

## Increase Ability Know English Vocabulary Through the Interactive Whiteboard for Group B Children at Nurul Hidayah Kindergarten, Purwakarta 2025

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### Abstract

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This study aims to determine the effect of using interactive whiteboard media on improving early childhood skills in recognizing basic English vocabulary at Nurul Hidayah Kindergarten, Kiarapedes, Purwakarta, and analyze changes in children's learning behavior after the media's implementation. The method used is classroom action research (CAR) with three cycles: pre-cycle, cycle I, and cycle II. The results showed that the level of active participation of children increased significantly, from 30 in the pre-cycle to 71 in the first cycle, reaching 75 in the second cycle, and reaching 85 in the post-cycle. The use of interactive whiteboards encouraged children's engagement in the learning process, improving verbal responses, vocabulary comprehension, and enthusiasm for learning activities. Children were able to recognize and use English vocabulary independently and spontaneously. Changes in learning behavior are also evident in increased self-confidence, learning initiative, and collaboration among children during learning. Interactive media has proven effective as a visual and kinesthetic aid that supports the cognitive and affective development of early childhood. From these findings, it can be concluded that interactive whiteboard media has a positive contribution to English learning at the kindergarten level and is worthy of being developed more widely as part of early childhood education innovation.

**Keywords:** English Vocabulary, Interactive Board, Early Childhood Education

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### INTRODUCTION

Early childhood education (PAUD) is an important foundation in shaping children's character, cognitive, social, and language abilities. During the *golden age*, children have the optimal capacity to receive comprehensive and meaningful learning stimulation. The Indonesian government has established PAUD Graduate Competency Standards through Permendikdasmen No. 10 of 2025, which emphasizes the importance of developing language and communication aspects as part of the eight child development milestones. Early childhood education is the most crucial phase in shaping children's character and basic skills. At the age of 0–6 years, children are in a golden age *that* allows for rapid cognitive, social, emotional, and language development. The right approach at this age can build a strong learning foundation for children's future. Early childhood education must involve a fun learning process, rich in exploration, and appropriate to the child's developmental stage.



One important aspect of early childhood language development is vocabulary mastery. Vocabulary is a fundamental component of language skills, including listening, speaking, reading, and writing. The richer a child's vocabulary, the better their ability to communicate and understand their surroundings. Therefore, introducing vocabulary from an early age is a strategic step in supporting children's learning readiness at the next level of education. Vocabulary mastery is the foundation of comprehensive language skills. Children with a rich vocabulary will find it easier to express themselves, understand instructions, and communicate with their surroundings. Vocabulary is a key element in learning English, especially for children who are not yet familiar with foreign language systems. In the context of globalization, introducing English at an early age is not only an educational strategy but also a form of adaptation to the demands of the times.

English, as an international language, plays a crucial role in the era of globalization. Introducing English vocabulary from an early age can improve children's future competitiveness and broaden their understanding of global culture. According to Widyawati & Mumpuni (2024), teaching English vocabulary to early childhood is more effective through fun and contextual approaches, such as singing, playing, and using visual media. Noun vocabulary is a category that is easily recognized by children because it is directly related to objects they encounter every day. Introducing noun vocabulary in English such as " *table* ," " *chair* ," " *book* ," and " *bag* " can be done through interactive and visual methods. Teguh Gunawan (2025) states that learning noun vocabulary through play activities and visual media can significantly improve children's memory and interest in learning. Early childhood has an extraordinary capacity to absorb new information, including foreign languages. Learning basic vocabulary such as the names of objects, colors, numbers, and body parts, when presented in a fun and interactive way, can strengthen children's memory. Learning methods that involve physical activity, visualization, and repetition have been proven to be more effective than conventional, passive methods. Therefore, the introduction of English vocabulary needs to be carried out with strategies that are appropriate to the characteristics of kindergarten children.

In the context of 21st century learning, the use of innovative learning media is a demand. One relevant medium is an interactive whiteboard, which allows children to interact directly with learning content through touch, images and sound. Belinda et al. (2023) stated that interactive whiteboards are able to create a learning atmosphere that is not monotonous and increase children's active participation in the learning process. Interactive whiteboards also support a multisensory approach to early childhood learning. Children can see, hear and touch learning objects directly, so that the process of getting to know vocabulary becomes more concrete and fun. The use of this technology is also in line with the principles of play-based learning recommended in the PAUD curriculum.

Media in early childhood learning has an important role as a bridge between abstract material and children's real experiences. One of the media that is starting to be used in modern learning contexts is the interactive whiteboard, which combines visuals, sound and touch to create a multisensory learning experience. Interactive whiteboard media can increase student participation because it provides an exciting and immersive experience. With interactive features such as moving

images, audio, and animation, children not only see, but also experience the material directly.

In addition to increasing attention and motivation to learn, interactive whiteboards have also been shown to help children grasp vocabulary more quickly. In their research, Safitri and Purnamasari (2023) showed that children who learned using interactive media had a 40% increase in vocabulary mastery scores compared to the control group. This demonstrates that appropriately used educational technology can be a solution to increasing the effectiveness of English learning in kindergarten.

However, based on initial observations at Nurul Hidayah Kindergarten, it was found that some children showed limitations in recognizing English vocabulary. They appeared unenthusiastic about learning. Some children even played around and lacked focus. This suggests that not all children were enthusiastic about the situation or strategy implemented by the teacher due to the lack of engaging material delivery. If children continue to experience a lack of progress in learning, this can hinder their language development and lead to delays in thinking.

