



Introduction to English Vocabulary Through the Implementation of the Singing Based Method for Children at Saint Don Bosco Catholic Kindergarten Mataram

Hilda Hastuti^{1,*}, Lela Rahmawati², Diah Supatmiwati³, Nur Alfilail⁴, Agus Syahid⁵, Zainuddin Abdussamad⁶

^{1,2,3,4,5,6} Universitas Bumigora

 hildahastuti@universitasbumigora.ac.id

ARTICLE INFO

Article history

Received : 25-6-2026

Revised : 30-7-2026

Accepted : 30-7-2026

Keywords

Augmented
Reality; Halal
Tourism; Sunan
Giri; Wali Songo;
Community
Service; MSMEs

ABSTRACT

This community engagement program aims to introduce English vocabulary to kindergarten students by using songs and singing as an enjoyable learning method. This activity was initiated to foster an interactive and enjoyable learning atmosphere for early childhood learners. Singing was selected as the instructional method because songs can increase young EFL learners' motivation and encourage their active participation in English learning. The singing-based method was implemented through nine stages, namely: (1) identification of the learning theme, (2) song planning, (3) preparation of learning media, (4) opening activity, (5) vocabulary introduction, (6) main singing-based activity, (7) vocabulary reinforcement, (8) simple evaluation, and (9) closing activity. The vocabulary introduction activity employed a singing-based approach using modified lyrics adapted from the song My Finger Family. The lyrics were modified to the learning theme, My Needs, and accompanied by simple gestures to facilitate natural vocabulary acquisition among young learners. The findings of this activity indicated improvements in children's ability to retain new vocabulary, increased enthusiasm for learning, and higher levels of active participation in group singing activities. The results further suggest that the implementation of the singing-based method is effective in sustaining children's attention and fostering a positive and engaging learning atmosphere. Overall, the activity confirmed that the singing-based method is an effective, engaging, and age-appropriate instructional approach for enhancing children's acquisition of basic English vocabulary. The program is recommended for sustained integration into daily classroom activities in kindergarten settings to support children's English vocabulary development.

Kegiatan pengabdian masyarakat ini bertujuan untuk memperkenalkan kosakata bahasa Inggris kepada siswa Taman Kanak-Kanak melalui metode bernyanyi. Latar belakang kegiatan ini adalah membangun suasana pembelajaran yang interaktif dan menarik bagi anak usia dini. Metode bernyanyi dipilih karena Songs can make young EFL learners feel more motivated and engaged in



learning English. Because songs are enjoyable and easy to remember, children tend to pay more attention and participate actively. Repeatedly hearing and singing the lyrics also helps them remember new words more effectively, which improves their vocabulary retention over time. Metode ini juga mampu menciptakan suasana belajar yang menyenangkan dan kontekstual. Metode bernyanyi meliputi nine stages, namely identification of the learning theme, song planning, preparation of learning media, opening activity, vocabulary introduction, main activity (singing –based method), vocabulary reinforcement, simple evaluation, and closing activity. Pembelajaran pengenalan kosakata dengan metode bernyanyi dengan menggunakan lirik lagu yang telah dimodifikasi diadaptasi dari my finger family yang diisuesuaikan dengan tema pembelajaran kebutuhanku dipadukan dengan gerakan sederhana untuk merangsang akuisisi kosakata secara alami. Hasil dari kegiatan ini menunjukkan bahwa adanya peningkatan kemampuan anak mengingat kosakata baru, antusiasme belajar meningkat, serta partisipasi aktif dalam kegiatan bernyanyi bersama semakin tinggi. Hal ini juga membuktikan bahwa implementasi metode bernyanyi membantu menjaga perhatian anak dan menciptakan suasana belajar yang positif. Secara keseluruhan, kegiatan ini membuktikan bahwa metode bernyanyi merupakan metode yang efektif, menyenangkan, dan sesuai dengan tahap perkembangan anak untuk memperkuat penguasaan kosakata dasar bahasa Inggris. Program ini direkomendasikan untuk diterapkan secara berkelanjutan dalam aktivitas belajar sehari-hari di kelas TK.

This is an open access article under the [CC-BY-SA](#) license.



