

Implementing Beyond Centers and Circle Time for Linguistics Intelligence of Children with Hearing Impairment at an Early Age

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Abstract—verbal linguistic intelligence of children includes: the ability to receive and express language and script ability can be implemented holistically with other activities through activity called playing while learning. BCCT approach that emphasizes on playing as the core activity and student centered are the correct method for children to actualize linguistic verbal intelligence, as this method is relevant to development principal and children at early age unique characteristics. The result of this research shows that first, children can explore and express their verbal linguistic intelligence in every playing activity at *Sentras* (centers) with four scaffolding types, those are; (a) when environment arrangement, (b) at scaffolding before playing (circle time1), (c) at playing time (d) at scaffolding after playing (circle time 2/ recalling). Every *sentra* (center) always gives ability communication ability support, vocabulary, and script for children suitable with development stage.

Keywords—children with special needs, beyond centered and circle time

I. INTRODUCTION

Human interacts with each other through communication in form of language. That communication occurs verbally or non-verbally by script, readings, signs or symbols. Speaking itself is a complex process which does not happens out of blue. Humans communicate through language needs developing process in their age stages. From the results of several researches, experts state that in the span of the first five years is the golden age which is the critical period for language and speaking development. In this period, the baby's and children's brains are experimenting maximally in absorbing language. Children's language ability will not be maximal if this critical period is left without giving any routine stimulation to kids. The children's language competency will get better if keep interacting with other human's language.

In the children's language proficiency imitate their interlocutors. Communicating with other people can increase their new vocabulary and combine their words in their language knowledge [1]. Several researches show that there is strong connection between interaction quantity and quality between children and parents to children's communication ability. Children need many opportunities to speak. Besides acquiring vocabulary and grammar, children must learn to get involved in effective and correct communication. Parents, teachers and adults in their environment are the models for the children to develop their language competency through daily conversation. In the learning implementation to develop

children's language intelligence cannot stand alone but it is always connected with other aspects since learning for children at early age is holistic learning which means all are connected and supporting.

Good learning for early age children must be suitable with their needs and development. Children at this age love playing since their world is playing. By implementing learning while playing principle, the learning process will achieve its target. The enjoyment achieved though playing enable children to learn without any force or stress thus both the rough and soft motoric skills are developed other intelligence can be developed optimally. The learning is arranged to be joyful and democratic that attract the children to get involved in every learning activity. Children do not only sit listening to the teachers' lecture but also actively interact with various kinds of things and people around them physically or mentally [2].

There are not many people who can use language well and correctly. Many of them ignore the grammatical in using language. It happens because they do not comprehend the correct language concept. The incomprehension of language concept are found many on children with hearing impairment.

Hearing impairment is someone experiences lacking of hearing ability either part or the whole which is caused by part or the whole hearing device, that they cannot use their hearing device in their daily life that give complex impact to their life. The deficient in hearing ability on children with hearing impairment makes they are incapable in using language. Many of people with hearing impairment do not comprehend grammar well and correctly. They know words but do not understand how to connect those words with the correct sentences.

In writing, the people with hearing impairment often reverse the words, it makes the meaning for, the words they express do not match with what others think. It hinders the communication flow of people with hearing impairment in their environment. Besides that in speaking, these people sometimes add unnecessary words. It changes the meaning of the words they express.

The function of early childhood education or *Pendidikan Anak Usia Dini* (PAUD) as the early childhood education board has three main functions, those are: developing children's potentials, values establishment, and basic skills development (reading, writing and calculating). The phenomena happens so far the parents and elementary school boards demand children to be able to read, write and calculate

after graduate from kindergarten. Basically, early-aged children is not supposed to receive reading and writing, since it feels forcing children who are still in their growing period.

Early age children is not supposed to get drilling to achieve reading ability and through children center (*sentra*) approach, the children are stimulated to actively play while learning at learning (*sentra*) centers (preparation center, macro role, micro role, block, faith and religion, arts and nature material center). All learning activities focus on children as the learning subject. Educators have role more as facilitator and motivator by giving scaffoldings [3]. The scaffoldings given before and after playing in the setting of sitting in a circle that is known as circling time. Other scaffolding is environment scaffolding (environment setting), and scaffolding of every children is done during the children playing.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the data used and proposed methodology. Section IV describes the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

Verbal-linguistic intelligence is intelligence in organizing words or ability in using words effectively both verbally or written. Intelligence people in using words can argument, convince, entertain or teach effectively through the words uttered by them [4]. The intelligence person verbal-linguistically is prominent in speaking, both verbal and writing. Verbal-linguistic intelligence is sensitive ability to sound, rhythm, and word's meaning as well as strong will to express in form of writing. Kindergarten's curriculum in 2010 explains that verbal-linguistic intelligence of early children includes: the ability of language receiving: this language receive can be seen at children's ability in listening other's utterances and understand two orders at once. b. The language expressing ability: children who have ability in expressing language: children that has ability in expressing language can be seen by indicator: repeating simple sentences, answering simple question, expressing feeling by using adjectives, etc. c. Scripture ability; acknowledging symbols, acknowledging voices of animals and nouns surround them.

