THE USE OF THEMATIC DICTIONARIES AS A MEDIUM FOR EARLY CHILDHOOD LANGUAGE DEVELOPMENT

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Abstrak

This study uses three-language thematic dictionaries (English, Arabic, and Indonesian) to examine how early childhood language development recognizes foreign vocabulary. Classroom Action Research is applied in this study and is conducted in three cycles, with two sessions per cycle. The study focuses on the child's ability to identify words in the themed dictionary. Fourteen kindergarten students become the subject of the study. Documentation and observation are used in the data-gathering process for this study. Thematic dictionaries are used in the learning process to introduce vocabulary while focusing on each theme through various learning strategies. The study's findings were 33% for cycle I presentations, 75% for cycle II, and 94% for cycle III. Thus, three-language thematic dictionaries (English, Arabic, and Indonesian) can help young children enhance their language skills.

Keywords: *Thematic Dictionary, Early Childhood, Language Development*

Abstract

Penelitian ini bertujuan untuk melihat bagaimana perkembangan bahasa anak usia dini dalam mengenal perbendaharaan kosa kata asing melalui penggunaan kamus tematik tiga bahasa (Indonesia, Arab dan Inggris). Jenis penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam tiga siklus pada setiap siklus terdiri dari 2 pertemuan. Subjek dalam penelitian ini adalah 14 orang anak di Tk B Deresan Yogyakarta. Objek penelitian adalah kemampuan anak mengenal kosakata yang ada didalam kamus tematik. Dalam pengumpulan data pada penelitian ini dilakukan dengan observasi, dan dokumentasi. Proses pembelajaran menggunakan kamus tematik dengan mengenalkan kosakata melalui pendekatan belajar sambil bermain pada setiap tema. Hasil pada penelitian ini adalah pada siklus I presentasenya 33%, pada siklus II meningkat menjadi 75% dan untuk siklus III mencapai 94%. Dengan demikian, penggunaan kamus tematik 3 bahasa (Indonesia, Arab dan Inggris) dapat menjadi media dalam mengembangkan bahasa untuk anak usia dini.

Kata Kunci: *Kamus Tematik, Anak Usia Dini, Perkembangan Bahasa*

A. INTRODUCTION

Early childhood is a golden age or crucial era characterized by rapid growth and development [1]. A study by Baylor College of Medicine revealed that 50 percent of a person's cognitive ability is developed by the age of four, and by the end of early childhood at age eight; a child's intellectual capability has reached 80 percent. Early childhood education is a form of training that focuses on children between the ages of 0 and 6. Its purpose is to enhance children's development, such as their physical and spiritual growth, including religious and moral values, cognitive abilities, language skills, socio-emotional well-being, physical coordination, and artistic talents. According to the Minister of Education and Culture Regulations, early childhood education is a training program for children from birth to 6 years old. It involves providing educational incentives to support physical and spiritual growth and development, preparing the child for the next stage. The text refers to the Ministry of Education and Culture Ministerial Regulation in[2]. In line, Shopia and Dadan [3] argued that early childhood education is an effort to stimulate and encourage children from birth to six years old, known as the Golden Age, by providing educational stimulation to support the child's physical and spiritual growth and development, preparing the child to move on to the next level. Thus, the primary responsibility of early childhood education teachers is to foster various dimensions of child development in an engaging, enjoyable, and easily comprehensible manner, utilizing a diverse range of media, methodologies, and

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[1] J. F Mustard, 'Early Child Development and Experience-Based Brain Development: The Scientific Underpinnings of the Importance of Early Child Development in a Globalized World', *The World Bank International Symposium on Early Child Development.*, 2006; D. A. (Eds.). Shonkoff, J. P., & Phillips, *From Neurons to Neighborhoods: The Science of Early Childhood Development.* (National Academies Press., 2000).

[2] (Kementrian Pendidikan Nasional RI Peraturan Menteri Pendidikan Dan Kebudayaan Republik tentang Standar Nasional Pendidikan Anak Usia Dini No 137 Tahun 2014, n.d.)