A. INTRODUCTION

In today's globalized world, proficiency in foreign languages has become an essential skill for individuals. English, in particular, functions as the primary international language that students are expected to master in order to engage successfully in global communication and cross-cultural interactions. Moreover, the widespread use of English across diverse fields, such as education, science, technology, business, and international communication, further highlights its significance in the contemporary era. This assertion is supported by Atika and Azzahrah (Husna et al., 2025) who argue that English functions as an international language and is extensively employed across a wide range of domains, including education, business, technology, and global communication. In other words, English can be regarded as one of the most essential means or instruments of communication in the contemporary global era, in which the exchange and dissemination of information occur at a remarkably rapid pace. Therefore, in the field of education, the teaching and learning of English is of great importance and should be implemented effectively. This is in line with the view expressed by (Artiningsih & Wedayanthi, 2025)



Who state that English, as an international language, plays a highly significant role in the era of globalization. It is widely used as a primary medium for the exchange of information across various fields. Therefore, mastery of the English language is an essential competence that learners need to acquire in order to keep up with developments in science and technology as well as the demands of the contemporary era. Therefore, in order to help children develop a strong foundation in language proficiency, it is necessary to introduce English from an early age. English language acquisition can begin at an early age. During early childhood, particularly in kindergarten, children tend to acquire new vocabulary more quickly and easily through multisensory stimulation that engages multiple senses. This perspective is supported by several arguments. Early exposure to English is believed to strengthen children's foundational language skills and prepare them for learning at subsequent levels of education (Kamila et al., 2024). Proficiency in English from an early age is considered one of the key factors in improving future global communication skills (Yuliyanti & Romadhon, 2024)

Learning English from an early age, such as during kindergarten, is a crucial first step in the language acquisition process. It provides children with a strong foundation of knowledge before they advance to higher levels of education. According to neurologist Eric H. Lenneberg, children's brains exhibit greater plasticity before puberty, enabling them to acquire languages more effectively, including English. This heightened neural plasticity makes early childhood an ideal period for language learning (Fajriani et al., 2025). The introduction of English during the kindergarten years represents a strategic approach to establishing a solid foundation for children's future language proficiency (Helmanda et al., 2025). Introducing English at an early age offers numerous benefits for children's cognitive development while also enhancing their communication skills. Furthermore, teaching English to young children is a strategic approach to fostering their awareness of the importance of English proficiency as a valuable asset for improving their future prospects Ulya et al (Herliana et al., 2026). The ideas discuss highlight the importance of early English language introduction, particularly within formal educational contexts, beginning at an early stage such as kindergarten.

The most appropriate basic understanding in English language acquisition, particularly at the kindergarten level, is the introduction of English vocabulary. Early childhood, often known as the golden age, is a critical period for stimulating various aspects of child development, especially language development. The process of learning English in early childhood begins with the introduction of vocabulary. Early introduction of English vocabulary plays an important role in developing children's language skills, including listening, speaking, reading, and writing abilities. This is in line with the view expressed by (Qamariah et al., 2023) who state that English vocabulary knowledge is essential in helping children more easily develop their reading, writing, speaking, and listening skills.

However, the English language learning process often faces challenges, one of which is the use of inappropriate methods in introducing English vocabulary. There is still a tendency to rely on conventional or memorization-based methods. Teachers need to understand the appropriate methods for teaching English to young learners. To ensure that children enjoy the learning process, teachers should create a fun and engaging classroom environment. Therefore, they need to select appropriate teaching methods for teaching English to young learners. A teaching method refers to the method teachers use to present learning materials to children in order to achieve the learning objectives. Early childhood education teachers should be able to implement teaching methods that align with children's needs and interests. Therefore, this community service aims to apply the singing-based method to introduce English vocabulary to young learners.



