

Inside-Outside Circle: An Early Childhood Language and Literacy Development Method

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Aspects of language development and literacy, especially the ability to speak in children aged 5-6 years, is one aspect of special concern in child development. One method used to improve aspects of child language development and literacies is the method of 'inside-outside learning'. This quantitative research study used experimental research and paired sample t-test. Language development and literacy, especially the ability to speak using the inside-outside circle method, obtained the results of the test "t" (Paired T-Sample) with score $t\text{-count} \geq \text{table}$ ($5.147 > 1.706$). Language development and literacy improved, especially the ability to speak, when using the method 'Inside-Outside Learning Circle' skills developed included the ability to intonate, communication skills, mastery of simple words, and increased ability to compose simple sentences. The application of learning by using the 'Inside-Outside Learning Circle' method is one of the useful innovation efforts in Early Childhood Education.

Keywords: *Language, literacy, speaking ability, inside-outside learning.*

Introduction

Early Childhood Education is a coaching effort aimed at children from birth until the age of eight. Educational stimuli at this age-range aims at helping the growth and development of children (Basyiroh, 2017; Hammer et al., 2014; Nahdi & Yunitasari, 2020). Six aspects of development must be mastered by children as they develop. Namely: The physical aspects of motor skills that have the scope of gross motor and excellent motor skills; Aspects of childrens' language that cover the ability to speak; Beginning to read; Writing basic script; Hearing; Cognitive aspects that cover mathematical and scientific abilities; Socio-emotional aspects that include the social and psychological sphere of children; Religious and moral aspects which include the development of character education and aspects of art which consists of music, dance and fine arts (Garro, 2016; Krogh & Morehouse, 2014; Pebriana, 2017).

One aspect of development that is targeted for learning in early childhood is the linguistic or literacy aspect (Rosamond Mitchell, Florence Myles, 2013; Krogh dan Morehouse, 2014; Nahdi dan Yunitasari, 2020). Language in early childhood is described as a tool for thinking, expressing themselves, and communicating. Language as a means of communication is important for a child's life. Children become imitators who always have curiosity in every development (Hasiana & Wirastania, 2017). The process of imitating children and their high curiosity and urge to imitate others is very strong. The child's development becomes an important aspect to be considered in relation to others.

Children begin to understand sentences consisting of four to 5 words in the early years (Marsh, 2008; Sumaryanti, 2018). The development of a child's language progresses in relation to the level of communication, the more of which leads to higher levels of language development. The child's language development will significantly affect the learning processes offered in formal Early Childhood Education settings and vice versa. Learning models, learning methods, strategies, and even learning approaches affect language development and children's literacy substantially (Inten, 2017; Netten et al., 2015). Language skills and children's literacy – especially aspects of language development such as early reading, simple speaking, listening, and also writing – are important goals that can be achieved through good learning targeted at children's development. For example, a child's writing ability is greatly influenced by the excellent motor skills possessed by children, the ability to speak, hear, and read is also greatly influenced by the extent to which the child's cognitive skills through the learning process in early childhood are innovative, fun, active and increase curiosity in these early childhood (Hammer et al., 2014; Ihmeideh & Al-Maadadi, 2018; Jilin, 2017; Netten et al., 2015; Rosamond Mitchell, Florence Myles, 2013).

One of the most important aspects of language skills and early childhood literacy is the ability to speak. Language skills, especially the ability to speak in early childhood, becomes an aspect of language development that is of primary use. For example, mentioning names and communicating with peers and teachers. The ability to speak, especially in the process of articulation and clarity of words, children overcome the greatest inhibition in a child's language development – the ability to speak. The methods used in Early Childhood Education to teach language development, especially for a child's speaking ability, are limited in that they are conventional and monotonous (Adams-Chapman, Bann, Carter, & Stoll, 2015; Holod, Ogut, Brodziak de Los Reyes, Quick, & Manship, 2018; Sudrajad & Wijaya, 2016).

One innovative solution for engaging children while developing language skills and early childhood literacy, especially the ability to speak, is to use a technique called Inside-Outside Circle. The Inside-Outside Circle method is an informative and focused learning method for children to seek knowledge independently, and to assist them process information (Marceillina, Wiryokusumo, & Walujo, 2019; Muyaroah, 2018; Sudrajad & Wijaya, 2016). School offers programs attending to a child's speech ability early on. In the student-teacher connection,

teachers need to apply learning methods that can improve child development, especially aspects of language and children's literacy. The Inside-Outside Circle method aims to provide opportunities for children to be actively involved in the processes of thinking, being independent, conveying information to others, and widely expressing their opinions. This learning model can be used for all ages (Banerjee, Alsalman, & Alqafari, 2016; Hammer et al., 2014; Mulyaroh, 2018; Street, 2001).