[3] 'Media Pembelajaran Untuk Anak Usia Dini Di Pendidikan Anak Usia Dini', *Jurnal Pendidikan Tambusai*, 05.01 (2021), 1560–61.

approaches that are centered around themes established for each academic year, encompassing both semester one and semester two. Early childhood education as the educational process targeted towards children aged 0-6[4]. This process involves providing a range of incentives to support children's physical and spiritual growth and development, ensuring they are prepared for the next stage of their education

Language development is a crucial part of early childhood development, since it serves as a means of facilitating communication between individuals. According to the big dictionary of Indonesian language, language is defined as an unrestricted system of sound symbols that is used by members of a community to collaborate, interact, and establish their identity[5]. Language serves as a medium for individuals and members of society to convey their emotions, ideas, and wishes[6].

Languages serve as a means of fostering communication, introducing new words, and expanding a child's vocabulary from a young age, with the goal of enabling them to effectively communicate within their environment. Comprehending language development encompasses the growth of communication abilities, specifically the capacity to utilize all human language capabilities for the purpose of expressing and conveying language[7]. Early childhood language development refers to the cognitive growth of a child, which is manifested through both spoken and written expression, influenced by the kid's level of inventiveness. An individual's language proficiency greatly depends on the quality and quantity of their vocabulary.

[4] R Sutari, *Pendidikan Anak Usia Dini: Konsep Dan Implementasi* (Jakarta: Kencana, 2019); Saptiani Anizar Ahmad, *Konsep Dasar Pendidikan Anak Usia Dini* (Naskah Aceh, 2018); R. D Utami, *Model-Model Pendidikan Anak Usia Dini Di Indonesia.* (Bandung: Alfabeta, 2020); S. Hadi, *Panduan Praktis Pendidikan Anak Usia Dini* (Jakarta: Prenadamedia Group, 2021).

[5] Wahyu Untara, *Kamus Bahasa Indonesia: Edisi Revisi*, Edisi Revi (Yogyakarta: Indonesia Tera, 2014).

[6] S Jamilah, 'Fungsi Bahasa Sebagai Alat Ekspresi Emosi Dan Aspirasi Dalam Masyarakat.', *Jurnal Komunikasi Dan Bahasa Indonesia*, 15.1 (2020), 45-59.; H Soesilo, *Psikolinguistik: Kajian Bahasa Dan Pikiran.* (Jakarta: Gramedia Pustaka Utama., 2020); Vivi Anggraini Indra Yeni, Irdhan Epria, *Pengembangan Media Animasi Lagu Minangkabau* (Padang: PACE, 2021).

[7] Lilis Madyati, *Strategi Pengembangan Bahasa Pada Anak* (Jakarta: Kencana, 2017).

An extensive and varied lexicon forms the basis for successful communication, empowering individuals to articulate thoughts, concepts, and sentiments with accuracy and lucidity. Studies have shown that the extent and range of one's vocabulary play a crucial role in determining their ability to understand written text, achieve success in academics, and general skill in language. Beck, McKeown, and Kucan [8] assert that vocabulary knowledge has a direct correlation with an individual's language comprehension and production skills. This is because vocabulary equips individuals with the essential means to construct and decode intricate phrases and concepts. In addition, Nagy and Townsend [9] emphasize that a strong vocabulary not only improves linguistic abilities but also supports cognitive growth by promoting superior problem-solving and critical thinking capabilities. Therefore, it is crucial to invest in the development of vocabulary from a

young age by engaging in activities such as reading, having conversations, and exposing oneself to various linguistic experiences. This will help to cultivate advanced language skills and guarantee excellent communication abilities throughout one's lifetime. However, in reality, children are only introduced and accustomed to communicating in their mother tongue (native language) from birth until they reach early childhood. Language acquisition in early childhood has two stages: first language acquisition and second language acquisition. First language acquisition, also known as the mother tongue, occurs because children first learn in their environment, and their mother is the first environment for children. Meanwhile, second language acquisition is a foreign language, which children typically acquire through formal or non-formal education[10].

