

IMPROVING SPEAKING SKILLS USING THE BEYOND CENTERS AND CIRCLE TIME (BCCT) TECHNIQUE

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ABSTRACT

The objectives of this study were to find out: (1) If there would be a significant difference in speaking achievement between students who were taught-learnt speaking using the Beyond Centers and Circle Time (BCCT) technique and those who were taught-learnt speaking with the standard technique, and to find out (2) What would be the response of the students towards the use of the BCCT method. This experimental study was conducted with pre-school children at the TKIT Permata Sunnah in Banda Aceh in the 2017/2018 academic year. The sample for this research was two classes selected by random sampling: class B was the experimental class and class A was the control class. The data was collected with a speaking test plus interviews. An interview was used instead of a questionnaire, for answering the second research question, because the participants in this study were pre-school children. The data was analyzed using a t-test for the speaking test and collecting descriptions with an interview guide. The results showed that: (1) the BCCT technique was effective to increase the speaking skills of the pre-schoolers, which was proven by the result from the t-test, in which t_{count} (8.96) was higher than t_{table} (4.01); (2) the students generally had a positive response (80%) toward the use of the BCCT in their speaking classroom. Therefore, it can be concluded that the BCCT method was effective for improving the speaking skills of the pre-schoolers as well as providing many other advantages for them.

Keywords: *Beyond Centers and, Circle Time [BCCT] Technique, Teaching-Learning Speaking, Pre-school Children.*

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INTRODUCTION

The introduction of English as a foreign language for preschool kids is becoming increasingly important for educational advancement at TKIT Permata Sunnah.in Banda Aceh. In the last few years the introduction of English at the kindergarten has witnessed several changes due to ongoing transformations in various aspects of the contemporary curricula, including changes in teaching developments, in the learning environment and in appraisal methods. All these changes have called for revision in the concepts for teaching-learning English EFL with young children.

Young children learning a new language start with mimicking, ie. listening and speaking because only these two skills can be mastered first by them at a very young age.

Clarke (2009) has proposed that the interaction of young children with adults and other children is the key to their acquisition of language. Children are known as the best of learners because of their enthusiasm for learning new things, especially a new language that comes into their hearing.

Stakanova and Tolstikhina (2014) have added that there are a number of reasons for teaching English at primary level. The following are the basic ones: 1) That age is the most favorable period for successful linguistic development to form a solid basis for further linguistic education; 2) An early start provides maximum learning time for English as a foreign language – the earlier children start the more time they will have to learn; 3) Learning language improves the memory, thinking, perceptions and imagination of children. Because of these beliefs, TKIT Permata Sunnah decided to include an English education program into their curricula.

TKIT Permata Sunnah is a pre-school in Banda Aceh. Based on observations made before starting this study, group techniques were used in the teaching-learning processes: Learning activities were divided into 3 stages: starting activity, main activities and a closing activity. This teacher used one material as the material for all her students. For example, one day, in class A, the teacher gave all the students plny-dough for the main activity. The next day, she made coloring a flower the main activity; thus there was only one activity on any one day: As a result these very young students soon got bored. This situation influenced their motivation to come to school and the children

wanted to go home as soon as possible even before the learning time ended.

And that also affected the introduction of English. The acquisition of English by the children was not successful. It could be seen from their daily life as they did not use any English in their daily conversations. The children could not speak English because they did not know any vocabulary nor how to pronounce English words: They were unable to understand English nor how to say anything in English.

Given the conditions outlined above, the writer thought that the use of a suitable teaching methodology in the classroom may be able to overcome some of these problems. The teacher needed to find and use a more interesting, effective and active teaching-learning process. In particular, the writer proposed using one of the TEYL techniques, viz. The Beyond Centers and Circle Time (BCCT) technique which is considered as one of the best solutions to improve the speaking sub-skills of preschool children, in particular vocabulary and pronunciation plus production of social English and improving their attitude to EFL. By using the BCCT technique, the children will feel easier and enjoy learning the new vocabulary more and will also learn how to pronounce it properly. The Centers and Circle activity is a key way for young children to acquire a foreign language in a fun way. This technique was developed by Phelps (2004). He defined the BCCT technique as activities that provide children with emergent literacy experiences within well planned and implemented play opportunities that use cooking, dramatic play, fluid and structured constructions and fine and gross motor opportunities to meet the individual and cultural needs of each child while providing them with opportunities to develop skills and knowledge in all domains. As stated by Scott and Yterberg (1990), children have an amazing ability to absorb language through play and other activities which they find enjoyable. To help their students acquire English, the teachers should speak English from the beginning in each English lesson (Slatery & Wills, 2001).

Learning language will be effective if teachers are able to choose appropriate teaching-learning techniques to be implemented in their classrooms. Tuminah (2009) has said that using BCCT may certainly be an effective way for young children teaching-learning English EFL. This technique attracts children to learn much due to the way its learning processes work. Young children are attracted to this learning model because there are a series of themes which can provide teachers with lesson ideas that will allow opportunities to offer direct

information while allowing the children to experiment and explore materials in order to create their own knowledge.

