements of religious and moral values, psychomotor skills, language, cognitive, social, emotional, and art. Furthermore, this textbook also applied four language skills, listening, speaking, reading, and writing. The skills in language training were also constructed from simple exercises to more complex activities. The textbook is expected to solve the problems recently (Amiel & Reeves, 2008: 35; Herrington, 2006: 4; Plomp & Nieveen, 2007: 24).

There were several steps in developing the textbook. Some of these steps were as follows. 1) The compilation of draft in integrated thematic textbooks with photo media. In the drafting phase of textbooks, researchers designed textbooks based on needs analysis and discussion. The design of the book was based on the principles of cognitive learning. In cognitive learning, a person would learn by using his abilities through the process of thinking and remembering (Ormrod, 2008: 61-67; Schunk & User, 2012: 337). Meanwhile, aspects that could be implemented include developmentally appropriate practice, echolalia/repetition, monologue, dialogue, command and request, and question and answer. Moreover, the difficulty levels in the books were graded from easy to more complex level of difficulty. 2) Expert judgment. There were eight experts as expert judgment to assess the textbooks produced. The eight expert judgments were taken from experts in media, experts in material development, experts in Early Childhood Education, and an expert in English. 3) Revised textbook draft. Revision of textbook drafts was conducted based on input from expert judgments and book users. Improvements in the draft could be in the form of reduction or addition of existing material. Of course, these improvements were still adhering to the construct signs from the books that had been designed. In this research, the output from the development stage is a draft textbook that has been revised.

### **3. Results and Discussion**

#### **3.1 The recent availability and quality of English textbooks in kindergarten**

Based on the findings, the kindergarten principals who have an extra English curriculum take the initiative to use textbooks based on the children's needs. The data on the English textbooks used in TK Aisyiyah Surakarta based on the representation of the book models are as follows.

Table 1. List of English Textbooks at TK Aisyiyah Surakarta.

No	Textbook Name	Author	Year	Publisher	User
1.	Mewarnai Gambar (Coloring picture) & Bahasa Inggris (English) (MGBI)	S. Marni et al.	-	Lingkar Media	Aisyiyah Kindergarten, Sidodadi, Pajang
2.	Alif (A)	S. Marni	-	Penerbit Bina Putra Mandiri	Aisyiyah Kindergarten, Baluwarti, Pasar Kliwon
3.	English for Fun Learning (EFL)	Rani Nugraha Ningrum, S.Hum	-	(private property)	Aisyiyah Kindergarten, Kratonan, Serengan
4.	English for Kids (EK)	Ana Bihasa, et al.	-	Smart Kid's	Aisyiyah Kindergarten Sumber, Banjarsari
5.	Kamus Bergambar 3 Bahasa (3 Language Picture Dictionary) (KB3B)	Yudhistira Ikranegara	-	Mutiara Agung	Aisyiyah Kindergarten Tegalharjo, Jebre

From the five English textbooks in kindergarten, the findings are 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	<ul style="list-style-type: none"> <li>- The developments of language skills are Psychomotor development, language skills, artistic development, and cognitive abilities of children</li> <li>- Children mostly use the book pages to color pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- The vocabulary introduced deals with one theme, but the language used is Indonesian, Arabic, and English.</li> <li>- There are no learning and learning instructions given in the book.</li> </ul>	<ul style="list-style-type: none"> <li>- This textbook introduces vocabulary to children and coloring exercises.</li> <li>- It sharpens children's vocabulary.</li> <li>- The weakness of this textbook is that there are no instructions on doing the exercises, and there are two pages of exercises that consist of eleven vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>- This textbook improves children's vocabulary by using various instructions.</li> <li>- The objectives of the study are not stated.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners will learn quickly and enjoy the textbook because it is followed by pictures and explanation.</li> <li>- The vocabulary is clearly described so that it enriches the students to know a lot of vocabulary.</li> <li>- It is impossible for the children to memorize it in a short time because each</li> </ul>