Inside-Outside Circle is a cooperative learning model that emphasises the importance of the learning process carried out by having a team implement its activities (Hartini, Rusijono, & Nasution, 2018; Mulyaroh, 2018). The Inside-Outside Circle method allows children to share with other friends. The process of communication and mutual assistance in the learning process can provide children with direction and has advantages, including and beyond improving children's language skills (Madra, 2019; Marcellina et al., 2019; Wijaya, 2017).

Aspects of language development and literacy, especially the ability to speak in early childhood, especially at the age of six years, has led to the application of learning programs aiming to assist children reach the next level. The ability of a 6-year-old child to speak is characterised by the ability to: Master the arrangement of words into simple sentences, be able to answer questions about events around, be prepared to repeat sentences consisting of 6-8 words, to learn various names of objects around, and be able to tell someone about their experiences (Brown, 2014; Marsh, 2008; Ramirez, Lieberman, & Mayberry, 2013; Toki & Pange, 2014).

Speaking covers three separate processes that are related to each other, namely learning to say words, form sentences, and build vocabulary (Bornstein *et al.*, 2014). The application of the Inside-Outside Circle method in developing aspects of language and literacy, especially children's speaking ability, needs help from the media and educational toys when the learning process takes place. These learning media act as a support tool to stimulate language development and children's literacy. Amongst the media used as a tool for providing stimulus for children's development, especially children aged six years, are the media of images, word cards, and flipcharts (Aged, 2015; Kim, 2014; Marsh, 2008). The Inside-Outside learning method trains the child's language ability and the physical abilities of the child and prepares the child's social skills. It is based on learning Inside-Outside learning. Children are taught to communicate and interact with peers in their education so that children's language, physical, and social abilities are increasingly developed.

Methods

The research is quantitative research using experimental quantitative analysis. The research design was a Quasi-Experimental Design with the type of Nonequivalent Control Group Design (Sudrajad & Wijaya, 2016; Wijaya, 2017). The sample population was 90 children

consisting of 4 class B groups with children aged 5-6 years at Hamzanwadi Pancor Kindergarten. Participants were chosen by using a random sampling type in one experimental class with 20 children and one control class with 20 children.

Data collection involved observation of language development and literacy. Interviews were conducted to know the effectiveness of the method applied in the learning process and to what extent it contributed to a child's ability to speak. The study used observation as a way to collect additional data. The instrument used was an observation sheet consisting of 15 statements to be observed, which were broken down into vocabulary skills, fluency in speaking, a compilation of simple sentences from several words, able to mention objects around, communication skills, and articulation of children's language. Interview guidelines were also used as an instrument to see the impact of the Inside-Outside Circle method.

Data analysis techniques used to see the extent to which the data obtained during the learning process will be analysed in terms of percentage of observation data using a test presentation of progress (Nafiah, 2016; Paramita & Sutapa, 2019). The analysis of the first hypothesis test in this study used the t-test (Paired Sample T-test) with the criteria used to test the hypothesis with a significance level $\alpha = 0.05$ (Alia dan Irwansyah, 2018).

Results and Discussion

The development of language skills and literacy, in particular, the ability to speak for children can be optimised using activities and learning that are appropriate to the child. In this study, the Inside-Outside Circle method helped children practice their speaking ability. Children told a short story at the same time as others were occupying inner circle learning groups and outer circle groups. The results of this research categorised the average value of the overall percentage of children in the experimental group of 20 children in the pretest assessment as "Beginning to Develop." This assessment has not achieved the expected goals based on many problems that occur in the field. For example, the conventional methods used in the learning process were difficult to exclude, such as learning more from lectures, writing, numeracy, reading, and other learning that emphasises one-way interactions.

In the experimental group, 20 children got an average value of 70% success for children's ability to speak and were categorised as "Developing in line with Expectations". While in the control group, 32% of children's successfully rated in the category "Developing in Expectations". Based on these results it can be concluded that learning using the Inside-Outside Circle model gives a rather pleasant effect over learning without using the Inside-Outside Circle learning model. The conclusion is based on the results of the post-test higher average score of 70%, while the average post-test for the control class is 60%.