The purposes of developing children's verbal-linguistic since early childhood are: (1) kids can communicate spoken or written well, (2) has language competence to convince other people, (3) able to remember and memorize information, (4) able to give explanation and (5) able to discuss that language itself.

At first years of children's life, language development will develop intensively, that is the period for brain to develop in the process of brain maturity. The research results show that in the first three year, when the brain achieve its ultimate phase, the educators can make huge difference for the next vocabularies and IQ [5].

Furthermore, the experts state that language development stage consists of language at infant stage, development at middle-aged and final-aged children. In this discussion will focus on the language development of kindergarten stage (age 4-6 years).

As the children grow, naturally or through stimulation from their environment, the children's language competency

will increase. The intelligence indicator of verbal-linguistic for early age children will be seen through many activities such as: first, the children of 2-6 years old love communicating with other people both with their peers or adult. Second, children love telling story about daily experience, what they see and know (age 3-6 years old). Third, children will easily remember their friends' and family's names (2-6 years old), place, or trivial things that have been heard or known, including commercial jingles (3-6 years old). Fourth, children love bringing books and pretending to read (2-4 years old and KB), love books and fast in spelling more than their peers (4-6 years old). Fifth, children are easy in spelling words, love word game, love making jokes (3-6 years old). Sixth, children love and pay attention or story telling from the educators (2-6 years old) and able to retell the story well (4-6 years old).

Sentra and circle approach are early age education which focus on the children in their learning process centered at playing center and when children in the circle by using 4 scaffoldings 33 to support children's development, those are (1) playing environment scaffolding; (2) scaffolding before playing; (3) scaffolding during playing; and scaffolding after playing (*DEPDIKNAS*, 2006: 2). *Sentra* is the center of learning or learning source is a place designed for stimulating various developing aspects of early age children [4]. Learning process with *sentra* approach is student centered learning activity in which every child has an opportunity for learning and doing at chosen centers (*sentra*). The concept of learning activity center or *sentra* goes along with wise words stated by Silberman: What I hear, I forget. What I hear and see, I remember a little. What I hear, see, and ask question about or discuss with someone else, I begin to understand. What I Teach to another, I master [6].

That statement has deep philosophy about the importance on the significance of involving children actively in learning. This goes along with an opinion which states that *sentra* (center) learning model has unique characteristics Sujiono & Sujiono in [4] such as first, learning by doing. The learning is done directly by children. Second, learning by stimulating, this learning emphasizes more to children's growth stimulation gradually. Third, learning by modelling, *sentra* (center) learning also employs adults and children as influencing model.

As a matter of fact, children who actively move and play will increase their intelligence and experience in their adulthood. Meanwhile, the quite children who stay aloof and do not move, there is possibility they are abnormal. Usually, those children experience difficulty in adapting to society, feel insecure and shy. The learning at early age is directed to student centered, not teacher centered. Through playing, children freely active in developing their imagination and skill, while teacher's role is as a facilitator in giving assistance when they need it. When the children are playing all senses are working actively. All information got by children's senses will be transferred to brain as stimulation thus the brain's cell developing actively to form network. The dense brain is formed by lots of network that will help developing better skills. Association for Childhood Education International (ACEI) and The National Association for The Education of Young Children (NAEYC), two respected professional

organizations in the United States confirm in their guidelines that playing enable children to explore their world; (2) developing their social and cultural understanding; (3) helping children express their thoughts and feelings [7], (4) giving opportunity to experience and solve problems; (5) developing language and literacy skills and elaborate meaning and concept.

Learning activity which is done through playing can give vast room for children to explore and find their own meaningful experience. Jean Piaget states that, "Children should be able to do their own experimenting and their own research. Teachers, of course, can guide them by providing appropriate materials, but the essential thing is that in order for a child to understand something, he must construct it himself, he must re-invent CCCRT (1)." (children are supposed to be able to have trial and observation on their own. The teachers can guide the children by providing correct materials but the most important is the children can understand something, they must built that understanding, and therefore they should find by themselves).

III. DATA AND PROPOSED METHOD

This section presents the data used and proposed method.

A. Data

This research employed development psychology approach which is related with experience and children's behavior in learning and focusing attention on uniqueness and self-actualization. Through this research's perseverance, this research tries to observe thoroughly and analyze the verbal-linguistic intelligence actualization of children at early age through BCCT approach based on children development stage in every scaffolding given.