According to the regulation of Education and Culture Ministers number

[8] *Bringing Words to Life: Robust Vocabulary Instruction* (Guilford Press., 2013).

[9] D. Nagy, W. E., & Townsend, 'Words as Tools: Learning Academic Vocabulary as Language Acquisition', *Reading Research Quarterly*, 47.1 (2012), 91-108.

[10] Saptiani, 'Pengembangan Media Pembelajaran Kamus Tematik Tiga Bahasa (Indonesia, Arab, Inggris) Untuk Menstimulasi Kognitif Anak Usia Dini.', *Bunayya: Jurnal Pendidikan Anak*, I.2 (2017), 100–118.

137 of 2014, the language development of children is divided into three stages: comprehension of language, expression of language, and proficiency. The child has the cognitive ability to comprehend and grasp the intended significance and objective of verbal communication from others. This includes comprehending instructions, understanding narratives, and comprehending explanations provided by a teacher, among other things. Once the child comprehends the language, they will possess the ability to articulate it both verbally and in written form. This includes expressing their emotions, recounting the details of a story they have heard, responding to inquiries, making simple statements, and utilizing drawing and scribbling to convey their imagination and feelings. Every child has the capacity to acquire knowledge of the letters and sounds of a language, as well as the ability to assemble these letters into basic vocabulary. For instance, a child may be familiar with the letters in their own name and the letter associated with the subject being taught on a particular day, among others.

Early childhood educational institutions employ a playful approach to learning, including media and enjoyable approaches. The incorporation of media aids in the effective delivery of knowledge and learning content. Learning media refers to a tool or resource that contains educational material and facilitates the effective and efficient transmission of information, hence enhancing the stimulation and absorption of the given knowledge.

Thematic dictionaries serve as a tool for teachers to teach children vocabulary in Indonesian, Arabic, and English, with the goal of expanding their vocabulary. This trilingual Indonesian-Arabic and English thematic dictionary focuses on two themes in the early childhood curriculum, specifically the themes covered in the first and second semesters. The terminology included in this themed dictionary differs from a general dictionary, which is typically sorted alphabetically. Instead, this thematic dictionary is structured around specific themes. The theme dictionary contains images and sizes in three languages: Indonesian, Arabic, and English. These

images are presented in colorful visuals that are tailored to the child's features and interests. Teachers play a significant influence in facilitating children's comprehension of the offered material. An effective approach is to incorporate the use of media in the learning process.

The importance of creative teaching media in early childhood education cannot be overstated, as it plays a crucial role in enhancing the learning experience and development of young children. Creative teaching media, such as interactive digital tools, hands-on materials, and multimedia resources, engage children in a variety of sensory experiences that make learning more enjoyable and effective. These media cater to different learning styles, ensuring that visual, auditory, and kinesthetic learners can all benefit. Incorporating technology and creative media into early childhood education promotes critical thinking, problem-solving, and digital literacy skills from a young age [11].

Additionally, a study by Nikolopoulou [12] found that creative teaching media supports language development and literacy skills by providing interactive and engaging content that stimulates children's curiosity and imagination.

Furthermore, creative teaching media fosters social and emotional development. Yeh, Hung, and Hsu [13] highlight that group activities involving creative media encourage collaboration, communication, and empathy among young learners. The use of varied media also supports differentiated instruction, allowing educators to tailor their teaching strategies to meet the diverse needs and abilities of their students. Then, creative media can bridge the gap for children with different learning paces and preferences, ensuring inclusive education for all[14]. Furthermore,

[11] R. J. Røkenes, F. M., & Krumsvik, 'The Use of Digital Learning Tools in Kindergarten: An Affordance Perspective', *Nordic Journal of Digital Literacy*, 16.2 (2021), 95-109.

[12] 'Mobile Digital Technology and Preschoolers' Learning', *Early Childhood Education Journal*, 49.6 (2021), 1–9.

