



Enhancing Kindergarteners' English Vocabulary and Pronunciation through Morning Circle Activities

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Abstrak

Studi ini menginvestigasi implementasi kegiatan Morning Circle sebagai pendekatan strategis untuk meningkatkan kosakata dan pelafalan bahasa Inggris pada siswa taman kanak-kanak. Berlandaskan pada Zona Perkembangan Proksimal (ZPD) Vygotsky dan konsep scaffolding, penelitian ini mengeksplorasi bagaimana interaksi guru-siswa dalam kegiatan tersebut mendukung pemerolehan bahasa usia dini. Penelitian ini menggunakan metode kualitatif deskriptif melalui observasi kelas selama enam minggu di taman kanak-kanak yang secara rutin mengintegrasikan Morning Circle dalam pembelajaran bahasa Inggris. Data dikumpulkan melalui observasi non-partisipan yang melibatkan 23 siswa dan satu guru, dengan fokus pada empat komponen utama: salam, bernyanyi, berhitung, dan penyampaian materi. Data kemudian dianalisis secara tematik dengan mengidentifikasi pola dukungan guru dan respons bahasa siswa berdasarkan kerangka ZPD. Hasil penelitian menunjukkan bahwa setiap komponen Morning Circle berkontribusi signifikan terhadap perkembangan bahasa. Kegiatan salam memberikan paparan ekspresi dasar dengan dukungan bilingual. Bernyanyi mengintegrasikan kosakata dengan irama dan gerakan, sehingga mendukung pelafalan. Kegiatan berhitung memperkuat kosakata angka sekaligus mendorong interaksi sosial. Penyampaian materi menekankan kosakata tematik melalui pemodelan, gestur, dan penjelasan sederhana. Penggunaan scaffolding secara konsisten, seperti pemodelan, pengulangan, isyarat bilingual, dan peragaan fisik, terbukti efektif dalam meningkatkan keterlibatan dan perkembangan linguistik siswa. Temuan ini menegaskan bahwa Morning Circle, jika dirancang secara terarah, merupakan pendekatan yang efektif dan sesuai perkembangan untuk pembelajaran bahasa Inggris. Selain sebagai rutinitas harian, kegiatan ini juga menjadi sarana pembelajaran interaktif yang mendukung pemerolehan kosakata dan pelafalan.

Kata Kunci: bahasa Inggris untuk pembelajar muda, kegiatan lingkaran pagi, kosakata bahasa Inggris, pembelajar taman kanak-kanak

Abstract

This study investigates the implementation of Morning Circle as a strategic approach to enhance English vocabulary and pronunciation among kindergarten students. Grounded in Lev Vygotsky's Zone of Proximal Development (ZPD) and the concept of scaffolding, this study explores how teacher-student interactions within this activity support early language acquisition. A descriptive qualitative method was employed through classroom observations conducted over six weeks in a kindergarten that routinely integrates Morning Circle into its English language learning practices. Data were collected through non-participant observations involving 23 students and one teacher, focusing on four main components: greetings, singing, counting, and material delivery. The data were analyzed thematically by identifying recurring patterns of teacher support and students' language responses in relation to the ZPD framework. The findings reveal that each component of Morning Circle contributes significantly to language development. Greeting sessions provide structured exposure to basic English expressions with bilingual support. Singing integrates vocabulary with rhythm and movement, facilitating pronunciation practice. Counting activities

reinforce number vocabulary while encouraging peer interaction. Material delivery emphasizes thematic vocabulary supported by modeling, gestures, and simplified explanations. Consistent use of scaffolding strategies, including modeling, repetition, bilingual cues, and physical demonstrations, plays a crucial role in guiding student engagement and linguistic progress. These findings suggest that Morning Circle, when purposefully designed, serves as an effective and developmentally appropriate framework for introducing foundational English skills. Beyond a daily routine, it functions as an interactive and intentional learning opportunity that supports vocabulary acquisition and pronunciation development.

