

The use of BCCT (Beyond Centre and Circle Time) Approach to Teach English Vocabulary to Kindergarten's Pupils

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Abstrak

Penulisan makalah ini bertujuan untuk memaparkan salah satu pendekatan pengajaran yang dapat digunakan dalam mengajarkan vocabulary untuk Taman kanak-kanak. Salah satu pendekatan tersebut adalah BCCT (Beyond Centre and Circle Time). Pendekatan pembelajaran melalui *BCCT (Beyond Centers and Circle Time)* ialah pendekatan yang digunakan untuk melatih perkembangan anak dengan menggunakan pendekatan bermain yang di design dalam bentuk sentra. Sentra bermain terdiri atas *block centre, nature centre, art and creativity centre, sensorymotor centre dan sociodrama centre*. Guru memilih sentra yang akan digunakan sesuai dengan materi *vocabulary* yang akan diajarkan. Dalam makalah ini penulis memilih *block centre* dalam pengajaran *vocabulary* kepada anak. Jadi anak tidak merasa bosan karena mereka belajar melalui hal-hal yang mereka senangi.

Kata kunci: Vocabulary, Pendekatan (*approach*), BCCT, Sentra bermain,

A. Introduction

Mastering English as a means of communication and transferring information in this global era becomes important reason for teaching English beginning the early years of playgroup and kindergarten. Vocabulary is the basic competence that should be mastered by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

To prepare students who are having good ability in communicating, the teacher should pay attention much in teaching vocabulary. Therefore, the students don't face difficulties in building sentences, and the difficulties in speaking caused missing words can be avoided. Teaching vocabulary can start from elementary or kindergarten when the students still in optimum grow up. When they gain vocabulary from early education, they can't face problem in higher education. In Indonesia teaching vocabulary hasn't done optimal yet, it can be seen that the average students face difficulties in speaking. When the students in speech competition, they often stop speaking because they miss words. It caused their vocabulary is still limited. Besides, the teacher does not teach vocabulary to the students in early education (elementary or kindergarten).

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Besides from the students, it is noticed that the difficulties come from the teacher himself. The teacher does not use the right approach in teaching English, especially vocabulary. The activities of students just focus in coloring, drawing, imitating and speaking without playing. The teacher does not give opportunity for the children for playing while they are studying.

One of the approach that teacher can use is BCCT (Beyond Centre and Circle Time). BCCT is one of the approaches that suitable to children education, because there are many places using for teaching learning process and each place can be used to learning English. Playing is very important and special parts of childhood. In playing, children also need media to support their games. Media is important to assist children intelligent. The existence of media helps to predict student's intelligence.

Teaching vocabulary use BCCT (Beyond Centre and Circle Time) approach provides many places for playing; they are called corner or playing place. The corners consist of preparation corner, art corner, building corner, nature corner and drama corner. The students are able to study by playing. It is suitable to children period, the children like playing. The activities in the corner help learners to forget they are studying; they lose themselves in playing in many places.. Hopefully, they can enjoy learning English by playing in many places. In other words, learning by doing in BCCT approach can be used to improving student's competence of vocabulary. Corners are used for supporting the teaching and learning process. Every student is able to use the corner suitable to his interest..

a. The Nature of Vocabulary

Language has three components. They are structure, pronunciation and vocabulary. Vocabulary is one of the components of language. Vocabulary is the collection of words that individual knows, but there are many linguists offer different definitions of vocabulary in different views. According to Harimurti Kridalaksana (1993:127), vocabulary is a component of language that maintains all of information about meaning and using word in language. Hatch and Brown (1995: 1) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

According to Richards and Renandya (2002:145), vocabulary is core component proficiency and provides much of the basis for how well learners speak, listen, read, and write. In addition, Thornbury (2002: 124) states that without grammar, very little can be talked and delivered but without vocabulary nothing can be talked. It means that vocabulary is a very important thing in communication and without vocabulary it is impossible for someone to master the language skills (listening, speaking, reading and writing).

Pikulski in Templeton (2004:1) says that vocabulary is the sum of words used by, understood by, or at the command of a particular person or group. Vocabulary is not only sign of symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively.

b. The nature of children

Teachers have to understand the characteristics of the children in order to teach them. One of the children's characteristics is enjoyable playing. Playing is most important part in their life.

Schott and Yteberg (in Suyanto, 2003) give some list about characteristics of children, they are:

1. They are learning by doing
2. They can talk about what they have done and hear
3. They understand situation more quickly
4. They are often happy, playing, and working alone.
5. Children learn best when they are motivated by being interested in the activities which are relevant with them.

b. Teaching Foreign language (English) to children

To succeeded in teach a foreign language for children it requires a specific skills and intuitions that differ from teaching adult. In order to teach the children successfully in the classroom, Brown (2000:91) also stated the categories that help the teacher to have some practical approaches for teaching children. They are as follows:

1. Attention span

Children have short attention span. They will not be able to pay attention when the teacher presents stuff that is boring, useless or too difficult. Therefore, the teacher should be able to make learning process become interesting, lively and fun in order to get children attention.