[13] 'Digital Game-Based Learning for Improving Kindergarten Children's Cooperation Skills', *Interactive Learning Environments*, 28.2 (2020), 256–71.

[14] E Loizou, 'Differentiated Instruction in Early Childhood Education through Digital Media', *Education and Information Technologies*, 27.1 (2022), 77–93.

Arsyad [15] contends that in order to foster inventive isolation, a teacher must employ novel means, such as utilizing different media. Children greatly benefit from the incorporation of innovative media in their learning process and this will assist researchers in addressing the problem formulation by using thematic dictionary media to develop early childhood language.

B. METHODS

The study applied classroom action research (CAR), which examines how social events are studied while focusing on how the actions taken in response to those circumstances might be improved. This study aims to obtain a precise understanding of the initial situation and propose measures to enhance the quality of the social situation, specifically within a classroom setting. The research employs the class action study method, utilizing the research model developed by Kemmis and Mc. Taggart[16]. This model involves a continuous cycle of planning, taking action,

and evaluating the outcomes of the action, repeating the process until effective and efficient measures is identified.
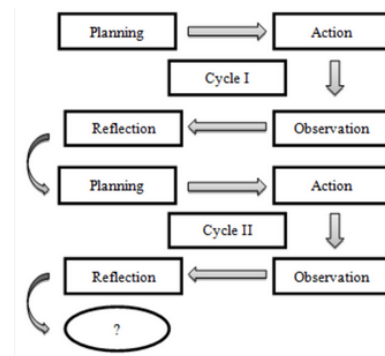
Picture 1. The Step of Classroom Action Research

In measuring the impact of an action or treatment, the researcher first identifies the starting state or problem, referred to as the pre-action research. Then, the researcher does research during the action, and finally, research after the action to assess the effects. To provide greater clarity, the table will be presented as follows:

Reaserach Before The Action	Research During the Action	Research After The Action
1. Knows: 2. Potentials and Problems 3. Initial Conditions before Action 4. Action Plan	1. Knows: 2. Process of implementation Action 3. Participant response during action	1. Knows: 2. Conditions after the action 3. Participants response after the action
Action impact: compare the conditions after action and before action		

[15] *Media Pembelajaran* (Jakarta: PT RajaGrafindo Persada., 2024).

[16] Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta, 2018).

Data collecting techniques involve the systematic process of observing and documenting information. The data was collected through a collaborative effort between researchers and teachers. The study focused on kid B II out of a total of 14 participants. The data obtained was evaluated utilizing presentation methods. The reference mentioned by Arikunto [17] is as follows:

P= (F-N) x 100

Description:

P = percentage

F= amount obtained

N= total number of children

C. FINDINGS AND DISCUSSION

Before conducting the research, the researchers had conducted observations which revealed that the child's language development abilities needed to be fully developed. The child demonstrated a lack of comprehension of commands, difficulty expressing themselves, and a limited understanding of the underlying causes, likely due to a limited vocabulary. The study was conducted on a sample of 14 children, comprising of five males and nine females. The pre-cycle yielded a 20% result, indicating that 2 out of 14 children possess language learning ability.

The study conducted a class action research, which comprised of three cycles, with each cycle consisting of two meetings.

Cycle	Meeting	Theme/Sub-Theme	Indicators	Action
I	First	Myself/ Parts of the Body	Receptive Language	Understand the described vocabulary. Understand the command on each theme.
	Second	My Environment/ Family Member	Expressive Language	
II	First	Land Animal/ Chicken		Pronounce the letters on the theme, Tell the experiences related to the topics.
	Second	Recreation	Literacy	
III	First	Occupation/ Police		
	Second	Plant/ Fruits		Identifies the letter based on the theme through various activities. Write the letters based on the theme

Cycle I

The first cycle's treatment or action comprises two meetings where children are

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[17] *Metode Penelitian* (Jakarta: Bumi Aksara, 2013).

exposed to vocabulary in Arabic and English on their themes, with sub-themes about body parts and themes related to my neighborhood with sub-themes pertaining to family members, using thematic dictionary media. This activity is carried out in four phases, namely;

The planning phase is the first stage of this research. During this phase, activities include preparing the Daily Lesson Plan on the theme of "self and my environment" with sub-themes of "parts of the body" and "family members." Additionally, other preparations, such as letter cards and icebreakers on the topic of "me and my environment", with sub-themes of "parts of the body" and "the family," are also made.