Keywords: *English for young learners, English vocabulary, kindergarten learners, morning circle activities,*

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Introduction

Teaching English to young learners requires developmentally appropriate approaches, as children aged 0–6 years differ significantly from adolescents and adults in how they learn (Smith, 2012). This period, often referred to as the “golden age,” is a critical foundation for cognitive and language development, making early English exposure particularly influential, (Arumsari et al., 2017). However, young learners have limited attention spans and may quickly lose interest when learning activities are not engaging (Wulandari et al., 2020). At the same time, children are curious, which makes them more eager to explore new things, especially when it comes to language. It is important to design programs that stimulate their learning development to support effective English teaching for young learners. Schools play a crucial role in this process, and having skilled and competent teachers is essential, as they are the driving force behind successful classroom teaching (Wulandari et al., 2020). Teachers play a central role in shaping students' character; beyond instruction, they are also responsible for developing students' competence and personal qualities, (Salsabilah et al., 2021).. Moreover, this natural curiosity provides strong potential for language exploration when instruction is appropriately designed. Therefore, effective English teaching for young learners should employ simple, engaging, and interactive strategies that sustain attention and support meaningful language learning (Fikroni, 2022). Thus, young learners should be supported with simple and engaging

learning strategies to help maintain their focus, particularly in foreign language learning.

The challenges often encountered when teaching English for Very Young Learners (VYL) relate to the methods or approaches employed by teachers]. A Very Young Learner is typically a child aged 5–6 years, and they often start pre-school, a stage before elementary school... Unlike higher school levels, the methods used with VYL students focus more on interactive strategies, including diverse activities, social engagement, and a balance of different tasks (Uysal & Yavuz, 2015). For advanced students like those in senior high school, instruction tends to focus more on problem-solving Utilizing Problem-Based Learning s with senior high school students seeks to motivate them to engage in critical thinking, analyze a situation, and collaborate to find solutions (Nuartha, 2020). Therefore, the approaches used for lower- and upper-level students differ significantly. Lower-level students are encouraged to engage in interactive activities, whereas upper-level students are expected to engage in more critical thinking. This requires teachers to engage lower-level learners with more captivating and varied methods. When teaching VYL, teachers should establish an appropriate strategy for these learners, as without a suitable approach or learning technique, students can quickly become disinterested in their studies. Engaging and enjoyable learning experiences will help students feel more at ease and receptive to learning (Na'imah, 2022).

Morning Circle is a classroom strategy conducted at the beginning of the school day that

emphasizes interaction through a circular arrangement of students (Gachiku, 2021). This activity typically includes greetings, shared activities, and the creation of a positive learning atmosphere before formal instruction begins. The primary purpose of Morning Circle is to establish an emotionally supportive environment that fosters students' social, communication, and academic development (Bruce et al., 2006). As such, Morning Circle can be utilized not only as a routine activity but also as a pedagogical space for instructional purposes. In the context of English language education, Morning Circle is particularly valuable because it promotes an inclusive classroom climate and encourages active participation through interactive activities, which can indirectly enhance students' engagement in learning English. (Shields-Lysiak et al., 2020). Overall, Morning circle activities serve as an effective method to promote English language acquisition by fostering a nurturing atmosphere for students, enabling them to engage in active and collaborative learning.

Morning Circle activities are closely aligned with teacher–student interaction and are effective in supporting children's development within the Zone of Proximal Development (ZPD). Through discussions, singing, questioning, and simple games, teachers provide scaffolding in the form of guidance, modeling, and prompts to assist children in performing tasks beyond their independent ability (Swastika, 2025). In English language learning, teachers play a crucial role in modeling pronunciation and introducing new vocabulary, gradually reducing support as learners gain confidence and independence. Consequently, Morning Circle functions not only as a routine but also as a strategic tool for enhancing children's language, cognitive, and social development through meaningful social interaction (Ness, 2022). In addition, the use of two languages in bilingual settings, where English is used alongside Indonesian, reflects linguistic scaffolding, where teachers support comprehension by alternating languages. This practice aligns with the concept of translanguaging, which facilitates conceptual understanding and supports bilingual development (Wei, 2018).

