

Enhancing Kindergarteners' English Vocabulary and Pronunciation through Morning Circle Activities

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INTRODUCTION

- Teaching English to young learners has unique challenges and demands patience as well as high commitment.
- Young learners lose focus faster and are less motivated when they have complex tasks. (Fikroni, 2022)
- One of the strategies that can be used is “Morning Circle” (Gachiku, 2021)

LITERATURE REVIEW

Previous Article	Gap	This Article
The findings of this article suggest that Morning Circle activities can improve children's language and communication skills in kindergarten. (I. Roding & M. Che Mustafa, 2022)	The article does not specifically discuss English language learning in morning circle activities, but rather analyzes student communication when using morning circle	This article discusses the analysis of morning circle to teach English vocabulary and pronunciation.
The findings of this article suggest that the practice of greetings in Morning Circle contributes to the establishment of an inclusive and supportive classroom community, increasing students' sense of connectedness and engagement. (Shields et.al, 2020)	lacks of in-depth understanding of the specific role of morning circle in the context of teaching language	Will discuss in detail the role of morning circle for teaching vocabulary and English pronunciation.
The research findings show that morning activities in elementary schools contribute to character development. (Hanum & Maryani, 2023)	lack of specific research in examining the impact of morning circle activities, although the research does not discuss language learning	More specifically, focusing on the use of morning circle in teaching vocabulary and pronunciation.

NOVELTY

This study investigates the use of Morning Circle activities to teach English vocabulary and pronunciation of kindergarten students, providing new insights in language teaching at an early age.

RESEARCH QUESTION

- How are Morning Circle activities implemented in kindergarten classrooms?.

RESEARCH METHOD

Research Design	Qualitative
Participant	Student & Teacher at Taman Buah Hati kidergarten
When	Conducted in mid January - February
Where	Taman Buah Hati Kindergarten
Why Taman Buah Hati Kindergarten	Applies the unique strategy of morning circle in its daily activities, making it an interesting context to study how this method supports the teaching of English vocabulary and pronunciation to young learners
Data collection technique	Observe all morning circle activities using an observation field notes for data collection based on the Vygotsky's ZPD & Scaffolding theoretical frameworks.
Data analysis	<ul style="list-style-type: none">- Reviewing observation notes- Data was analyze using a thematic approach

RESULT

- 4 main activity patterns were identified: greeting, singing, counting and material delivery. Activities were implemented by the teacher consistently throughout the observation

Activity	Interaction	Scaffolding Strategy
Greeting	The teacher employs bilingual greetings to facilitate understanding and provides a model of common English expressions	Repetitive and bilingual scaffolding.
Singing	The teacher models lyrics with clear articulation and integrates physical gestures to reinforce meaning. Students actively participate by singing along, indicating increased engagement	Linguistically and physically.
Counting	Practice number vocabulary through repetition together. The teacher initiates the count with verbal cues and gestures, Peer modeling emerges as a natural form of support among students	Modeling and peer interaction.
Material Delivery	The teacher introduces new vocabulary, bilingual aids such as repetition help students better understand the material presented by the teacher	Visual cues, gestures, and comparative language explanations.

DISCUSSION

- Across all activities, the teacher's strategic use of bilingual instruction, repetition, physical modeling, and interactive engagement aligns with Vygotsky' s concept of the Zone of Proximal Development (ZPD).
1. Modeling strategy : Students are more active when the teacher uses this technique.
 2. Theory Support : Translanguaging, Cognitive, Behavioristic, Routine activity, ZPD Scaffolding
 3. Challenges Faced : Some students still need more time and repetition to remember and pronounce new words.

CONCLUSION

- **Finding** : Morning Circle actively supports the development of children's English vocabulary and pronunciation through a variety of activities supported by scaffolding and bilingual learning.
- **Limitation** : Has drawbacks such as limited research time and place, as well as no quantitative measures of student progress.