						sheet contains a lot of vocabulary.
2.	Theme	<ul style="list-style-type: none"> <li>- The themes taken are adjusted to the children's interests and conditions around the children.</li> <li>- The vocabulary presented in textbooks varies.</li> <li>- Some of the vocabulary contexts provided for the children are out of date.</li> </ul>	<ul style="list-style-type: none"> <li>- The vocabularies provided follow the theme and children's level in the kindergarten, consisting of around seven vocabularies</li> <li>- The vocabulary given is only about the names of the days in a week (one page only).</li> </ul>	<ul style="list-style-type: none"> <li>- The vocabularies presented are varied and easy to find around children.</li> <li>- The vocabulary provided does not match the themes in the 2013 curriculum because the discussion is given per subject.</li> </ul>	<ul style="list-style-type: none"> <li>- This textbook presents eleven themes with the exercises.</li> <li>- The vocabularies provided are nouns, adjectives, and verbs.</li> <li>- Some vocabularies do not suit the conditions in Indonesia.</li> </ul>	<ul style="list-style-type: none"> <li>- Each theme contains a lot of vocabulary.</li> <li>- Every vocabulary is related from one to another.</li> <li>- Children are bored because there are no other skill exercises such as drawing, writing, coloring, etc.</li> </ul>
3.	Picture/ Illustration	<ul style="list-style-type: none"> <li>- Every page has only one large picture related to the theme discussed.</li> <li>- The children cannot understand many pictures, such as pictures of temples, letters, and waterfall.</li> </ul>	<ul style="list-style-type: none"> <li>- The vocabulary that appeared on the image is slightly oversized and in blue.</li> <li>- There is no variation in the image that appears.</li> </ul>	<ul style="list-style-type: none"> <li>- The color of every page of the book is black and white.</li> <li>- Unconnected words follow some pictures because these words are used as the children's exercise to bold or write words.</li> </ul>	<ul style="list-style-type: none"> <li>- There are large pictures and simple writings that can attract children, especially if there are repetitions of certain words that make children happy.</li> <li>- Pictures that were small in size will make them difficult for children to remember their vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- The pictures show bright coloring and captivates children's appeal.</li> <li>- The image is also seen with the background of the Indonesian, British and Arabic flags.</li> <li>- Some images are unclear and too crowded.</li> </ul>
4.	Language Model	<ul style="list-style-type: none"> <li>- Vocabularies that are formed from commands in the textbooks make children able to read and remember them.</li> <li>- will make the children bored and less creative because there are only two instructions for activities.</li> </ul>	- Not given	- This textbook does not give instructions on doing the questions.	<ul style="list-style-type: none"> <li>- The variation of instructions is beneficial for children in increasing their vocabulary.</li> <li>- The commands given to strengthen the vocabulary are not appropriate.</li> </ul>	Children do not practice using the language.
5.	Language Skill	- <i>Reading &amp; writing</i>	- <i>Reading</i>	- <i>Listening dan writing</i>	- <i>Listening, speaking, reading &amp; writing.</i>	- <i>Reading</i>
6.	Activities and	- Coloring pictures and bold writing.	- Reading the vocabulary	- Imitating writing, writing the	- Activities in the form of	- Memorizing vocabulary



	Assignments	- Due to the lack of variety in activities, this textbook makes the children bored.	related to the names of the day.	numbers, coloring, connecting the words and pictures, circling, cutting and pasting, taking pairs, and drawing.  - Speaking and reading skills are not taught	connecting symbols or pictures with writing, imitating/writing letters, thickening, coloring pictures, looking for traces, connecting writing with characters that symbolize, pairing objects according to their partners, saying rhymes, counting with pictures/objects, saying the name of the day, grouping objects according to the way the child knows, sequencing the pattern, mentioning the various objects, circling, filling in the dots, completing the letters, drawing lines, reading, completing designs based on the instruction and putting ticks and crosses.	according to the theme given
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### 3.2 Need Analysis

In this research, a need analysis is all the activities conducted by the researchers to identify and collect data in the field. This activity was related to the need for English textbooks used in TK Aisyiyah Surakarta. The techniques used by researchers in analyzing these needs were document analysis and discussion. In detail, the description of the need analysis results is as follows.