This situation prompted classroom action research to improve children's ability to recognize basic English vocabulary. This research aimed to test the effectiveness of using an interactive whiteboard as an innovative learning medium. An action-based approach allows teachers to reflect and continuously improve the learning process. Furthermore, this method is highly suitable for early childhood learning. Effective vocabulary learning must involve direct experience and use in real-life contexts. Visual and interactive media can accelerate children's language acquisition.

## **RESEARCH METHODS**

Classroom Action Research (CAR) is a form of reflective research conducted by teachers or researchers in the classroom to improve and enhance the quality of learning and solve practical problems encountered in the teaching and learning process (Kemmis & McTaggart, 1988). CAR is participatory and collaborative because it involves teachers as researchers and agents of change, with the aim of systematically and sustainably improving learning practices. CAR can be defined as a systematic reflective approach in which researchers (usually practitioners) intervene to improve educational practices. CAR is characterized by being based on real-world classroom problems, a recurring cycle (planning-action-observation-reflection), and collaborative between researchers and practitioners. An example of its application is increasing the involvement of kindergarten children through interactive digital media. CAR has the advantage of providing direct solutions to practical problems,

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## RESULTS AND DISCUSSION

This research was conducted at Nurul Hidayah Kindergarten in Purwakarta for three months, from April to June 2025, with the aim of improving the ability of group B children in recognizing English noun vocabulary through interactive whiteboard media. This research used a classroom action approach (CAR) consisting of four stages: pre-cycle, cycle 1, cycle 2, and post-cycle. Each stage was designed to observe the development of children's abilities gradually, with a Minimum Completion Criteria (KKM) set at 70.

In the pre-cycle stage, learning was still conducted conventionally, using lecture and memorization methods. The teacher named objects in English, then asked the children to repeat them. Based on observations and initial tests, the average score for the children was only 63. Of the 20 children, none achieved a score above the Minimum Completion Criteria (KKM). Based on the score classification according to Ariani et al. (2022), this result falls into the "Poor" category (<65). The children appeared less enthusiastic and had difficulty remembering the vocabulary taught.

Cycle 1 was implemented in May 2025, spanning four sessions. At this stage, interactive whiteboards began to be used in learning. Teachers delivered material through interactive images that children could touch directly, accompanied by the pronunciation of English words. Children began to show interest in learning and increased participation. The average score at the end of Cycle 1 reached 71, with 14 students declared successful. Based on the score classification, this result falls into the "Good" category (65–74).

Despite the improvement, there were still seven children who had not yet reached the Minimum Competency (KKM). Observations showed that children who had not yet achieved the minimum competency tended to lack focus or take longer to grasp new words. This information serves as a basis for evaluation and improvement in the next cycle, such as extending practice time, providing more intensive support, and diversifying the media used.

Cycle 2 was implemented in June 2025, spanning three sessions. During this phase, learning was presented in a more varied manner, including group games, interactive quizzes, and more structured question-and-answer sessions. Teachers also provided direct feedback and simple rewards to increase students' motivation. The average student score increased to 75, with 17 students achieving completion. Based on the score classification, this result falls into the "Good" category (75–84).

The children appeared more confident and were able to name and recognize English nouns more fluently. They began using these words in simple conversations in class, such as saying " *book* " when taking a book or " *bag* " when putting away stationery. The teacher reported that the classroom atmosphere had become more active and enjoyable.

The post-cycle was conducted at the end of June 2025 as a final evaluation stage. A final test was conducted to measure the results of the entire series of actions. The average score for children reached 85, with 18 children declared complete. Based on the score classification, this result falls into the "Very Good" category (85–100). Children demonstrated a strong understanding of English vocabulary and were able to relate it to real objects around them. This success demonstrates that interactive whiteboard media is very effective in helping young

children learn English vocabulary visually, auditorily, and kinesthetically. The fun and interactive approach has been proven to increase children's learning motivation and strengthen their memory of the material taught.

Overall, this study successfully achieved its objectives. There was a significant increase from the pre-cycle to the post-cycle stages, both in terms of average scores and the number of children who achieved completion. Interactive whiteboard media has been proven to create a fun learning environment and support early childhood language development. Based on these results, the interactive whiteboard learning method is worthy of recommendation as a learning strategy in early childhood education (PAUD) environments. In addition to improving children's English skills, this method also encourages active involvement, creativity, and self-confidence in the learning process.

## CONCLUSION

Based on the results of research conducted from April to June 2025 at Nurul Hidayah Kindergarten, Purwakarta, it can be concluded that the ability of group B children in recognizing English noun vocabulary before using interactive whiteboard media is still relatively low. This is evident from the pre-cycle results which show an average score of 30, where no child has reached the Minimum Completion Criteria (KKM) of 70. Children tend to be passive, less enthusiastic, and have difficulty remembering and naming noun vocabulary in English. After the learning action using interactive whiteboard media, there was a significant increase in children's ability to recognize English noun vocabulary. In cycle 1, the average score increased to 71, and the number of children who completed the learning increased to 14 people. Cycle 2 showed better results with an average score of 75 and 17 children achieving completion. Finally, in the final test, the average score of children reached 85, with 18 children declared to have completed the learning. This increase indicates that interactive whiteboard media has a positive influence on children's learning outcomes.

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