

THE EFFECTIVENESS OF BEYOND CENTRE AND CIRCLE TIME METHOD ON THE STUDENTS' VOCABULARY MASTERY

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ABSTRAK

Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan dari metode Beyond Centre and Circle Time (BCCT) pada pengajaran kosakata. Penelitian ini menggunakan desain penelitian eksperimental. Adapun populasinya adalah seluruh siswa kelas 7 di MTs Darul Ihsan Hamparan Perak, dan sampelnya adalah kelas VIIA sebanyak 25 orang sebagai kelas eksperimen, kelas VIIB sebanyak 25 orang sebagai kelas kontrol. Data pada tes awal di kelas kontrol adalah 61,4 dengan nilai rata-rata pada tes akhir adalah 72,5. Sementara itu, nilai rata-rata tes awal di kelas eksperimen adalah 61,0 dan nilai rata-rata tes akhir adalah 81,1. Ini menunjukkan ada perbedaan antara kelas kontrol dengan kelas eksperimen. Pada kelas kontrol nilai tes awal dan tes akhir meningkat menjadi 11,5 sementara pada kelas eksperimen nilai rata-ratanya meningkat menjadi 20,01. Hal ini menunjukkan bahwa hipotesis diterima bahwa metode BCCT efektif dalam penguasaan kosakata pada siswa dibandingkan dengan metode konvensional.

Abstract: The research aimed to know effectiveness of Beyond Centre and Circle Time method in teaching students' vocabulary mastery. This research was conducting by using experimental research design. The population of this research was the students at seven grade of MTs Darul Ihsan Hamparan Perak. The sample of this study was VII-A (25 students) as experimental class and VII-B (25 students) as control class. The pre test in control class 61,4 and mean of post test was 72,5. Meanwhile mean of pre test in experiment class was 61,0 and mean of post test was 81,1. It means that there is difference between control class and experiment class. In the control class, the score of pre test and post test raise 11,5. While, in the experimental class, the score of pre test and post test raise 20,01. Ha is accepted and H0 is rejected. It means that there is better of using beyond center and circle time method on the students' achievement in vocabulary mastery than conventional method.



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A. INTRODUCTION

English is an international language. It is used by almost countries in the world to communicate with each other (Mofareh, 2015). There are many people in the world who study English including Indonesia. English as a foreign language has been taught in Indonesia with various levels of education, from elementary schools to universities. Meanwhile, Kristin (2018:1) stated vocabulary has vital role for all language skills namely speaking, listening, writing,

and reading. Vocabulary is one part of the basic competencies in language. Because vocabulary is the most important element for language, so if one can not master vocabulary well then she/he will get problems in the language skills. This is an important aspect of learning English that makes it easy for the students to do communication with other people and master other aspects of the language. The using of a person's language in good communication depends on how the vocabulary his/her had. Ideally in the

curriculum 2013, the students are expected mastering vocabulary, understanding the meaning of the words used in reading and listening, and using correct words in communication such as spoken and written form.

There are several explanations of vocabulary from some experts. Firstly, Richard quoted in Fauzia that vocabulary is the main part of language proficiency and serves a basic of speaking, listening, reading and writing skill (Fauzia et al., n.d.). Secondly, Sutrisna stated that Vocabulary is interpreted as many words as that students should know; not only memorize the form of the word but also understanding their meaning. The students know more many vocabularies well and they can use them, it means that the students can communicate with various conditions (Sutrisna, 2012).

According to Oxford Dictionary (2003:462) vocabulary is defined as "all the word known and used by person". Vocabulary of someone is a group of words that they are familiar the language. Studying language means learning vocabulary. It shows the vocabulary is one important component in a language for communicating with others. We used vocabulary to communicate with others in written or spoken. We try to convey ideas, messages, feelings, and share information by using language. Generally, it is not possible to understand a language without knowing the vocabulary. Based on the explanation above, the researcher concluded that vocabulary means that the total number of words which consists of noun, adjective, verb, adverb, and preposition, in which students not only get the words but also understand its meaning, and it has the important part in communication for people.

However, in reality, researcher found the fact that vocabulary mastery of the students was still low, using incorrect words and spelling. For example, the students wrote "eat day", the student meant "eat afternoon", the sentence "eat day" is inappropriate. Student translated the sentence word by word. The sentence that correctly describe the intentions of student is "take a lunch". Another example written by student "survive", the student is asked by the teacher to write down some words on the whiteboard that she said. The teacher meant "survive", but the student wrote "survive". It has no meaning in English. This happens caused student did not yet know the word and how to pronounce the

word. The sstudents wrote the words based on the teacher says.