Action: during this stage, the child is taught the vocabulary found in the three-language thematic dictionary (Indonesian, Arabic, and English) related to the themes of "self-self" and "my environment." The specific vocabulary introduced includes words such as "mout-mounth" (mouth), "head-head-foot" (head), "body-nape" (body), "tarm-tangan" (hand), and "rha-hair" (hair) for the "self-self" theme. For the "my environment" theme, words such as

"mother-father-ather" (parents), "yoer-sister" (sister), "sister-sisters" (sisters), "older sister-male" (brother), and "grand-brother-in-your-environment" (grandfather) are taught.
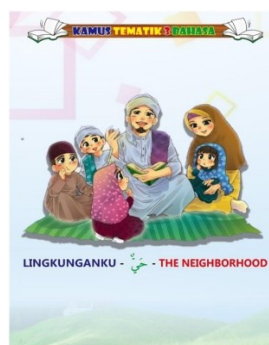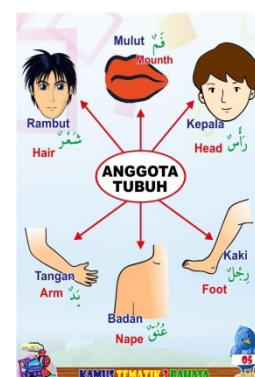
The researchers collaborated with the teacher to introduce vocabulary into the singing method. Then, the child was instructed to demonstrate the body parts indicated by the researcher and teacher to assess the child's comprehension of language. Additionally, the child was asked to pronounce vowel sounds related to their own self and environment and to share

their experiences on the topic under study to evaluate their language expression abilities. Finally, the child was asked to sound out the words "M A T A" and "I B U" to assess their knowledge of these characters.

Observation, during this stage, the researcher carries out an action or task where they observe the child's language development regarding understanding. This is done by asking the child to identify body parts mentioned by researchers and teachers and referring to pictures of family members provided by the teacher. A three-language thematic dictionary is used for this purpose. 36% of the children have already achieved linguistic comprehension. In the upcoming exercises, language researchers and teachers instructed the kid to identify words related to the theme "self and my environment" in Indonesian, Arabic, and English. Additionally, the child was requested to share their personal experience with "M A T A and I B U". The language proficiency scores obtained were 30%. To assess the child's equivalency skills, the researcher and teacher instructed the child to recite the words "m A T a and I b

U". The obtained result for this task was 32%.

Reflection, upon reflecting on the results of the initial cycle action, it was found that 33% of the children were already capable. However, during the pronunciation stage, it was observed that some children were still not attentive enough to understand the teacher's instructions regarding the letters mentioned by the researcher and teacher. Furthermore, during the language development stage, the child did not respond to the teacher's request to name the letters shown and lacked sufficient vocabulary skills to express their experiences related to the given theme. Furthermore, the child's lack of capacity to differentiate between the letters offered in the theme hinders their ability to construct words. The recorded data is presented in Table I.

Tabel I. Presentation of Child Language Development in Cycle I

Competence	Indicators	Cycle

Receptive Language	Understand the described vocabulary.	29%
	Understand the command on each theme	43%
Expressive Language	Pronounce the letters on the theme	32%
	Tell the experiences related to the topics	29%
Literacy	Identifies the letter based on the theme through various activities	25%
	Write the letters based on the theme.	40%

Consequently, a strategy for enhancement was formulated during the second phase by including a more captivating singing technique and a play-based learning approach. The linguistic development of youngsters was observed and recorded using thematic dictionaries. Basically, action research is a study conducted with several actions to improve a pattern, rule, strategy, method, or concept in a program to achieve better results than before [18].