In today's era, teachers are expected to develop innovative teaching practices that promote interactive learning. A previous study by (Putri & Ramdhani, 2025)

Found that the implementation of the singing method effectively improved students' English vocabulary mastery and also enhanced their engagement, participation, and enthusiasm throughout the learning process. These findings suggest that the singing method is an effective, enjoyable, and economical instructional strategy for supporting English vocabulary acquisition. This community engagement activity aims to create an interactive and enjoyable learning atmosphere by involving students actively in the learning process. It is intended to support English language learning, particularly in introducing English vocabulary to early childhood or kindergarten students, through the implementation of a singing-based method. This is also in line with the idea expressed by various scholars that the use of singing methods in language learning is supported by both theory and research. The Multiple Intelligences theory proposed by Howard Gardner (Putri & Ramdhani, 2025)

Suggest that musical intelligence can be effectively utilized in learning, while Stephen Krashen's Input Hypothesis emphasizes that enjoyable language input facilitates natural language acquisition. Therefore, in this community engagement activity, the introduction of English vocabulary learning at Saint Don Bosco Catholic Kindergarten in Mataram employs a singing-based method. This method is capable of creating a more interactive atmosphere and making the learning process more enjoyable.

B. METHODS

This community engagement activity was conducted in December 11, 2025, at Saint Don Bosco Catholic Kindergarten in Mataram. The class is attended by 14 children. This activity is carried out through English vocabulary learning using a singing-based method. The stages of implementing the learning activities can be seen in Figure 1 below.

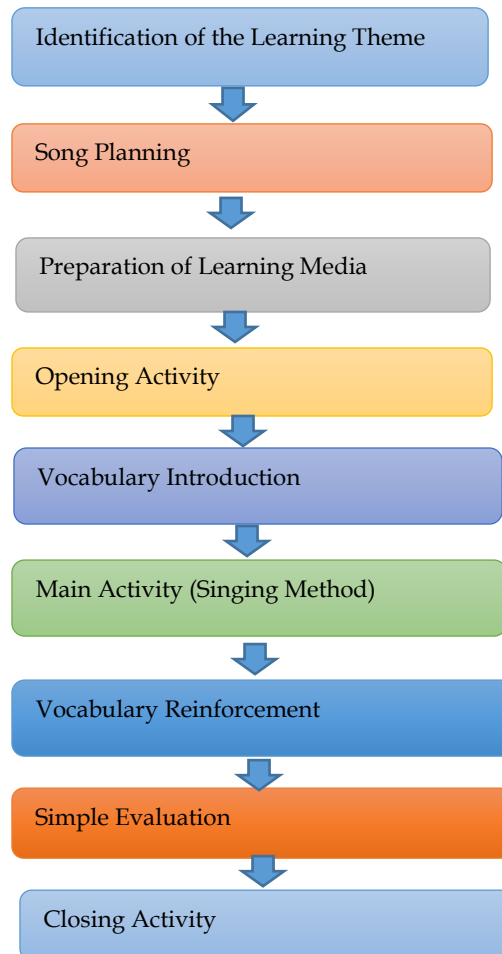


Figure 1. The Stages of Implementing Singing-Based Method

The stages of implementing learning activities using a singing-based method for English vocabulary introduction at Saint Don Bosco Catholic Kindergarten in Mataram, as shown in Figure 1, can be further explained.

1. Identification of the Learning Theme
Determining the vocabulary theme. In this activity, the learning theme is adapted to the curriculum theme used at Saint Don Bosco Kindergarten. The selected theme focuses on basic vocabulary or words commonly used in daily life, namely "My Needs."
2. Song Planning
Selecting children's songs that can be modified in accordance with the learning theme. The song was adapted from YouTube, namely *Finger Family* by CoComelon Nursery Rhymes & Kids Songs. The lyrics were modified to suit the learning theme being taught.
3. Preparation of Learning Media
The implementers prepared the song instrumental, modifies the lyrics, and selects pictures that have been adapted to match the learning theme and the English vocabulary being taught, namely "My Needs."



4. Opening Activity

The activities carried out include greeting the students and conducting an apperception session (a brief question-and-answer activity related to the theme).

5. Vocabulary Introduction

The implementers showed the modified song lyrics and pictures of objects aligned with the learning theme, "My Needs." This media is used to help children more easily recognize and remember the English vocabulary being taught.

6. Main Activity (Singing -Based Method)

In this session, the implementers first sings the song, and then the children follow by repeating it. The activities are described in more detail as follows.