Morning Circle activities commonly consist of four main patterns: greeting, singing, counting, and material delivery. These patterns contribute not only to establishing a pleasant classroom routine but also to supporting children's language, cognitive,

social, and emotional development. Greeting activities represent early social interactions that support language acquisition, as suggested by interactionist perspectives (Santopolo & Strauss, 1956), while also providing a familiar context for consistent language practice (Williams, 2002). Singing activities encourage repeated exposure to vocabulary through songs, reinforcing language learning in line with behavioristic principles (Skinner, 1957) and operant conditioning, where repetition strengthens language acquisition (Cullata, 2019). Counting activities introduce numerical vocabulary while supporting cognitive development through repetition and association, as described in Jean Piaget's theory of cognitive development (Pakpahan & Saragih, 2022). Finally, material delivery serves as a basis for teachers to provide scaffolding, gradual assistance within the Zone of Proximal Development (ZPD), enabling children to acquire knowledge beyond their independent ability. This process involves an interaction between the teacher and the student, where the teacher adjusts the level of assistance based on the child's current ability and gradually reduces it as the child's ability increases. Through such support, students can not only understand new vocabulary or concepts, but also build confidence in applying them, ultimately improving their ability to engage in more complex language tasks (Vygotsky, 1978).

Previous studies have examined the use of Morning Circle or similar routines in early childhood education, primarily focusing on general communication, social interaction, or character development. Roding & Che Mustafa, (2022), found that Morning Circle activities support children's language use and communication skills in kindergarten; however, their study did not specifically address English language learning, nor did it examine vocabulary or pronunciation development. Instead, the focus was on students' overall communication during Morning Circle activities. Similarly, Shields-Lysiak et al., (2020) investigated how greeting practices in Morning Circle contribute to building an inclusive and supportive classroom community, emphasizing students' sense of belonging and engagement rather than language instruction. In addition, Hanum & Maryani (2023) reported that morning activities in elementary schools contribute to character development, with limited attention to language learning outcomes. In contrast, the present study focuses explicitly on Morning Circle as an

instructional space for English language learning, examining how teachers scaffold English vocabulary and pronunciation through routine-based activities in a bilingual kindergarten context. By centering on English as a foreign language and on interactional scaffolding rather than general communication or social outcomes, this study addresses a clear gap in the existing literature. Additionally, early engagement with English via fun and contextual activities can boost children's confidence and involvement in using the language. Morning Circle, a regular classroom practice that integrates songs, greetings, and thematic topics, provides a chance for language exposure via interaction. However, few studies have focused on how Morning Circle supports vocabulary and pronunciation in bilingual preschool settings. Therefore, this study aims to investigate the implementation of Morning Circle activities to support the teaching of English vocabulary and pronunciation to kindergarten children. By analyzing the use of these interactive strategies, this study seeks to examine how Morning Circle promotes language acquisition and to offer practical insights for educators in implementing effective teaching methods for early childhood students: Accordingly, the study addresses the following research question: How are Morning Circle activities implemented to enhance English Vocabulary for kindergarten students?

Method

This research used a descriptive qualitative method, based on Vygotsky's theory of social development (Vygotsky, 1978), which emphasizes the importance of social interaction in learning, especially for early childhood. This approach was chosen to gain insight into how the English learning process through Morning Circle activities emphasizes interactive and collaborative learning. This research was conducted in a bilingual kindergarten where classroom routines incorporated both English and Indonesian. Prior to data collection, an initial interview was conducted with the classroom teacher to gain contextual understanding. The teacher explained that Morning Circle was intentionally implemented as a strategy to introduce English in an enjoyable and meaningful way. This preliminary insight confirmed the relevance of the research focus and helped identify key aspects to be observed.

Taman Buah Hati Kindergarten was selected as the research site because it consistently implements Morning Circle as part of its English language learning activities. This setting provided a natural context to explore the role of Morning Circle in supporting students' vocabulary acquisition and pronunciation development. A total of 23 students aged 5–6 years from three classes participated in the study. This age group aligns with the concept of the "golden age," which is considered a critical period for language development (Piaget, 2008). Prior to the study, ethical approval was obtained from the school, and informed consent was secured from parents or guardians. All participants' identities were anonymized, and the observation process did not disrupt regular classroom activities.

The observation period lasted for six weeks to ensure data consistency and reduce potential bias. Data were collected through detailed field notes documenting activities and interaction patterns observed during Morning Circle sessions. The analysis focused on how teacher guidance and student participation reflected the principles of the Zone of Proximal Development (ZPD). Specifically, the analysis examined the scaffolding provided by the teacher, collaborative interactions among students, and students' responses related to vocabulary acquisition and pronunciation clarity. During the observations, the researchers acted as non-participant observers and systematically recorded data relevant to the research questions. The collected data were then categorized according to the observation focus to facilitate analysis.