#### a) Learning Objectives

Based on the findings in the field, the objectives of learning English in TK Aisyiyah Surakarta varied. The results showed that the school introduced English because the school wanted to teach English to children, introduce the English vocabulary, and introduce the book media to children in the kindergarten. This opinion was strengthened by N, who stated that although English was only given as an introduction, the purpose of English textbooks needed to clarify language mastery in children.

#### b) Themes

The findings in the field indicated that the themes in the textbook were themes that referred to government/central references. However, the sub-themes taught were taken from the conditions and situations in the environment around the children and the school. Children would become familiar and closest to their everyday life.

### c) Images / illustrations

The findings in the field indicated that the desired English textbook images/illustrations for kindergarten children are as follows. The first finding related to the desire for images to be replaced by photographs. The second finding showed that the textbooks used colorful pictures. This statement is supported by T, who said that the book is expected to have a colorful image in the illustration of the vocabulary. It would be better if it uses a photo.

Meanwhile, RI replied that to improve learning, the pictures in the textbook are made to be larger, colorful, and attractive. Furthermore, there is a need for a black and white page. These pages can be used for coloring.

### d) Language Model

The findings in the field showed that the language model used in the exercise instruction is almost the same. The sentence instructions start from the easiest/simplest ones to the more difficult/complex exercises. In addition, efforts are made to make children independent. The activities in the books also need repetition. It is like what RA stated that the instructions in the textbook require repetition. The repetition here is intended so that the vocabulary is attached to the children.

### e) Language skills

Data in the field showed that language skills in textbooks include four skills: listening, speaking, reading, and writing. This statement was expressed by A, T, RA, N, RI. They also said that the four language skills should be given to students, even though the percentage portions are different. These linguistic skills start from listening to speaking, followed by reading to writing. These four skills are given because language learning required learning all skills even though the percentage is different.

### f) Activities and assignments

The facts in the field were found that the activities and assignments should be given to developing six aspects of child development. This fact was said by A, T, RA, N, and RI. They stated that the exercises/assignments in textbooks have to develop children's six aspects of development.

## 3.3 Development of Solutions.

The HAPPY THINKING textbook is believable can overcome children's weak vocabulary. This textbook has a close relationship with cognitive development. Integrated thematic texts containing thematic learning characteristics can optimize the implementation of thematic learning (Prastowo, 2013: 297). This book uses an approach that connects several aspects of integrated learning materials (Fogarti, 1991: 75). Children will be actively and pleasantly involved because learning is interconnected among several elements (Belawati, 2003: 12; Hatch & Brown, 1995: 372-392). One of the approaches that can be used is the cognitive approach to optimize learning meaningfully. A cognitive approach is a learning process that occurred internally in the brain, including perception, understanding, thinking, memory, and attention (Wolff, West, Farmer, 1991: 4). In this cognitive perspective, children learn is determined by the stages of individual development and age changes (Piaget, 1988: 76). Cognitive approaches can help children to understand vocabulary optimally by using five aspects. The five aspects are that 1) Developmentally Appropriate Practice (DAP), 2) echolalia/repetition, 3) monologue, 4) comment and request, and 5) questions and answers.

The first aspect of integrated thematic textbooks in understanding vocabulary is Developmentally Appropriate Practice (DAP). DAP is the design of learning activities that have to be adapted to the children's level of development. Thematic textbooks integrated with photo media can improve children's vocabulary mastery if the book is based on exercises that are appropriate for children's development (DAP) (Richards, 2001: 223; Cunningsworth, 1995: 136; Tomlinson & Masuhara, 2013: 11; McDonough, Shaw & Masuhara, 2013: 235). These DAP exercises include knowledge of written and spoken languages, developing literacy, improving communication between friends and teachers, and developing children's self-confidence. The activities provided in the book must also consider the individual development stage and the children's age (Piaget, 1991: 4). Likewise, the level of difficulty in the textbook also needs to be adjusted to the children's ability. If this concept is applied in textbooks, children's vocabulary mastery can increase.