- 1) Singing the song using the modified lyrics in accordance with the learning theme.
- 2) The children follow and repeat the song together.
- 3) Repeating the song with movements.

7. Vocabulary Reinforcement

At this stage, the implementers pointed to the pictures while saying the words and carries out interactive repetition through simple question-and-answer activities.

8. Simple Evaluation

Evaluation was carried out by asking the children to recall and mention the words that they remembered, followed by simple games such as word or picture guessing activities.

9. Closing Activity

The learning process in this community engagement activity is closed with a brief reflection session and motivational reinforcement.

C. RESULTS AND DISCUSSION

The English vocabulary introduction activities using a singing-based method at Saint Don Bosco Catholic Kindergarten in Mataram was carried out through nine stages, namely identification of the learning theme, song planning, preparation of learning media, opening activity, vocabulary introduction, main activity (singing -based method), vocabulary reinforcement, simple evaluation, and closing activity. The singing method is an effective, enjoyable, and cost-efficient instructional strategy for supporting English vocabulary acquisition (Putri & Ramdhani, 2025)

Identification of The Learning Theme

At this stage, the community engagement team carried out identification and adaptation of the learning theme based on the curriculum used at Saint Don Bosco Catholic Kindergarten Mataram. In this English vocabulary introduction activity, the team taught vocabulary related to "My Needs." The vocabulary learning was supported with pictures, and an appropriate method was selected, namely the singing method, to increase children's learning interest and engagement. The method used must be appropriate to the characteristics of children's developmental stages (Yuliyanti & Romadhon, 2024).



Song Planning

The implementation team carried out several preparations to support the community engagement activities at Saint Don Bosco Catholic Kindergarten Mataram, focusing on introducing English to young learners. These preparations were matched to the learning theme and teaching method that would be applied, namely singing-based method. The team searched for, watched, and downloaded the *Finger Family* song video and audio by CoComelon Nursery Rhymes & Kids Songs from YouTube to be used as learning media. In addition, the team prepared English vocabulary materials accompanied by colorful and engaging pictures to help children understand and remember new words more easily. By combining visual media with songs, the learning process was expected to become more enjoyable and interactive, encouraging children to be more enthusiastic and confident in learning and recognizing English vocabulary. The English vocabulary learning activity was conducted under the theme *My Needs*, which introduced children to vocabulary related to their daily needs and familiar objects in their surroundings. The *Finger Family* song lyrics was modified in accordance with the learning theme to provide children with easier access to understanding and remembering the vocabulary presented. This was done in line with Santosa (Artiniasih & Wedayanthi, 2025)

Who state that early childhood learners require activities that combine movement, rhythm, and various sensory stimulations so that the learning process can take place optimally. The figure 2 presents an illustration or documentation of the *Finger Family* song, which was taken from YouTube.

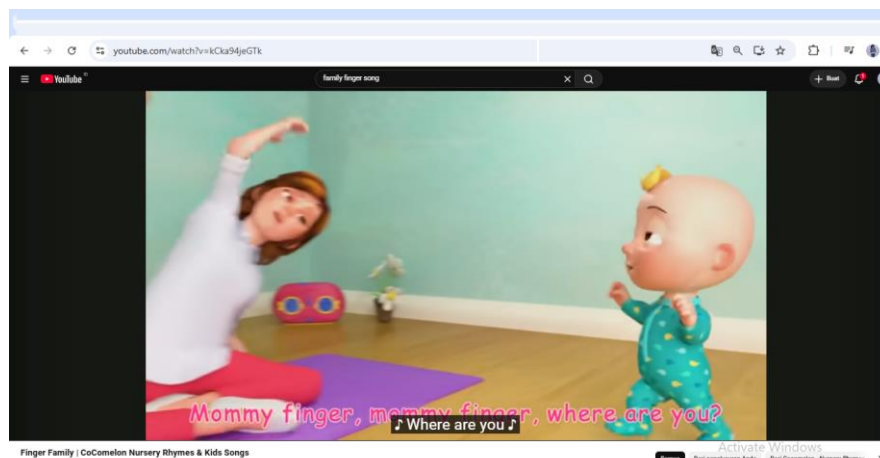


Figure 2. Finger Family Song

The following is a piece of the *Finger Family* song lyrics, which were then modified and adapted to suit the learning needs and the theme of English vocabulary introduction at Saint Don Bosco Catholic Kindergarten Mataram.