Data were analyzed using a thematic approach, where the researchers initially read and reread the field notes to identify recurring patterns related to teacher and student interactions during Morning Circle activities. These patterns were then categorized into themes such as scaffolding techniques, language responses from students, and contextual support. The identified themes were then examined in relation to the Zone of Proximal Development (ZPD) and scaffolding theoretical frameworks to explore how interactions in Morning Circle activities support vocabulary and pronunciation learning. Descriptive examples of observations are included to support each theme and ensure that the analysis remains consistent and grounded in the data.

To ensure the trustworthiness of this qualitative study, and minimize researchers' bias, the analysis process was reviewed and discussed with a senior lecturer in EYL, who served as a peer debriefer. This academic provided feedback on theme development and interpretation. Dependability was maintained through systematic documentation of observational procedures, while confirmability was further supported by the researchers' reflective journaling during data analysis. These strategies collectively contributed to the rigor and reliability of the findings presented in this study.

Results and Discussion

Results

Based on the classroom observations, 4 main activity patterns were identified: greeting, singing, counting and material delivery such as on basic English vocabulary and simple expressions suitable for kindergarten students, including greetings, numbers, and everyday classroom-related words. These activities were implemented by the teacher consistently throughout the observation, the activities served as the main framework used to teach English vocabulary and pronunciation. The table below outlines the interactions that took place during the Morning Circle activity, including concise notes to highlight the type of scaffolding offered by the teacher or the student responses that arose during the observation.

Greeting

The Morning Circle begins with a greeting session. Before starting the lesson, the teacher gathers all students to the school yard. The students gather to join the Morning Circle activity. After all students have gathered, the teacher instructs them to make a circular line while holding hands with the friend next to them. This circle formation becomes an early routine that creates an atmosphere of warmth and togetherness. Then Morning Circle activity begins with a greeting from the teacher using English, then continued with Indonesian.

Table 1. Teacher Student Interaction during Greeting Activity in Morning Circle

Activity	Speaker	Verbal / Non-Verbal Language	Scaffolding Strategy and Student Response
Teacher greeting	Teacher	“Good morning students, how are you today?” “Selamat pagi anak-anak, bagaimana kabarnya?”	Bilingual scaffolding to ensure understanding.
Student response	Students	“I'm fine, and you?”	Indicates familiarity and understanding of routine English expressions.
Teacher follow-up	Teacher	“I'm fine, thank you”	Models complete dialogue; provides repetition and pronunciation model

This table 1 illustrates the scaffolding strategies used during the greeting activity. The teacher employs bilingual greetings to facilitate understanding and provides a model of common English expressions. Students' responses show familiarity with the structure, indicating routine-based language acquisition. The repetition of simple dialogues, such as “How are you?” and “I'm fine, thank you,” fosters early speaking confidence and pronunciation accuracy.

Singing

After the greeting session, the teacher continues the Morning Circle by inviting students to sing together. Singing activities are a regular part of the routine and serve to engage students in a joyful and interactive way. The songs vary from simple melodies to those involving movement, providing both linguistic input and opportunities for physical expression.

Table 2. Teacher Student Interaction during Singing Activity in Morning Circle

Activity	Speaker	Verbal / Non Verbal Language	Scaffolding Strategy and Student Response
Song modeling	Teacher	“ <i>Twinkle Twinkle Little Star, Fruit Salad, If you happy and you know it...</i> ” (models the melody)	The teacher starts singing with a different song each meeting, then gives examples of clear pronunciation and movements according to the song being performed.
Joint singing	Students	<i>Twinkle Twinkle Little Star, Fruit Salad, If you happy and you know it...</i> ” (Singing along with the teacher)	Students join confidently after initial modeling.
Instructional support	Teacher	Demonstrate song movements (clapping, pointing)	Physical cues help comprehension of song content.

Table 2 highlights the role of song-based activities in supporting vocabulary and pronunciation. The teacher models lyrics with clear articulation and integrates physical gestures to reinforce meaning. Students actively participate by singing along, indicating increased engagement. The use of repetitive and interactive songs encourages both linguistic and kinesthetic learning, while scaffolding is provided through demonstration and bilingual explanation when necessary.

Counting

Following the singing session, the teacher continues with counting in English. This activity is a regular part of the Morning Circle, where students sit in a circle and count together from one to fifteen.