The low vocabulary mastery of the students is due to several factors, they are external and internal. Externally, it came from teacher who found it difficult to get appropriate methods, techniques, and media in the learning and teaching process. The assumption above is supported by Santoso. He stated that there are many factors made English skills of the students were still low, they are skill motivation, age, cognitive style, and style of learning. Internally, the factors which can affect students' vocabulary are the student motivation was still low and they were lack of self-confidence, and the students interest in learning English (Santoso, 2017).

Regarding to observation in the seven grade of MTs Darul Ihsan, the researcher found that the data of the students' tasks through interviewing the students and the English teacher. The data showed that the students' vocabulary mastery was still low. Most of them could not write and pronounce vocabulary well yet. In addition, the students have difficulty for memorizing the words in grammatical forms. English is different from Indonesian in the structure, pronunciation, and meaning. They assumed that English is a difficult subject to understand.

To solve the problem above, the teacher should use alternative methods in improving achievement of the students in vocabulary mastery. There are so many methods in teaching-learning English especially in vocabulary, namely Extensive Reading Activities, Crossword Puzzle, Mind Mapping, and Beyond Centre and Circle Time (BCCT). Beyond Centre and Circle Time method provide an alternative solution to help students' problem in vocabulary mastery. BCCT method is a method of learning in education that focuses on students-centred used in the teaching and learning process where the students were able to work in group to discuss so that they could improve their knowledge (kaplan, 2009). BCCT is a learning method that has centre in which students sit in a circle and each centre of circle was different. This method is done in groups, the goal was that students could discuss with their group related to centres provided by the teacher. In a group got one center. Through this method, the students will be stimulated actively engage in learning activities, with an emphasis on

exploration. The teacher's role in this method was as a facilitator. This activity was more students-centered, so students could be more active than the teacher in the class room.

Regarding to the explanation above, the researcher is interesting to make a research by using beyond center and circle time method to know the effect of apply this method to the students vocabulary mastery in English subject. It is hoped that beyond centre and circle time method will be helpful for the students to reduce problem of the students in English, especially in vocabulary.

Beyond Center and Circle Time is an approach which focuses on the students in the learning process, students play at the center, when they in a circle (Rodiah, Laylatul, Riswanti Rini, 2018). Furthermore Kaplan stated that BCCT method is a method in BCCT method is a learning methodology in education which focuses on students-centered used in the teaching and learning process where the students were able to work in group to discuss so that they could improve their knowledge. In this case the learning process is student-centered while the teacher is only as their facilitator. Students have many times to learn and discuss material with other friends.

According to Pamela, BCCT method is a series of theme created to integrate developmental and a didactic approaches for working with students. This theme contained therein become lesson ideas that the teacher gives to the students and give the students the opportunity to experiment and explore the learning material.

BCCT method students are stimulated to actively carry out play activities while learning in learning centers. BCCT is believed to be able to stimulate all aspects of learner's intelligence, so that intelligence can develop optimally (Yuniar, M, 2013)

Finally, learning settings can stimulate learners to be active, creative, and continue to think by exploring their own experience. BCCT is a learning method that is carried out to assist teachers in balancing students' mastery of skills and knowledge (Arsana, Made, Marhaeni, A.A.I.N., Suastra, I, 2013).

B. METHOD

In this study, the researcher used quantitative research. Priyono stated that quantitative research. Quantitative research consists of three types, they

were experimental research, content analysis, and survey research. The researcher used experimental research design as the type of research (Priyono, 2016). In this study, the researcher wanted to see is there any significant effect between variable x and variable y.

In the experimental research, there were two groups such as experimental class and control class. Both of them gave different treatment. The experimental class (VII-A) was given a treatment using Beyond Centre and Circle Time method in learning and teaching vocabulary. Besides control class (VII-B) used conventional method in teaching and learning vocabulary. Experimental class and control class received a pre-test before did treatment and post-test is given after treatment. The pre-test gave for both of the classes before treatment. The post test is given after treatment, the experimental class taught by using BCCT method while the control class taught by traditional method.

The subject of this research is seventh grade at MTs Darul Ihsan Hamparan Perak. The research population was the seven grade students at MTs Amin Darul Ihsan academic year 2020/2021 that is located in Hamparan Perak. The research sample is class VII-A and VII-B. Total the subject is 50 students. Researcher used pre-test and post-test in this study.

The pre-test and post-test had same form that is multiple choice. The test consists of 20 questions about vocabulary in English. To know the effect of using Beyond Centre and Circle Time method in improving students vocabulary mastery so that means of control class and experimental class are compared using t-test. The researcher would be testing the data using normality testing (lilliefors) first, then homogeneity testing. The last was researcher using t-test to compare both of the class. The researcher used SPSS 20 to analyze the data.