The second aspect of integrated thematic textbooks in understanding vocabulary is the



application of echolalia/repetition. Repetition/repetition is repeating the other person's conversation. This repetition is a way for children always to remember the vocabulary that has been given. This activity is the easiest way for children to do. It is known that the ability to repeat or imitate is given to humans from birth (Field, Woodson, Greenberg & Cohen, 1982: 179-181). In this independent way, neurons become active when learning about the same things (Arbib, 2005: 329). For learning in kindergarten, the imitated vocabulary should adjust them (Williams, 1983: 252). The vocabulary refers to the objects they often see. The more often children see these objects, the more attached the language they will learn.

The third aspect of integrated thematic textbooks in understanding vocabulary is the application of monologues. A monologue is self-talk. Monologues in the books are intended for children to learn how to speak and write correctly. In the monologue, the teacher's explanation and voice start from the beginning to the end of the lesson (Nesari, 2015: 642-647). This monologue can be said inwardly. This process can also occur when children read and write silently (Ivanova, Horton, Swets, Kleinman, & Ferreira, 2020; Schauer, 2019). This process will strengthen the children's memory in memorizing vocabulary. The examples of monologue in children's activities are writing the vocabulary, thickening the letter, connecting words with symbols that symbolize them, etc.

The fourth aspect of integrated thematic textbooks in understanding vocabulary is comment and request. Comment and requests are a form of interaction between children and other people. Comment and requests or are given in the book in the conversation exercises and orders. Conversation exercises are intended for the children to express their ideas regarding what they are feeling. Meanwhile, requests can be seen when the children ask the other person to do something. Commands to do something also appear when children give instructions to their friends to do what they ask. Comments and requests can also come up in the dialog (Sybing, 2021). Barekat and Mohammadi (2014: 353-362) said that dialogue can significantly assist children's speaking skills. The teacher's role in understanding dialogue and the discussion between children is vital (Teo, 2016: 47-60; Rapanta & Christodoulou, 2019). The dialogue and discussion can grow children's vocabulary either directly or indirectly.

The fifth aspect in the integrated thematic textbooks in understanding vocabulary is the application of question and answer. Questions and answers are given concerning questions that can be answered directly related to the text and associated with the culture of the students (Beerwinkle & McKeown, 2021). This question and answer also appear in the textbooks when the teachers give instructions to their students. After delivering the material, the teachers usually do this question and answer, usually when asking children about material that has not been understood. This question and answer are believed to improve children's memory (Henry & Roediger, 2018: 116-122). In addition, the question and answer appear at the opening and closing. During the opening activity, the question and answer appear in the warming up stage. In this activity, the teachers usually repeat the previous lesson using question and answer. This activity also occurs in recalling/repeating material. The action in identifying is asking about the impressions of the studies that have been conducted from morning to that time. In addition, questions and answers can also describe the children's abilities (Florensa, Bosch, & Gascon, 2020). In question and answer, children use their vocabulary actively. The habit of using this vocabulary will increase the number of new vocabularies that children have.

#### **4. Conclusion**

It is known that one of the weaknesses of children in learning English is to increase their vocabulary. Vocabulary can be learned through textbooks used in schools. Textbooks, as the primary reference in learning, are an essential source of successful knowledge. The more quality textbooks that are given to children, the better the results they will achieve. On the other hand, the less quality the books used are, the less good the expected results will be. Problem analysis was completed on English books used in kindergartens in Surakarta. The research dealt with learning objectives, themes, pictures/illustrations, language models, language skills, and activities and assignments. The analysis results showed that there are still gaps in the textbooks. Textbooks need to be created to solve this problem. The need for readers is constructed based on the results of textbook analysis, the results of discussions with English teachers, and the results of reviews by

experts. The results of the meeting and examination are constructed in a textbook based on the cognitive theory initiated by Piaget and Bruner. The distinctive feature of this product is that the children's vocabulary is by concrete objects (in the form of photos) and is easily found in the environment, incorporates the four language skills (including pronunciation), covers six aspects of child development, and is based on the characteristics of child development (DAP). Textbook product that has been mutually agreed is ready to be tried out for children's learning in kindergarten.

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