*Daddy finger, Daddy finger,
Where are you?
Here I am, here I am,
How do you do?
[...]*

The lyrics of this song were adapted from the YouTube platform at <https://www.youtube.com/watch?v=kCka94jeGtK>, accessed on December 10, 2025.



Preparation of Learning Media

The implementers prepared the song audio, modified the lyrics, and selected appropriate visual materials in the form of pictures that were carefully adapted to align with the learning theme and the English vocabulary being taught, namely "My Needs." These preparations were designed to ensure that the learning materials were suitable for young learners' developmental characteristics, making the vocabulary more meaningful, engaging, and easier to understand. By integrating song instrumental, modified lyrics, and visual aids, the learning process became more interactive and multisensory, thereby enhancing children's motivation, attention, and ability to recall new English vocabulary in a more effective and enjoyable way. (Khotimah, 2023) states that singing activities help children more easily understand the sounds and meanings of words in a faster and more effective way.

The following learning media and teaching materials were used in the English vocabulary introduction activity carried out in the community engagement activities at Saint Don Bosco Catholic Mataram. The *My Finger Family* song by CoComelon Nursery Rhymes & Kids Songs was modified and adapted to align with the learning theme, "My Needs." This was also supported by the use of picture accompanied by written words to help reinforce children's understanding of the vocabulary. The following is a piece of the modified lyrics derived from the original *My Finger Family* song.

Song lyrics 'my needs'

[...]

a little girl a little girl

what do you need

An apple an apple that's what I need

Or

[...]

a little boy, a little boy

what do you need

An apple an apple that's what I need

The teaching materials presented in the form of pictures and words, in accordance with the learning theme related to vocabulary introduction, can be seen in Figure 3 below.

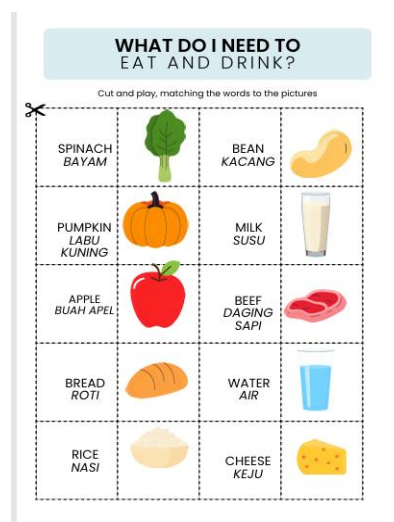


Figure 3. Introduction To Vocabulary Materials



Opening Activity

The activities carried out in this stage began with greeting the students to create a warm and welcoming classroom atmosphere, helping the children feel comfortable and ready to participate in the learning process. This was followed by an apperception session in the form of a brief question-and-answer activity related to the learning theme. Through this session, the implementers stimulated the children's prior knowledge and connected it with the new material to be learned. The questions were designed to be simple and engaging, encouraging active participation and interaction from the children. This approach also helped to focus the children's attention, build their interest in the topic, and prepare them cognitively for the introduction of new English vocabulary in a meaningful and enjoyable way. The following is documentation of the opening session in the English vocabulary learning activity on "My Needs" conducted at Saint Don Bosco Catholic Kindergarten Mataram.