2. Sensory input

Brown (2000: 93) states that children will learn easily about things, event that occur every day around them, because it occurs frequently, and they experience it.

3. Affective factor

Children are often innovative in language form but still have great many inhibitions. The teacher should need to help them to laugh with each other at various mistakes that they all make. The teacher also should be patient and supportive to build self-esteem of children and give them plenty of opportunities for trying things out.

4. Authentic meaningful learning

5. Story lines, familiar situation and characters, real life conversation meaningful purpose in using language will improve attention of children.

c. The Teaching and Learning Vocabulary

Nunan (2005) states that in the early stages of learning and using second or foreign language one is better to be served by vocabulary than grammar. He suggests teacher to teach vocabulary first to the students in the first level of learning English instead of grammar. Besides as a main part of language, vocabulary also supports the four language skills.

In addition, according to Nunan (2005), there are some lists that are related to teaching vocabulary:

1. Teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help the learners to figure out meanings on their own (Nation, 2003).
2. It is important to use both formal and informal vocabulary instruction that engage students' cognitive skills and give opportunities for the learners to actually use the words.
3. The strategy of teaching vocabulary should help the learners to discover the meaning of new words, acquire them new vocabularies words that they hear and see, and the strategy should be useful within the classroom as well as the learners are in situation where they encounter new and unfamiliar words on their own.
4. Vocabulary should be integrated into teaching the four skills-listening, speaking, reading and writing.

d. The Nature of BCCT (Beyond Centre and Circle Time) Approach

According to National Education Department of Indonesia (2006: 58), BCCT (Beyond Centers and Circle Time) is a approach which is used to train children development by using playing approach which creates in center form.. Beyond Center and Circle Time (BCCT) is one of method in play group and kindergarten in which the student can play in playing places (sensory motor centre, constructive centre, socio drama centre, alphabetic centre and art and creativity centre) while they are learning (National Education Departement of Indonesia part 1: 15) . According to Piaget (in Kathy and Roberta: 2003) baby and children are programmed by nature to learn with unique way based on their brain and body development. Playing is very important and special parts of childhood. In playing child also need media to support their games.

Beyond Circle and Centre Time (BCCT) was developing in creative centre for childhood (CCRT) Florida. This approach was developing based on multiple intelligence of the children and students activity. Creative pre-school Florida has done this method for 33 years and has a good result. Patmonodewo (2000: 29) says Beyond Centre and Circle time (BCCT) is to teach in early childhood in which the teaching process is focused on the students by playing. In BCCT, the teacher has important role as the motivator, facilitator, and evaluator in learning process.

1.The characteristic of Beyond Centre and Circle Time (BCCT):

Based on the National Education Department of Indonesia (2006:4), Beyond Centre and Circle Time have some characteristic. They are:

- a. The teaching learning process concentrates to the children.
- b. Giving full of support to children to be active, creative and dare to take the decision by their self.
- c. The teacher roles are for facilitator, motivator and evaluator.
- d. Child activity concentrates in playing centre and the function as enthusiasm centre.
- e. Giving stepping before and after child playing in a circle position.
- f. Owning permanent standard operational procedure.

2. The Principle of Beyond Centre and Circle Time (BCCT)

- a. All the learning process is based on theory and empirical experience.
- b. The learning process should be directed to stimulate children's multiple intelligence (cognitive, sensor motor, linguistic, art, social emotional and mathematics logical) through playing that has been planned
- c. Choose the good play environment as a first step that can stimulate the children to be active, creative, and keep thinking by exploring their own experience.
- d. Using operational standard in learning process.

3. Kinds of playing places in BCCT (Beyond Centre and Circle Time)

1. Sensory Motor Centre

Sensory motor centre is a simple respond until a directed movement and have a meaning, for example a baby stretch their sensory when he hit a cool object until they do a movement like holding, kissing, kicking, etc. The important of sensory motor is for reinforcing the extension of neuron of thinking brain.

2. The Alphabetic Centre

In alphabetical centre children should find and learn through a meaningful experience and related with their self. Children learn from a meaningful letter for their self, a meaningful word for them is their own name. They're some activity in alphabetical centre: hipping, cutting, vocabulary bag, Fishing letter and Guessing letter.

3. Constructive Centre

Constructive centre showing children ability to tend their mind being a real. There are two kinds of activity in constructive centre, playing block and playing substance of nature (water, sand, mud, etc).

4. Socio-drama Centre

Dramatic plays allow the children to participate vicariously in a wide range of activities associated with family living, society and the culture of which they are a part. There are two playing activities in socio-drama centre macro a micro playing. Children can play the role as a doctor, police, teacher, etc, with a real size (the cloth, media, and things) in macro playing. In this centre, children play with a small size of substance. For example: playing toys or dolls.

5. Art and creativity centre

Art and creativity centre allow children to explore their creativity through art. This centre often includes activity such as painting, play music instruments, play fold paper and etc.