Cycle II

The approach taken for cycle II is to address the shortcomings identified in cycle I. Cycle II has two sessions that aim to familiarize children with Arabic and English languages related to animals, specifically land animals, and modes of transportation, including land vehicles. These sessions utilize a thematic dictionary as a learning tool. This action is conducted in four distinct stages, which are:

Planning, during the planning step, researchers create a daily lesson plan centered around animals and land transportation, with subtopics focusing on terrestrial creatures and vehicles. The task was to illustrate the terms "chicken" and "car" using letters while also reciting stories about his experiences riding a "car" and responding to commands to ring the chicken voice and observe the automobile trip.

Action, during the implementation phase, the teacher introduced vocabulary related to land animals in Indonesian, Arabic, and English. The words included (ayam – chicken) (kerbau – buffalo) (kambing – goat) (unta – camel) (anjing-dog) (kelinci – rabbit) (kucing – cat) (kuda – horse) and the vocabulary of land vehicle subtheme are (mobil – car) (sepeda motor – motorcycle) (sepeda – bicycle) (becak – pedicab) (taksi – taxi) (kereta api -train) (bus

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[18] Wanda Nugroho Yanuarto and others, *Penelitian Tindakan Kelas Panduan Lengkap Dan Praktis*, Diterbitkan Oleh Penerbit Adab CV. Adanu Abimata, 2021.

- bus) dan (dokar- cart). Here are pictures and vocabulary on the theme "Land animals and land vehicles":

Researchers worked with teachers to incorporate vocabulary into play-based methods. Children were instructed to display animal pictures, as the researchers and teachers requested, to assess their language comprehension skills. Additionally, the children were prompted to pronounce animal-related words and share their experiences related to the topic under study to evaluate their language expression abilities. Finally, the children

were asked to draw lines corresponding to the pictures to measure their character recognition skills. According to research by Neuman and Roskos [19], word wall can help children develop phonemic awareness and word recognition, that is important in the early stages of reading learning. Furthermore, a study combining word walls with interactive activities, such as word games and writing, can significantly improve children's literacy [20].

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[19] 'Building the Foundation for Literacy: Effective Early Literacy Practices', *Early Childhood Education Journal*, 49.2 (2021), 49(2), 123-135.

[20] P. M Cunningham, 'The Teacher's Guide to the Four Blocks', in *Eaching Children to Read*, 5th editio (Allyn & Bacon., 2019).

Observation, during this stage, the child displayed high enthusiasm while observing images related to animals and recreation in the thematic dictionary. The purpose of this observation was to assess the child's ability to comprehend the language of play by correctly identifying the images mentioned by the researchers. The child demonstrated a passionate and pleasurable engagement with this activity, achieving a presentation score of 77%. Subsequently, the researcher requested the child to identify figures related to animals and recreation and imitate various animal sounds, such as those of a chicken, crab, and goat. Additionally, the child was asked to share their experience of riding on land vehicles to evaluate their language expression skills. The achieved presentation value for this exercise is 61%. To measure equivalency, the kid was asked to hold the pencil correctly and draw a line on each word corresponding to the picture. The resulting presentation value is 87%.

Reflection, upon reflecting on the results of cycle action II, it is evident that the child has achieved an accuracy score of 79%. However, it is worth noting that the child still needs more confidence in articulating their experience about the offered theme, as observed on the display of results. According to the researcher/teacher's instructions, the child can respond but is still influenced by the foreign language. However, when it comes to expressing themselves in the language, the child does not follow the instructions given by the teacher to mention specific letters.

Additionally, the child needs more vocabulary to share their experiences related to the given topic and their capacity to differentiate between visuals and words. They are enhancing the child's creative abilities by incorporating more engaging methods and adopting a play-based learning approach. The data on the child's language development in cycle II, obtained through theme dictionaries, are documented in Table 2.