At first, the teacher starts the activity by saying, “One, two, three...” while gesturing for students to join in. The students respond by continuing the sequence one by one.

Table 3. Teacher Student Interaction during Counting Activity in Morning Circle

Activity	Speaker	Verbal / Non Verbal Language	Scaffolding Strategy and Student Response
Counting lead	Teacher	“ <i>One, two, three...</i> ” (points and invites students)	Teacher initiates with verbal and visual scaffolding.
Counting participation	Students	““ <i>One, two, three...</i> ” (Continue the sequence up to fifteen)	Mixed levels of fluency observed; peer modeling supports weaker students.
Clarification	Teacher	“Five... itu lima, Six... itu enam”	Bilingual instruction provided to support unfamiliar vocabulary.

This table 3 captures the counting session, where students practice number vocabulary through choral repetition. The teacher initiates the count with verbal cues and gestures, encouraging participation. Peer modeling emerges as a natural form of support among students. When needed, the teacher provides clarification using bilingual translation to bridge understanding, especially for less familiar terms.

Material Delivery

The last is the delivery of material by the teacher in the Morning Circle activity. The delivery of vocabulary material is done repeatedly and gradually. Teachers consistently start by repeating previously taught material before introducing new vocabulary. Pronunciation is modeled clearly, often accompanied by simple explanations or comparisons in Indonesian to aid comprehension.

Table 4. Teacher Student Interaction during Material Delivery in Morning Circle

Activity	Speaker	Verbal / Nonverbal Language	Scaffolding Strategy and Student Response
Vocabulary introduction	Teacher	“ <i>father, mother, brother</i> ”, “ <i>Sun, Star, Moon</i> ”, “ <i>Head, Hand, Body</i> ”	Repetition of previously learned vocabulary, then giving new vocabulary with different themes.
New material modeling	Teacher	“ <i>Sun</i> , kalau dibaca di Indonesia itu tulisannya ‘ <i>San</i> ’” “ <i>Head (Pointing Head)</i> ”	The teacher provides scaffolding with bilingual shapes and signs, depending on the theme.
Imitation and practice	Students	“ <i>sun...</i> ” (Repeating after the teacher)	Active involvement supports pronunciation and memory retention.

This table 4 presents the vocabulary instruction component of the Morning Circle. The teacher introduces new thematic words after reviewing previous content, ensuring continuity in learning. Pronunciation modeling and code-switching are used strategically to scaffold understanding. Students engage through imitation and repetition, which supports vocabulary retention and pronunciation development. The multisensory approach, including gestures and contextual cues, enhances language acquisition.

The classroom observations reveal that Morning Circle activities comprising greeting, singing, counting, and material delivery function as a consistent pedagogical framework that integrates language learning with social interaction and developmental support. Each component serves a distinct but complementary role in facilitating

vocabulary acquisition and pronunciation development among kindergarten students. The greeting activity fosters routine-based language exposure, allowing children to become familiar with basic English expressions through repetitive and bilingual scaffolding. Singing, on the other hand, engages students both linguistically and physically, creating a joyful learning environment where pronunciation and vocabulary are reinforced through rhythm, melody, and movement. The counting session introduces numerical vocabulary in a collaborative setting, where teacher modeling and peer interaction contribute to the learning process, particularly for students with varying levels of fluency. Meanwhile, the material delivery phase provides structured exposure to new thematic vocabulary, supported by visual cues, gestures, and comparative language explanations, ensuring that comprehension and pronunciation are effectively scaffolded. 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). This approach allows students to participate in language tasks they could not perform independently, gradually advancing their competence through guided assistance. The findings affirm that when thoughtfully implemented, Morning Circle routines can be transformed into purposeful language-learning opportunities. More than just classroom rituals, these activities act as dynamic and inclusive platforms where cognitive, linguistic, and emotional development intersect. As such, Morning Circle offers a valuable model for early childhood educators aiming to support foundational English language skills within an engaging and developmentally responsive framework.

Discussion

The classroom observations in this study reveal that Morning Circle activities comprising greeting, singing, counting, and material delivery serve as more than just daily routines; they function as interactive and intentional platforms for developing kindergarten students' English vocabulary and pronunciation. Each activity is structured to support language development through scaffolding, with the teacher providing models, repetitions, gestures, and bilingual explanations. These pedagogical techniques enable students to engage meaningfully with language, even when

they are not yet capable of independent use. As Vygotsky's Zone of Proximal Development (ZPD) suggests, learners progress most effectively when guided within their developmental range, and this was consistently evident throughout the four Morning Circle activities observed.