Figure 4. Documentation of Learning Opening Session

Vocabulary Introduction

The implementers presented the modified song lyrics along with visual materials in the form of pictures of objects that were carefully selected and aligned with the learning theme, "My Needs." These learning media were designed to create a clear connection words and visual representation, enabling children to understand vocabulary in a more meaningful way. By combining modified lyrics with relevant images, the learning process became more engaging, interactive, and enjoyable for young learners. This multisensory approach helped children more easily recognize, associate, and remember the English vocabulary being introduced, while also increasing their attention, motivation, and participation during the learning activities. According to (Fajriani et al., 2025) audio/visual media are among the most effective learning tools for creating an enjoyable, positive, and meaningful learning environment. Through the integration of sound and visual elements, children can engage more actively in the learning process and better understand the material being presented. In the context of English language learning, the use of audio-visual media can make learning not only enjoyable but also highly beneficial for developing children's language skills. When implemented appropriately, such media can enhance vocabulary acquisition, improve pronunciation, increase motivation, and support children's overall language development in an engaging and meaningful way. Early introduction to English vocabulary is a strategic step in preparing the younger generation to face future challenges. As stated by (Lestari & Utami, 2025)

Exposing children to English vocabulary from an early age can support their language development and equip them with essential communication skills needed in an increasingly globalized world. The process of teaching English to young learners begins with the introduction of basic vocabulary. This provides numerous benefits, including enhancing



children's intellectual flexibility, language proficiency, and social skills, which are essential for functioning effectively in a society characterized by linguistic, social, and cultural diversity (Fasha et al., 2023). Through age-appropriate learning activities, children can develop familiarity with English vocabulary in a natural and enjoyable manner, laying a strong foundation for their future language learning and academic success.

Main Activity (Singing –Based Method)

In this session, the learning activity was conducted through a singing-based method in which the implementers first modeled the song and then guided the children to participate actively by repeating it. The song lyrics had been modified to align with the learning theme, enabling the children to connect the musical activity with the targeted learning. This approach aimed to enhance children's engagement, comprehension, and language development through repetition and meaningful interaction. The implementation of the activity consisted of three stages. First, the implementers sang the song using modified lyrics that were adapted to the learning theme. During this stage, the implementers played as a model, introducing the melody, rhythm, and vocabulary embedded in the song. The modified lyrics were designed to reinforce the concepts being taught and to make the learning experience more relevant and enjoyable for the children.

Second, the children were encouraged to follow and repeat the song together. Through guided repetition, the children became familiar with the lyrics, pronunciation, and rhythm of the song. This collective singing activity also promoted active participation, listening skills, memory retention, and confidence in verbal expression. The repetitive activity helped children remembered the vocabularies presented in the song.

Third, the song was repeated while combined body movements and gestures. The integration of physical movements with singing provided a multisensory learning experience that supported children's understanding of the words' meaning which embedded on the song and maintained their attention throughout the activity. Additionally, the use of movements encouraged the development large motor skills, coordination, and self-expression. By combining music, language, and movement, the activity created an engaging learning environment that facilitated children's cognitive, linguistic, and physical development. Therefore, the singing-based method is also highly appropriate for teaching English to young learners. This is supported by findings from previous studies that demonstrate the effectiveness of songs in enhancing children's language learning. (Putri & Ramdhani, 2025)

State that songs enhance motivation and improve vocabulary retention among young EFL learners. The learning activities for introducing English vocabulary related to personal needs through the singing-based method can be seen in the following figure 5.



Figure 5. The Documentation of Singing-Based Method



Vocabulary Reinforcement

At this stage, the implementers introduced the target vocabulary by pointing to the pictures while clearly pronouncing each word. The visual aids served as contextual support, enabling children to associate the spoken English words with their meanings more effectively. By combining visual and auditory stimuli, the activity aimed to facilitate vocabulary comprehension and retention among the children. Children tend to be more active and enthusiastic in participating in English vocabulary learning when teachers provide engaging and interactive instructional materials. Attractive learning resources can stimulate children's interest, maintain their attention, and encourage active participation throughout the learning process (Nat et al., 2024). In the vocabulary learning, the implementers conducted interactive repetition activities through simple question-and-answer exchanges. Children were encouraged to respond to questions related to the pictures, identify objects, and repeat the target words aloud. This interactive techniques provided opportunities for active participation and reinforced children's understanding of the vocabulary through repeated exposure and practice. In addition, the question-and-answer activities promoted listening and speaking skills, increased learner engagement, and helped build children's confidence in using English vocabulary in a supportive learning environment.

Simple Evaluation

Evaluation was conducted to assess the children's understanding and retention of the English vocabulary introduced during the learning activities. The process began by encouraging the children to recall and verbally mention the words they could remember from the lesson. This activity enabled the implementers to identify the extent to which the children had acquired and retained the target vocabulary.