This research is categorized as qualitative research that is to understand phenomena that is experienced by the research subjects such as behaviors, perception, motivation, actions, etc, holistically, and in words and languages description, in a special natural context and by using various types of scientific method. In this research, the researchers have collected data which are related with verbal-linguistic intelligence actualization of children at early age through Beyond Centers and Circle Time approach.

IV. RESULTS AND DISCUSSION

Learning by using BCCT approach is really relevant with children's world which is identically learning by playing. Some psychology experts such as Erik Erikson, Jean Piaget, Vygotsky, and Anna Freud, deliver at least three types of playing activities that support children's learning such as functional or sensorimotor playing, role playing, and CCCRT constructive playing (1) functional playing or sensorimotor means that children are playing through their senses and physical relation with their environment. (2) role play is also called as symbolic, role play, pretending, make believe, fantasy, imagination, or drama play. This role play is important for cognition, social and emotional development of children at 3 until 6 years old. (3) constructive play is a form of playing in which children use materials to create something from something that they have seen before for enjoyment not for useful purpose [8].

Stimulate collective intelligence through *sentra* (centers) that can build multiple intelligence according to Howard Gardner (Multiple Intelligence) theory Soendari & Wismiarti in [9] such as: Linguistic Intelligence, Logical Mathematic Intelligence, Musical Intelligence, Bodily-Kinesthetic Intelligence, Spatial Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalis Intelligence, spiritual Intelligence. All these intelligences should be built in balance and high that the activity designed by the teachers in every *sentra* (center) must build these seven intelligence.

Language sound is air flow formed and produced by human's speech organs, by following a series of rules and applicable language rule. Language form can be words, phrase, clause, or sentences which consist of certain phonemes order either vocal-consonant, semi-vocal, and semi-consonant, hearing impairment actually has ability to sense language sounds visually, then try to reproduce in form of utterance in form of phrase and sentence. Somehow, the prediction about the possibility for children with hearing impairment to communicate orally with normal society still becomes long debate until today. Most of psycholinguistics experts consider that children with hearing impairment and mute (only sign language), who have very little possibility to communicate orally. Meanwhile, other experts consider that disabled children are able to trained spoken language significantly, but the significance will never equal to normal people.

At a certain level of hearing impairment in fact it does not hinder them to communicate orally for normal people, both for academic and non-academic in university. Those phenomena might happen since all people with hearing impairment have been trained intensively since early childhood at extraordinary school or *Sekolah Luar Biasa* (SLB), to perceive, understand, distinguish, and produce language sounds as normal people, although actually they have not heard sound form from that language itself.

Therefore, in order to enable the early-aged children with impairment communicate spoken or written, there are some ways can be used such as using beyond centered and circle time by asking children playing by using their five senses at their surrounding so that their physic and senses get accustomed to their environment (2) then the children with hearing impairment have language ability to convince other people can be trained by using role play. It is very important to train cognition, social and emotion for early-aged children with hearing impairment. This game can be done in form of drama or imitate familiar figure known by the children (3) the students with hearing impairment are able to remember and memorize information. It can be done by asking students together with their group to form an imagination hand-made with various available things, this are intended to train them to remember what they have seen and try to remake by the things surround them. (4) the last is the core and aim of linguistic, beyond centered and circle time that have been discussed in which the early-aged children with hearing impairment can give explanation and discuss using their own language. It can be done by asking children to tell people about what they have done together, what they have made and what they have felt after playing by using their verbal language.

V. CONCLUSION

Learning by using BCCT approach supports verbal-linguistic intelligence actualization because: (1). When environment arrangement and playing devices for children, *sentra* approach always arrange toys more than one, this is intended to support and stimulate communication in form of verbal language between children occurs. (2). Vocabularies are elaborated when in the scaffolding before playing (circle time (1). In every theme delivery, children are asked in turn to mention vocabulary related with the them they are playing. The children are given opportunities to express their ideas (brainstorming) and tell story based on their experience while they are discussing about their game theme. (3). When children are playing, there are always communication between children, and between teacher and children. Moreover when they have role play, the teacher is also involved in it. Hence, it will support verbal language of children with hearing impairment since the beginning of game arrangement started the children have been stimulated to communicate verbally through various games provided, when the process of playing is going on the children have decided what kind of game they will play, by telling their teachers and peers, the telling and discussion process with their friends and teacher later will add their vocabulary of children with hearing impairment based on the game they are playing, thus the game is supposed to be different for each day.

In every activity in *sentra* there is always writing activity and reading books are available for children who have finished doing their task (4). When it is the time for recalling, teacher asks the children to retell their playing experience and their handmade craft. This chance the children are trained to recollect and describe their experience and work, the children can also listen the playing experience from their friends thus it can add their ideas. Through BCCT approach, the children can train their verbal-linguistic by fun activity. Since what expected is not children who are able to read, write and smart at communicating. But the children love reading and writing and are able to communicate with fun activity.

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