The findings align with multiple theoretical perspectives outlined in the literature. The use of bilingual scaffolding during greetings supports (Wei, 2018) notion of translanguaging, which strengthens conceptual understanding and dual language development. Singing activities reflect Skinner's behaviorist theory (Cullata, 2019), where repetition and positive reinforcement enhance student engagement and retention. This discovery aligns with the Total Physical Response (TPR) method, which focuses on learning via physical actions. As noted by (Astutik et al., 2019), TPR is especially useful in EFL instruction for young learners as it utilizes physical responses to enhance language learning. Counting sessions correspond with Piaget's theory of cognitive development (Pakpahan & Saragih, 2022), where children in the preoperational stage benefit from concrete and repetitive learning experiences. Furthermore, the material delivery phase demonstrates Vygotsky's scaffolding principles (Vygotsky, 1978), as the teacher adjust support based on the students' current level and gradually reduced assistance as their confidence grows.

This study emphasizes the practical potential of Morning Circle as a powerful tool for language learning when it is purposefully integrated with linguistic objectives. Rather than being treated as a routine to build social rapport alone, Morning Circle can be redesigned to include structured and meaningful language input. Teachers can model pronunciation, reinforce vocabulary thematically, and use gestures and movement to support memory retention. These strategies not only develop linguistic competence but also foster social-emotional learning and classroom cohesion, as described by Bruce et al., (2006) and Shields-Lysiak et al., (2020).

This study contributes to existing research by focusing specifically on how Morning Circle activities can enhance early English language learning, an area that has received limited attention in prior studies. While earlier works by Roding & Che Mustafa, (2022) and Hanum & Maryani, (2023) explored communication and character development during circle time, this research fills an

important gap by analyzing vocabulary and pronunciation development through structured, theory-informed interaction. It also demonstrates that each Morning Circle activity plays a unique yet interconnected role in scaffolding language learning, showing how routine practices can be intentionally repurposed for linguistic outcomes.

However, this study has several limitations. The observations were conducted in a single kindergarten over a limited period, which may not reflect broader patterns across diverse school settings. In addition, while interaction patterns and scaffolding were analyzed, this study did not measure students' long-term vocabulary retention or pronunciation accuracy. Future research could adopt longitudinal designs or involve multiple schools to assess how sustained participation in Morning Circle routines influences language proficiency over time. Further investigation might also examine how individual learner differences affect the effectiveness of various scaffolding strategies during Morning Circle.

Conclusion

This study has demonstrated that Morning Circle activities greeting, singing, counting, and material delivery play a pivotal role in supporting the development of English vocabulary and pronunciation among kindergarten students. Through systematic observation and analysis grounded in Vygotsky's Zone of Proximal Development, the findings confirm that these daily routines offer meaningful opportunities for language scaffolding, particularly when teachers employ modeling, repetition, bilingual explanation, and gestures to facilitate comprehension and active participation. Each activity contributes uniquely to the language learning process: greetings foster routine-based conversational practice, singing supports memorization and pronunciation through rhythm and movement, counting integrates numerical language with cognitive reinforcement, and material delivery offers focused exposure to thematic vocabulary. Collectively, these activities establish a linguistically rich and emotionally supportive environment that aligns with young learners' developmental needs. The implications of this study suggest that Morning Circle should not be viewed merely as a ritual or transitional period in early childhood education. Instead, when

implemented purposefully, it serves as an effective pedagogical space to nurture foundational language skills. Teachers are encouraged to integrate intentional scaffolding strategies within these activities to maximize student engagement and linguistic growth, especially in contexts where English is a foreign language. While this study provides valuable insights, it is limited by its focus on a single institutional context and by the absence of quantitative measures of student progress. Future research should consider longitudinal studies and cross-institutional comparisons to examine the sustained effects of Morning Circle on language acquisition, as well as explore how different forms of scaffolding affect learners with varying language proficiencies. In conclusion, Morning Circle offers a powerful, practical, and developmentally appropriate framework for introducing English vocabulary and pronunciation in early childhood classrooms. When designed with pedagogical intention, it becomes a vital entry point for nurturing confident and competent early language learners.

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