Following the recall activity, the evaluation continued through simple and enjoyable games, such as word-guessing and picture-guessing activities. During these games, children were asked to identify vocabulary items based on visual cues, descriptions, or prompts provided by the implementers. The use of game-based evaluation created a relaxed and engaging atmosphere that encouraged active participation and reduced anxiety often associated with formal assessments. Moreover, these activities allowed the implementers to observe children's vocabulary comprehension, recognition, and recall abilities in an interactive context. Through this evaluation process, the implementers were able to monitor children's learning progress while maintaining a fun and motivating learning environment. Fajriani et al (2025) suggest that teachers should create an enjoyable learning atmosphere by utilizing a variety of instructional media. According to these authors, educational games, songs, picture stories, and engaging audio-visual materials are effective options for fostering a positive and meaningful learning environment. When implemented appropriately, English language learning can become not only an enjoyable experience but also a valuable means of enhancing children's language skills.

D. CONCLUSION

Based on the series of activities carried out throughout each stage of the singing-based method, it was found that the use of songs as an instructional tool in introducing English vocabulary had a positive impact on young learners. The method helped create an engaging learning environment, encouraged active participation, and supported children in acquiring new vocabulary in a more enjoyable and meaningful way. The song's simple rhythm and repetitive lyrics facilitated vocabulary retention, allowing children to learn and recall new words more easily. This method helped young children recognize and pronounce English vocabulary more effectively, while also fostering enthusiasm and active participation



throughout the learning activities. These outcomes indicate that the singing-based method can create a more lively, engaging, and enjoyable learning environment. Linguistic research suggests that early childhood is a critical period for language acquisition, during which the brain is at its optimal stage for absorbing and processing language Krashen (Husna et al., 2025).

In light of these positive outcomes, the singing-based method is recommended for continued integration into daily classroom learning activities. The method has the potential to enhance children's vocabulary development, promote active engagement in learning, and cultivate an interest in foreign language learning through enjoyable and meaningful educational experiences. Unfortunately, this community engagement still has several limitations. It was conducted in only one kindergarten and within a relatively short period of time, which may limit the broader applicability of the findings and the assessment of long-term vocabulary retention. In addition, the evaluation was mainly based on classroom observations and children's participation during the activities. Future community engagement programs are recommended to involve more participants, longer implementation periods, and more comprehensive evaluation methods to better measure learning outcomes.

E. ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to all university leaders at Universitas Bumigora for their support and encouragement in the implementation of this community engagement program. Special appreciation is extended to the Dean of the Faculty of Humanities, Law, and Tourism for the guidance and institutional support provided throughout the activity. The authors also wish to thank the Head of the English Literature Study Program for the valuable support during the planning and implementation of the program. Furthermore, sincere appreciation is addressed to the principal, teachers, and students of Saint Don Bosco Catholic Kindergarten for their active participation, cooperation, and enthusiasm throughout the activities. Their contribution played a significant role in the successful implementation of this community engagement program. Finally, the authors are grateful to all parties who contributed, directly or indirectly, to the completion of this program.

F. AUTHOR CONTRIBUTIONS

The successful implementation of this community engagement program was supported by the collective efforts of the entire team program throughout both the planning and implementation stages. Each team member contributed significantly to all phases of the singing-based method, from preparation to classroom activities, to facilitate the introduction of English vocabulary to young learners at Saint Don Bosco Catholic Kindergarten Mataram. As the team leader, Hilda Hastuti supervised coordination with partners, Learning activity planning, evaluation needs, and the implementing of the singing-based method. Lela Rahmawati, Diah Supatmiwati, Nur Alfilail, Agus Syahid and Zainuddin Abdussamad played essential roles in coordinating the implementation of activities, ensuring the effective learning activity of implementing the singing-based method in learning vocabulary. This collaborative effort guaranteed the success of the program, from the result implementation of the method contributed to a positive and engaging classroom environment, increased student participation, and enhanced the learning of new vocabulary in an enjoyable way.