Normality test results from both classes are in the "Normal Distributed" category. The data normality test is done to test whether the scores in the variables studied are normally distributed or not. We obtained a normality test value using the chi-square formula (χ^2). In the calculation of the two classes, it was found that Chi-square was calculated in the experimental group "173.92." This value was compared with the Chi-square table "38.885". While the test results of the effectiveness of the method inside the outside circle using the T-test were obtained, F criteria count was 1.706.

This study concludes that there was a significant change in language development and children's literacy with the learning method Inside-Outside Circle applied in the classroom. The main test results obtained from 20 samples in the experimental class found that five people began to "develop as expected" (a percentage of 25%) and 15 children (75%) are "developing very well".

In the control class of 20 children, the results of the application showed that for the test of learning outcomes, eight children or 36% "developed as expected", and 14 children or 64% of children "developed very well". It can be concluded that the children developed according to expectations. One of the advantages of the Inside-Outside Circle method is that there is a clear structure that allows children to share information briefly and regularly so that they have many opportunities to process information and improve communication skills during the exercises (Ekasari, Ekasari, Robiansyah, Model, & Ekasari, 2016; Hartini et al., 2018; Purwaningrum, Soetjipto, & Untari, 2017; Sudrajad & Wijaya, 2016). In practice, learning activities using the method can practice the child's speaking ability with storytelling activities, for example.

Children get first-hand experience using this method as they get the opportunity to practice regularly. In turn they get the satisfaction of learning, and the children can also more easily remember the information given. According to Hurlock's theory, one of the factors that can affect children's ability to speak is a readiness to practice (Muyaroah, 2018; Rahmania, 2017; Wijaya, 2017). The Inside-Outside Circle learning method finds children are happier to learn because it is packaged using problem-solving learning. The learning process in the Inside-Outside learning method provides improvised learning activities to develop aspects of language development and children's literacy, especially children's speaking ability (Hartini et al., 2018; Sumaryanti, 2018; Wijaya, 2017).

Language development and children's literacy, especially children's speaking ability, are becoming increasingly developed, especially while communicating and articulating children's speech. Applying the Inside-Outside Circle method, a cooperative model, shows a significant change in the ability of articulation and the mastery of a child's vocabulary. The learning innovations of using the method appeared to stimulate the spirit of children in learning. Several studies that have applied the Inside-Outside Circle method, have also seen improvements in

the development of language and children's literacy (Brodin & Renblad, 2019; Castro, 2014; Julia, Kurnia, & Sudin, 2018; Kuhn, Willoughby, Wilbourn, Vernon-Feagans, & Blair, 2014).

The many benefits of applying the Inside-Outside Circle method in learning in early childhood are due. Children are interested in the learning process by using media. There are innovative learning activities in the Inside-Outside Learning method that allow children to interact as much as possible with their partners, and it gives rise to excellent communication skills in children. Students can increase the amount of time they speak in the target language by doing pair work and group work. They can also can improve their ability to be dangerous and literate, and to work together and communicate with their friends.

Moreover, the use of assisted media in the Inside-Outside Circle method was found to contribute positively to the language development and literacy of 6 year-old children, especially their speaking ability (Hammer et al., 2014; Liebeskind, Piotrowski, Lapierre, & Linebarger, 2014; Rahmania, 2017; Wijaya, 2017). Thus, the use of the Inside-Outside Circle method using media-assisted and educational play tools can be an alternative program implemented to help the development of language and literacy of children. As stated by the advantages of Inside-Outside Circle, children can increase the amount of time they speak in the language targeted by doing pair work and group work. Also, students can improve their ability to work together and communicate with their friends (Madra, 2019; Rahmania, 2017; Wijaya, 2017).

Conclusion

Methods for language and literacy development, especially tools for improving speaking skills in early childhood learning are needed. One option is the Inside-Outside Circle method. The Inside-Outside Circle method was tested using a study group and a control group. The results found this method significantly helped children improve their speaking ability with a partner using inner circle group learning and outer circle groups. There are many benefits to applying the Inside-Outside Circle method in early childhood learning. Children are interested in the learning process by using media, and the innovative learning activities allowed children to interact as much as possible with their partners giving rise to excellent communication so that the child's ability to speak was better than in groups that did not have access to this method. Applying the Inside-Outside Circle method more widely in schools is recommended.

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