

**THE IMPACT OF THE CIRCLE TIME METHOD ON ENHANCING
VOCABULARY SKILLS OF EARLY CHILDHOOD STUDENTS AT PG RA AL-
ITTIHAD ISLAMIC SCHOOL**

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ABSTRACT

This study aims to determine the effect of the Circle Time Method on early childhood vocabulary development at PG RA Al-Ittihad Islamic School. The research employed a quantitative approach using a Quasi-Experimental Non-Equivalent Control Group Pretest-Posttest Design involving two classes (experimental and control), each consisting of 15 children. Data were collected through tests and observations, and analyzed using normality tests, homogeneity tests, and the Mann-Whitney U Test. The results showed that the average posttest score of the experimental class (67.67) was higher than that of the control class (54.73), with an improvement of 28% in the experimental class compare 16.4% in the control class. The U-test results also indicated a significant difference between the two classes. Therefore, it can be concluded that the Circle Time Method has a positive and significant effect on the improvement of early childhood vocabulary.

Keywords: circle time method, vocabulary improvement, early childhood

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Metode Circle Time terhadap perkembangan kosakata anak usia dini di PG RA Al-Ittihad Islamic School. Penelitian ini menggunakan pendekatan kuantitatif dengan desain Quasi-Eksperimen Non-Equivalent Control Group Pretest-Posttest yang melibatkan dua kelas (eksperimen dan control) masing-masing berjumlah 15 anak, data dikumpulkan melalui tes dan observasi, kemudian dianalisis menggunakan uji normalitas, uji homogenitas, dan Uji Mann-Whitney. Hasil penelitian menunjukkan bahwa rata-rata nilai posttest kelas eksperimen (67,67) lebih tinggi dibandingkan kelas control (54,73), dengan peningkatan sebesar 28% pada kelas eksperimen dibandingkan 16,4% pada kelas control. Hasil uji U juga menunjukkan adanya perbedaan yang signifikan antara kedua kelas. Dengan demikian dapat disimpulkan bahwa Metode Circle Time berpengaruh positif dan signifikan terhadap peningkatan kosakata anak usia dini.

Kata Kunci: metode circle time, peningkatan kosakata, anak usia dini

A. Introduction

Early childhood education is an important phase in individual development known as the golden age. At the age range of 4-6 years, children experience very rapid language development, including vocabulary skills which are the basis for further language skills. However, facts in the field show that many early childhood still have limitations in vocabulary mastery, both when communicating with teachers and with peers. The condition is often affected by limited language stimulation, lack of reading activities, and lack of opportunities to speak actively in class.

Vocabulary has a central role in supporting children's language skills. According to Richards & Renandya (in Rahmadhani, 2015), the mastery of kosakta is a fundamental component that determines the ability to speak, listen, read, and write. Therefore, the right learning methods are needed so that children are able to develop vocabulary naturally and pleasantly. One of the relevant methods is the *circle time method*. This method is carried out by sitting in a circle and

actively involving children through storytelling, question-and-answer, singing, and light discussions. The interaction created is believed to enrich children's vocabulary while increasing confidence.

The results of initial observations at PG RA Al-Ittihad Islamic School show that children's vocabulary mastery is still limited. Children often have difficulty using new words in everyday communication, both in the classroom environment and while playing. Therefore, this study is focused on the application of the circle time method in learning to determine its effect on the improvement of early childhood vocabulary. The benefits of this research are expected to contribute to educators in choosing more interactive and fun learning strategies, as well as becoming a reference material for future researchers in developing studies on early childhood language learning.

B. Research Methods

This study uses a quantitative approach with a **Quasi Experimental Non-Equivalent Control Group**

Pretest-Posttest Design. This design involves two classes, namely the experimental class and the control class each consisting of 15 students of group B at PG RA Al-Ittihad Islamic School.

Data collection techniques are carried out through tests, namely pretest and posttest to measure children's vocabulary abilities and observation to strengthen learning outcome data. The test instrument used was in the form of vocabulary recognition questions according to early childhood language development indicators, while observation used observation sheets that had been validated.

The research data was analyzed with prerequisite tests including normality tests and homogeneity tests to find out the distribution and similarity of data variants. Then, hypothesis testing was carried out using the Mann-Whitney U Test because the data was not normally distributed. The analysis was carried out with the help of the *SPSS version 25 program*.

C.Research and Discussion Results

The results of the study showed an increase in vocabulary ability in

early childhood after the application of the circle time method. This increase can be seen from the difference in average scores between the experimental class and the control class.

Table 1 Pretests and Posttest for Improving Children's Vocabulary Skills at PG RA Al-Ittihad Islamic School

Experimental Class		
Statistics	Pretest	Posttest
Maximum Value	53	76
Minimum Score	33	61
Average (Mean)	39,67	67,67
Median	40,00	66,00
Modus	40	61
Standard Deviation	5,815	5,563

Control Class		
Statistic	Pretest	Posttest
Maximum Value	53	76
Minimum Score	28	40
Average (Mean)	38,33	54,73
Median	38,00	53,00
Modus	30	53
Standard Deviation	7,798	10,951

Based on the table above, the average posttest score of the experimental class was higher, which was 67.67 compared to the control class of only 54.73. The percentage increase in the experimental class of 28% was also greater than that of the control class of only 16.4%. The results of the Mann-Whitney U Test showed that there was a significant difference between the two groups, So it can be concluded that the circle time method has a positive effect on improving early childhood vocabulary.

This result is in line with the opinion of Mosley (2005) who explains that circle time can improve children's communication skills through verbal interaction in a fun atmosphere. The circle sitting activity provides an opportunity for children to actively participate in storytelling, discussing, and conveying ideas. This supports the theory of Vygotsky (1986) which emphasizes the importance of social interaction in the development of children's language.

Thus, it can be emphasized that the application of the circle time method not only increases the number of vocabulary mastered by children but also increases the activeness, courage to speak, and the ability to understand the context of language. This method is effectively used as an alternative learning strategy in early childhood education institutions.

Figure 1 Circle Time Method



E. Conclusion

The results showed that there was a significant difference between the vocabulary ability of early

childhood who followed learning with *the circle time method* and those who followed the conventional method. The average posttest score of the experimental class was higher than that of the control class, with a percentage increase of 28% in the experimental class and 16.4% in the control class. This proves that the circle time method has a positive and significant effect on improving early childhood vocabulary.

Based on these findings, it is recommended to educators to apply the circle time method as an alternative to an interactive and fun language learning strategy in Early Childhood Education Institutions (PAUD). In addition, further research can examine the application of this method to other aspects of language development, such as speaking skills and sentence comprehension, or compare its effectiveness with other innovative learning methods.

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