G. REFERENCES

- Artiniasih, N. W., & Wedayanthi, L. M. D. (2025). Pengenalan Bahasa Inggris Dasar Kepada Anak-Anak TK Besar dengan Menggunakan Lagu Anak Bilingual. *Karya Nyata: Jurnal Pengabdian Kepada Masyarakat* , 2(4), 272-281.
- Fajriani, I., Pujiyanti, R., A'isah, S., & Ma'arif, M. (2025). JICN: Jurnal Intelek dan Cendekiawan Nusantara. *JICN: Jurnal Intelek Dan Cendekiawan Nusantara*, 2(3), 2155-2159.
- Fasha, A. K., Na'imah, & Suyadi. (2023). Pengenalan Kosakata Bahasa Inggris Pada Anak Usia Dini Di Tk Kids Garden Al-Mabrur Bandung . *Jurnal Usia Dini*, 9(3), 391-400.
- Helmanda, C. M., Nisa, R., Safura, S., Sarair, Netta, A., Yuniarti, & Farsia, L. (2025). Peningkatan Kemampuan Bahasa Inggris Anak Usia Dini melalui Pendekatan Bermain Berbasis Teknologi Digital. *Madaniya*, 6(4), 524-2531.
- Herliana, N. A., Padli, & Humaidi, M. (2026). Pengenalan Bahasa Inggris Interaktif bagi Anak Usia Dini di TK 'Aisyiyah Bustanul Athfal 37 Banjarmasin. *Lambung Inovasi: Jurnal Pengabdian Kepada Masyarakat* , 11(2), 271-282.
- Husna, A., Hajar, I., Mawardi, Aminah, S., Andriani, & Sativa, O. (2025). Pengenalan Bahasa Inggris melalui Permainan Interaktif pada Anak Usia Dini di TK Bunda Desa Meunasah Mesjid . *Jurnal Pengabdian Kreativitas* , 4(2), 21-27.
- Kamila, K., Taufiqulloh, T., & Prihatin, Y. (2024). Penerapan Metode Gerak dan Lagu untuk Meningkatkan Kosakata dan Keaktifan Siswa dalam Pembelajaran Bahasa Inggris di PAUD Formal. *Journal of Education Research*, 5(3), 3253-3261.
- Khotimah, A. K. (2023). Upaya Meningkatkan Kosakata Anak Usia Dini dengan Metode Bernyanyi . *PRESCHOOL: Jurnal Pendidikan Anak Usia Dini*, 4(2), 103-110.
- Lestari, G. I., & Utami, F. B. (2025). Upaya Mengenalkan Kosa Kata Bahasa Inggris Melalui Metode Storytelling Pada Anak Usia 4-5 Tahun di TK SMV Jakarta Barat . *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini*, 9(1), 13-19.
- Nata, M. N., Sutalhis, M., Novaria, E., Suhaila, & Yusuf, A. (2024). Metode Meningkatkan Pemahaman Kosa Kata Bahasa Inggris Siswa Usia Dini Dan Dasar . *LANGUAGE : Jurnal Inovasi Pendidikan Bahasa Dan Sastra* , 4(2), 47-59.
- Putri, T. M., & Ramdhani, V. (2025). Pengaruh Metode Bernyanyi terhadap Penguasaan Kosakata Bahasa Inggris Siswa Sekolah Dasar melalui Kegiatan Pengabdian Masyarakat . *TadrisReach : Journal of Educational Service* , 1(2), 262-267.
- Qamariah, Z., Widiastuty, H., Maulana, A., Zidan, M. R., & Julianto, A. (2023). Pengenalan Kosakata Bahasa Inggris Menggunakan Media Video Kepada Anak-Anak Kelas 2 di Sekolah Dasar Budi Mulia. *Mestaka: Jurnal Pengabdian Kepada Masyarakat*, 2(3), 353-357.
- Yuliyanti, N., & Romadhon. (2024). Pemberdayaan Pendidikan Bahasa Inggris Anak Usia Dini: Implementasi Metode TPR dan Picture Sequence di Rumah Peradaban Banten . *Madiun Spoor: Jurnal Pengabdian Masyarakat*, 4(2), 142-149.