B. Pembahasan

a. Preparation

In order to get success in introducing vocabulary in kindergarten school, the English teacher should do some preparations. They are:

1. Selecting Material

The teacher has to prepare the material that is going to be taught because material is fundamental component in teaching. The material should be

appropriate with students' level, knowledge and situation and it should motivate student and suitable with curriculum.

2. Media

Using media in teaching and learning process really helps teachers. The media should be appropriate with material and interesting to students. Media can excite the brain development and attention of the student, so that the teaching learning process can happen. Here, the teacher should prepare playing tools in each corner. The playing tools depend on kinds of corners, for example in the block center the teacher should prepare block with various shapes (circle, square, triangle, prism etc), in the nature corner the teacher prepares replica of trees, animals, houses, mountains etc and in the socio drama centre the teacher prepares dolls, dress-up and etc.

3. Lesson Plan

The teachers need to make lesson plan after preparing material and media in order to guide them during teaching and learning process. When creating the lesson plan, teachers should write subject, school, class and semester, the skills to be taught, topic and time. The lesson plan should also include standard competence and basic competence. Furthermore, there are three stages in teaching activities: pre teaching, whilst teaching and post teaching.

b. Procedure the use of BCCT (Beyond Centre and Circle Time) approach to teach vocabulary at kindergarten's pupils.

There are many playing places in here, one of them is Block centre. The use of Beyond Centre and Circle Time) approach to teach vocabulary in kindergarten in this paper is applied by using three phase techniques. They are pre teaching, whilst teaching and post teaching.

a. Pre Teaching

1. The teacher and children sit in circle.
2. The teachers greet the children and ask the children to notice who is absent that day.
3. The teacher prays together with the children and asks the children who is the leader of the group.
4. The teacher gives the topic for the day and connecting with children's life.
5. The teacher introduces all the entire place and playing tools that have been prepared in that center.
6. The teacher put students in each corner. Each corner consists of 7-12 students.
7. The teacher responsible for one corner and guide the children to do moving class from one corner to other every day.
8. The teacher tells about the playing rules for example how to choose playmate, choose the toys, how to use the tools, when children start and end the game, and clean up the tool after using it.
9. After the children ready to play, teacher gets the children to begin the activities.

b. Whilst Teaching

- Teachers explain to the children that they are going to build a palace.

- In order to create a palace we need the blocks. Teachers explain each kind of block in English. For example; teacher said that we need a triangle, then teacher take the triangle and demonstrate it to the children and so on. So children can catch the triangle's meaning is *segitiga*.
- Teacher can give simple instruction. For example: Take a square or put it down.
- Teacher should do repetition in each word that teacher said plus the meaning. So it will make the children familiar with the words. After that, teacher guide the children to repeat the words to correct their pronunciation.

c. Post teaching

- After play teacher will guide the children to remember the names of the things or the colors that they have to play before. Maybe teacher can say the word in Indonesian and the children in English or conversely.
- When the time is up, teacher asks the children to clean up the toys or media.
- In cleaning up, teachers prepare the different place for each tool so children can classify the tool with its place.
- When children clean and neat, they asked to sit in circle with the teachers.
- After all the children sitting in circle, teacher ask to each child about the activity they have done before. This is as recalling train the children's memory and telling idea and experience.

c. **The Advantages the use of BCCT (Beyond Centre and Circle Time) in enriching kindergartens' vocabulary.**

1. Children can learn by playing.
2. Children can learn vocabulary in fun way. They do not need to stuck in the class, because the activities can do indoor or outdoor. They can open they mind that learning vocabulary is not hard and boring.
3. Through BCCT approach, children will get an enjoyable situation, they won't feel bored. The students will get a better learning system; they will be able to improve their ability to memorize vocabulary by using beyond centres and circle time method. At last, they can learn English particularly vocabulary easily.
4. BCCT provide many playing corner for the children. The children can choose the playing corner that interested for them. So it can avoid boredom in learning process.
5. For the teacher, it can help them to teach vocabulary properly by using BCCT for kindergarten students. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching vocabulary. It also enriches teacher's technique to teach vocabulary so that their problems that faced in classroom can be solved.

C. Simpuln dan Saran

The use of BCCT (Beyond Centre and Circle Time) approach is very useful in order to enriching kindergartens' vocabulary. BCCT approach is a curriculum theme series that is designed to provide a blend between a development and a didactic method to working with young children. There are many activities that teacher can create by the use BCCT approach and the students can play in some places suitable to their skill and interest while they are learning. They can study English indoor or outdoor. The use of BCCT approach has opportunity to create new play or media that is supporting the teaching learning process. Therefore, the teaching learning processes become more interesting for the students.

In order to make students eager in studying English, especially in vocabulary, the writer would like to give some suggestions that may be useful for English teachers. It is suggested to apply BCCT (Beyond Centre and Circle Time) approach in teaching English vocabulary to kindergarten pupils.. Hopefully, the teacher would apply this approach to increase the student's interest and motivation in learning English vocabulary.

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