Tabel 2. Presentation of Child Language Development in Cycle II

Competence	Indicators	Cycle
Receptive Language	Understand the described vocabulary.	93%
	Understand the command on each theme	82%
Expressive Language	Pronounce the letters on the theme	79%
	Tell the experiences related to the topics	43%
Literacy	Identifies the letter based on the theme through various activities	78%
	Write the letters based on the theme.	96%

Cycle III

In cycle III, children are invited to become familiar with Arabic and English vocabulary related to the sub-themes of PROFESSIONS and PLANTS, which include Police and Fruit, by using thematic dictionary media. This cycle III treatment or action addresses the shortcomings identified in cycle II. This activity consists of four stages. The first is planning, where researchers initially develop a daily lesson plan focusing on professions and plants, with subtopics on police and fruits. This activity aims to comprehend the instructions for categorizing words according to items, stating one's preferred fruit, expressing desired aspirations or vocations as an adult, and coloring the corresponding words in the picture.

During the implementation phase, the teacher introduces vocabulary related to the sub-theme of professions in Indonesian, Arabic, and English. This includes words like doctor, farmer, soldier, pilot, police, and trader. Additionally, vocabulary related to plants such as pineapple, banana, orange, mango, grape, apple, strawberry, papaya, and durian is also taught. Below are images and terminology related to "occupations and plants":

At the observation stage, the child is enthusiastic about expanding their vocabulary through themed dictionary media and languages. View images related to professions and plants in specialized dictionaries to assess a child's language comprehension skills. The child is encouraged to group words based on the corresponding images. Researchers conducted this activity with enthusiasm and pleasure, resulting in a success rate of 98%. Following this, the researcher narrates stories about fruits and prompts the children to share their experiences with different fruits. Finally, the child is encouraged to express their thoughts and opinions. As an adult, the acquired value in this exercise is 89% when testing equivalency by instructing a kid to color pictures of objects while naming them, focusing on the themes of professions and plants. The acquisition rate of the presentation is 96%.

Based on the outcomes of cycle III, reflection yielded a language development accuracy score of 94% for children, encompassing language comprehension, expression, and literacy skills. The child's response showed significant development when the researcher/teacher asked the child to classify the word based on the picture. In terms of language expression, the child is already capable of recounting experiences and expressing ideas guided by the teacher, and this ability is developing well. Furthermore, the child has already correctly colored the picture according to the word, demonstrating excellence. The observations of variations in language development among children in each cycle using thematic dictionaries are documented in table 3.

Table 3. Presentation of Child Language Development in Cycle I, II, and III

Compete nce	Indicators	Cycl e I	Cycl e II	Cycl e III
Receptive Language	Understand the described vocabulary.	29%	93%	100%
	Understand the command on each theme	43%	82%	97%
Expressiv e Language	Pronounce the letters on the theme	32%	79%	100%
	Tell the experiences related to the topics	29%	43%	78%
Literacy	Identifies the letter based on the theme through various activities	25%	78%	96%

	Write the letters based on the theme.	39%	96%	100%
	Total	33%	75%	94%

Based on the above table, children's language development in cycles I, II, and III has improved. In Cycle I language development, the child comprehension sphere obtained a presentation value of 36%, then in Cycle II, 87.5%, and Cycle III, it reached 98.5%. And for the sphere expressing language in Cyclus I obtained a presentation value of 30.5%, in Cycle II is 61% and for Cycle III is 89%, and for the scope of equivalence in Cyclus I obtained a rating of 32%, and in Cyclus II 87% and for cycles III reaches a score of 98%. Based on the above data results, implementing the thematic dictionary of three languages (Indonesia, Arabic, and English) and adding the child's vocabulary can improve the child's language development in the phases of understanding language, expressive language, and equivalence.

D. CONCLUSION

Thematic dictionaries in Indonesian, Arabic, and English have emerged as an engaging tool for children to learn vocabulary. The observed improvement in each cycle indicates that thematic dictionaries can enhance language development in children aged 5-6 years by fostering their comprehension, expression, and language abilities.

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