C. RESULT AND DISCUSSIONS

The data obtained in this study took from the result of test from two classes, namely experimental class (VII-A) and control class (VII-B). The experimental class and the control class received different teaching and learning method. In the control class, the students taught by using lecturing method. Besides, in the experimental class, the students taught by using BCCT method. To determine the effect of the students' vocabulary

mastery were taught using lecture method and using BCCT method, the data needed to be collected. The researcher got the data from the result of post test which conducted in the last research.

After giving the post test at the end of the study, the two classes were taught different methods, so that measurement of students' vocabulary mastery can be obtained as follows:

Table 1. The Result of Data Reseach

Statistic Source	Group of Learning			
	Experimental Class		Control Class	
N	Pre-Test	Post-Test	Pre-Test	Post-Test
N	25	25	25	25
X	61,0	81,1	61,4	72,5
S	13,97	10,62	14,60	13,97

BCCT is a method of learning by focusing on the center where students sit with their groups by forming a circle at the beginning and end of learning. This method encourages the students to actively engage in enjoy learning activities with an emphasis on students' exploration abilities. Students have more role in the learning process, while the teacher was only as a facilitator.

BCCT method in vocabulary class procedure as followed:

- 1) Students divided into 5 groups.
- 2) The teacher chose one of the students in each group to be volunteer.
- 3) The teacher gave a theme that will be discussed by each group.
- 4) Each group has a different center, namely bedroom, bathroom, living room, dining room, and kitchen.
- 5) Each group discussed with their group members, what objects were there based on the center of each group.
- 6) The students may open dictionary.
- 7) One of the students as a group representative wrote the results of their discussion in the form of words in English along with the meanings to the paper, the students are given 10 minutes to complete it.
- 8) The teacher asked each group to read the words that they have written alternately.

9) Every student made definition of the words that they got from discussion.

10) Students wrote new words they found in other groups and memorized the words.

Hopefully this method could make the students will be excited in the learning process of vocabulary, because language skills are related to vocabulary. During learning process takes place the teacher could also provide media such as pictures. It could help students remember vocabulary by stimulating their thoughts. Through this method, students not only got new vocabulary but also they could write words correctly. In addition students are trained their pronunciation by reading the words that they have written in the paper.

The result of research finding showed that there was significant difference between the students' achievement in vocabulary mastery that learn using beyond center circle time method and lecturing method.

Regarding to quantitative data could be that mean of pre test in control class 61,4 was and mean of post test was 72,5. Meanwhile mean of pre test in experiment class was 61,0 and mean of post test was 81,1. It means that there is difference between control class and experiment class. In the control class, the score of pre test and post test raise 11,5. While, in the experimental class, the score of pre test and post test raise 20,01.

In the other word, the students achievement in vocabulary mastery is more effective using beyond center and circle time method. Based on calculation of t-test showed that H_0 was rejected and H_a was accepted. The result of data of pre test and post test the students were taught by BCCT method had been higher score and those who were taught by lecture method had been lower.

In short, the data of research had been carried out based on procedures. As the finding and discussion of the reseach above, there is significance by using beyond center and circle time method towards the students' achivement in vocabulary mastery.

D. CONCLUSIONS AND SUGGESTIONS

After the study did, the result of the students' post test in the first grade of MTs Darul Ihsan Hamparan Perak, can be concluded that: (1) The students who were taught by using beyond center

and circle time method got higher result than students that were taught by using conventional method. It can be proven that the value obtained from experimental class is higher than control class. The post test result of both experimental class and control class were carried out after doing treatment. (2) Based on data, it can be seen that there is BCCT method is better than conventional method in teaching students' vocabulary mastery different between control class and experimental class. The reseacher was found the significant effect by t_{observed} and t_{table} to know whether using beyond center and circle time method is effective to students' vocabulary mastery.

The conclusion of this whole chapter can be interpreted that students' vocabulary mastery is better taught by BCCT method than conventional method, especially for the students in first grade of MTs Darul Ihsan Hamparan Perak.

In this section, the reseacher will give contribute many suggestions for person who get benefit from this research. The reseacher suggests to: First, the principal of MTs Darul Ihsan Hamparan Perak gives the teacher supporting to teach better, especially English teacher and complete facilities for teaching and learning process and providing guidance to English teacher about there are several teaching English methods which are suitable for students. Second, the English teacher of MTs Darul Ihsan Hamparan Perak to teach and to give students more motivation in studying, and using effective method to teach English. The teacher have to build fun situation in teaching and process of learning in order to increase students' achivement in vocabulary mastery. Third, the other reseacher, the research finding obtained are subject matter which can be developed broadly and deeply by enlarging the sample or adding other variables

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