

THESIS
**THE IMPLEMENTATION OF BCCT (BEYOND CENTRE AND CIRCLE TIME)
APPROACH IN TEACHING ENGLISH VOCABULARY TO YOUNG
LEARNERS AT TK JUNIOR WONOGIRI**

(A Case Study)



By

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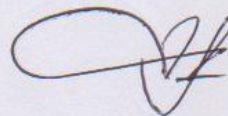


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This is to certify that I myself write this thesis entitled “The Implementation of BCCT (Beyond Centre and Circle Time) Approach in Teaching English Vocabulary to Young Learners at TK Junior Wonogiri (A Case Study)”. It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the references. If then this pronouncement proves wrong, I am ready to accept any academic consequences, including the withdrawal or cancelation of my academic degree.

Surakarta, July 2016

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ABSTRACT

Rose Santi Untari. 2016. S891208045. THE IMPLEMENTATION OF BCCT (BEYOND CENTRE AND CIRCLE TIME) APPROACH IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS AT TK JUNIOR WONOGIRI (A CASE STUDY). Thesis. Surakarta. English Education Department of Graduate School of Sebelas Maret University. Thesis Supervisor I: Dr. Ngadiso, M.Pd; Thesis Supervisor II: Dr. Sujoko, M.A

This study aims at: (1) describing the implementation of BCCT in teaching English vocabulary in three aspects, involving: (a) The document, (b) The teaching and learning activities, and (c) The other components; (2) Identifying the difficulties; and (3) Finding out the solutions which can be offered by teacher. This study applies a case study method which had been carried out at TK Junior Wonogiri in the first semester of the academic year of 2015/2016. The data were collected through observation, interview, and questionnaire. The data were collected, then, analyzed through constant comparative method.

Firstly, the result of the study shows the description of BCCT approach was applied good enough. It was proved from the teaching documents used, they were annual, semester, weekly plan, and lesson plan for each day. Especially for English, they had special lesson plan. For the teaching activities, BCCT step helped students to know and understand new vocabularies easier. For the other components, there were some, like qualified teacher, enough facilities, and parents's support. Secondly, there were some difficulties found. The restrictiveness of the area and tools, teachers' lack of English, students' lack of understanding English, and time consuming. The last there were some solutions offered to overcome the difficulties. The restrictiveness of the area and tools can be solved by changing the setting of the room for short term and adding some rooms for the long term. Teachers' lack of English could be solved by inviting English teacher or tutor, habituating the teachers, and getting formal certificate. Students' lack of understanding English could be dealt by adding attention and communicating more with them. Time consuming, could be solved by adding variations, giving enough time playing for children, and using break times effectively.

Considering the result of this study, the implementation of BCCT approach in teaching English vocabulary carried out at TK Juior Wonogiri brings positive effect toward sudents' language acquisition, so that it could be an alternative way of teaching English to young learners in other school.

Keywords: *BCCT approach, English vocabulary teaching, young learners, kindergarten, case study*

ABSTRACT

Rose Santi Untari. 2016. S891208045 PENERAPAN PENDEKATAN BCCT (BEYOND CENTRE AND CIRCLE TIME) PADA PEMBELAJARAN KOSA KATA BAHASA INGGRIS UNTUK ANAK USIA DINI DI TK JUNIOR WONOGIRI (STUDI KASUS). Thesis. Surakarta. Pendidikan Bahasa Inggris Program Pasca Sarjana Universitas Sebelas Maret. Pembimbing Thesis I: Dr. Ngadiso, M.Pd; Pembimbing Thesis II: Dr. Sujoko, M.A

Tujuan dari penelitian ini adalah: (1) mendeskripsikan penerapan pendekatan BCCT pada pembelajaran kosa kata Bahasa Inggris dalam tiga aspek, yaitu: (a) dokumen, (b) Proses belajar dan mengajar, and (c) komponen lainnya; (2) Mengidentifikasi hambatan; and (3) Menemukan solusi yang disarankan oleh para guru. Penelitian ini menggunakan metode studi kasus yang dilaksanakan di TK Junior Wonogiri pada semester pertama tahun pelajaran 2015/2016. Pengumpulan data melalui observasi, wawancara dan kuesioner. Data yang telah terkumpul kemudian dianalisis menggunakan metode constant comparative.

Pertama, hasil dari penelitian menunjukkan bahwa penerapan pendekatan BCCT dilaksanakan dengan cukup baik. Hal itu dibuktikan dengan dokumen-dokumen yang digunakan, terdapat program tahunan, semester, mingguan, dan RPP untuk tiap harinya. Pada proses belajar mengajar, pendekatan BCCT membantu siswa untuk mengenal dan memahami kosa kata baru dengan lebih mudah. Ada beberapa komponen lain seperti kualifikasi pengajar, fasilitas yang memadai, dan juga dukungan orang tua. Kedua, ada beberapa hambatan yang ditemukan, yaitu keterbatasan area, dan peralatan, keterbatasan guru dalam Bahasa Inggris, keterbatasan siswa dalam Bahasa Inggris, dan konsumsi waktu yang lama. Terakhir, terdapat beberapa solusi yang disarankan untuk mengatasi hambatan yang ditemukan. Keterbatasan area dan peralatan dapat diatasi sementara dengan mengubah setting ruangan tiap hari dan untuk jangka panjang sekolah sebaiknya menambah ruangan. Keterbatasan guru dalam Bahasa Inggris dapat diatasi dengan mengundang Guru atau tutor Bahasa Inggris, pembiasaan Bahasa Inggris untuk guru, dan sertifikat formal untuk guru yang belajar Bahasa Inggris. Keterbatasan siswa dalam Bahasa Inggris dapat diatasi dengan menambah perhatian dan komunikasi yang lebih kepada siswa yang kurang. Waktu yang terlalu lama, dapat diatasi dengan memberikan variasi, memberikan waktu cukup untuk bermain, dan menggunakan waktu istirahat efektif.

Berdasarkan hasil dari penelitian, penerapan pendekatan BCCT pada pelajaran kosa kata Bahasa Inggris yang dilaksanakan di TK Junior Wonogiri membawa dampak positif pada pengenalan bahasa pada anak, sehingga itu dapat menjadi salah satu alternatif pembelajaran dalam mengajar Bahasa Inggris untuk anak usia dini di sekolah lain

Keywords: *Pendekatan BCCT, Kosa kata Bahasa Inggris, anak usia dini, TK, Studi kasus*

MOTTO

“Life is what you make it”

“Other things may change us, but we begin and end with family”

DEDICATION

to my lovely daughters

and

to my beloved family and parents

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