

**The Use of BCCT (Beyond Centre and Circle Time) Approach to Teach  
English Vocabulary to Kindergarten Pupils**

**PAPER**

*Submitted as Partial Fulfillment for Getting Strata One (S<sub>1</sub>)*



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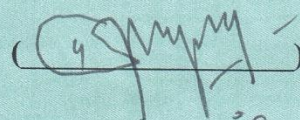
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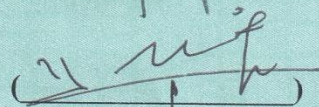
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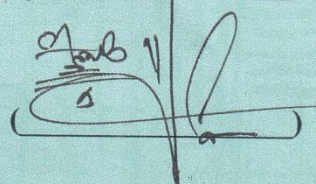
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## **Abstrak**

**Fitriani, Yelni. 2012. The use of BCCT (Beyond Centre and Circle Time) approach to teach English vocabulary to kindergarten pupils**

Penulisan makalah ini bertujuan untuk memaparkan salah satu pendekatan pengajaran yang dapat digunakan dalam mengajarkan vocabulary untuk Taman kanak-kanak. Salah satu pendekatan (*approach*) tersebut adalah BCCT (Beyond Centre and Circle Time) method. BCCT mengutamakan konsep belajar sambil bermain atau bermain sambil belajar. Dalam kelas guru menciptakan tempat bermain yang mendukung proses pembelajaran yang disebut sentra bermain. Pendekatan sentra dan lingkaran merupakan salah satu pendekatan pembelajaran yang mengedepankan konsep bermain bagi anak, sehingga pertumbuhan dan perkembangannya optimal. Dalam pendekatan ini, guru menciptakan beberapa sentra bermain sesuai minat anak-anak tersebut. 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. Penulis berharap makalah ini akan bermanfaat bagi guru Bahasa Inggris dalam pengajaran *vocabulary* sehingga proses belajar mengajar mencapai hasil yang optimal.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Indonesia as one of the non-English speaking countries, has established English as a compulsory subject that has been taught to Indonesian students beginning from kindergarten. 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 play group and kindergarten. English is taught in kindergarten just for introducing the children English as a foreign language. Besides that, it functions to give students basic knowledge of English so that they will do much better at elementary schools.

Vocabulary is the basic competence that must 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. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In addition, Richard and Renandya (2002) state that vocabulary is a core component of speaking, listening, reading, and writing. It shows how important vocabulary is.

Most of teachers don't pay attention much in developing teaching vocabulary. They teach much for grammar, reading, speaking, listening, writing, etc,

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 doesn't teach vocabulary to the students in early education (elementary or kindergarten).

Besides from the students, it is noticed that the difficulties come from the teacher himself. The teacher doesn't use the right approach in teaching English, especially vocabulary. The activities of students just focus in colouring, 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). 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, 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. Learning together in the corner involves the student actively in learning process. The learners do not feel bored, because they can choose a place for playing suitable to their interest and need. It will be easier for the teacher to conduct the students in teaching learning process. 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. In this paper writer choose block as a playing place to teach vocabularies to kindergarten pupils.

#### **B. Limitation of the problem**

The paper is limited the use of BCCT (Beyond Centre and Circle Time) approach to teaching vocabulary to kindergarten's learners.

#### **C. Formulation of the Problem**

The problem in this paper is formulated in the following question: "How do the English teachers use BCCT approach in teaching English vocabulary to Kindergarten pupils.



#### **D. Purpose of the Paper**

The purpose of writing this paper is to explain the use of BCCT approach teach English vocabulary in order to make the teaching and learning process more interesting, fresh and also fun at kindergarten.