In line with the issues above, a number of previous studies have proved the effectiveness of the BCCT technique for developing the speaking skills of the students. Initially, a case study by Kunarti (2008) found that the Beyond Centers and Circle Time (BCCT) technique was more appropriate for preschool children to help them acquire a foreign language with no stress time; this study was done with children aged 6 to 7 at Bunga Bangsa Pre-school in the 2007/08 academic year where the BCCT concept used play as the main activity for these young children.

According to researchers, students who learn by means of the BCCT technique are also more willing to take on challenges and are able to engage in self-directed, engaged learning. Oktaria (2014) found that BCCT was more effective than Dialogue Memorization for acquiring new language skills. That research used multiple techniques and instruments to collect the data and analyze it using the descriptive statistics and qualitative techniques. The results from that research showed that BCCT was effective for improving six aspects of child development, one of which was the development of language.

In addition, the findings of research by Tuminah (2009) revealed that the BCCT technique improved the students' speaking skills, in terms of pronunciation and vocabulary aspects. The students' improvement was shown by their speaking test results which increased from their pre-test to their post-test. In other words, the BCCT provided a positive effect to the speaking skills of the students.

LITERATURE REVIEW

Speaking Skills

According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. This means that speaking requires learners to not only learn how to produce specific points of language such as grammar, vocabulary and pronunciation but also to learn to understand when, why and how to produce language (social competence). The form and meaning of speech largely depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose for speaking itself.

Baker and Westrup (2003) say that in some classrooms, speaking means that students repeat sentences or dialogues, or chant English words. Repetition is only one useful way of practicing a new language.

Problems with Speaking Skills

Fulcher (2003) has said that most people who grow up in a place where they learn more than one language are bilingual or polyglots because of the speech they get in their daily environment.

Similarly, Thornbury (2006) has stated that when little opportunity is given for practicing the foreign language this often leads to speaking failure. Knowledge of English grammar and vocabulary are not enough if they are not practiced in interactive speaking sessions.

Speaking Skills for Young Learners of a Foreign Language

Research strongly supports the benefits of bilingualism in language, literacy, social and cognitive development. For example, bilingual children have performed better than monolingual speakers on the measures of analytical ability, concept formation, cognitive flexibility and metalinguistic skills (see e.g. Espinosa, 2008; Hakuta, Ferdman & Diaz, 1987). Larsen-Freeman and Long (1991) have all said that the enthusiasm for “the younger the better” has always been high; however it has sometimes met critical evaluation. Damar et al (2013) have said that there is agreement that young learners learn languages in a different way than older learners and they have some advantages over the older ones, who start later.

People can learn everything at every age, but there are ages that have their own best period for development. Penfield and Roberts (1959) have claimed that children under nine can learn up to three languages in the same time period; early exposure to different languages activates a reflex in the brain that allows them to switch between languages without confusion or translation into their L1.

Zeiler (1993) says that there is no set age at which a child can begin to learn literacy. Usually, children easily pick up literate behavior at their own pace, in a very idiosyncratic way, between the ages of three and eight.

Cummin (2001) has stated that there are recent research findings which indicate that access to two languages in early childhood can accelerate the development of both verbal and non-verbal abilities. There is also evidence of positive association between bilingualism and both cognitive flexibility and divergent thinking. This means that

teachers and/or parents should utilize this fact: They should let young children get the best chance to learn more than one language at a very young age.

Skill in oral language is a development precursor to acquisition of reading, implying that supporting oral language skills in early childhood will lead directly to better literacy performance (Kennedy et al, 2012).

The BCCT Technique

In every school and in every subject, techniques are needed for transferring knowledge: As Brown (2001) has said - teaching is showing or helping someone to learn how to do something, giving instructions and/or guidance in the study of something, providing persons with knowledge and/or causing persons to know or to understand something. Kaplan (2013) has written that the BCCT technique was designed to prepare young learners for early literacy and to enhance the age-appropriate progress of young students in attaining state-adopted performance standards. This technique creates an open, flexible, and child-centered space, as a new learning environment, for the early childhood development system. That is why this method is fit for teaching speaking English as a second language to young learners.

According to the Pre-school Section of the National Education Department (Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Luar Sekolah Direktorat Pendidikan Anak Usia Dini, 2007, p.2), the Beyond Centers and Circle Time (BCCT) technique was developed in the Creative Center for Childhood (CCRT) in Florida, USA: It was developed based on the multiple intelligences of children and the activities of students. The Creative Centre pre-school in Florida has used this method for 33 years and has had very good results.

The BCCT Technique for Teaching Speaking

Learning with the BCCT technique is one of the best ways for young children to learn EFL speaking. BCCT can help students learn speaking in a fun way. By using these techniques, children will learn in a happy way; they will get their language inputs in natural ways. Emotions impact our attention, memory and learning; our ability to build relationships with others; and our physical and mental health (Salovey & Mayer, 1990).

Centers

Phelps (2004) says that centers are the places where children can be active and engaged in meaningful play. It is these areas set up within the classroom, each with a specific focus that encourage the children to participate in the focus of that area. The purpose or goal of a center is to allow children to learn in the way they learn best: That is through play. Some of the centers used with the BCCT are:

1. The Preparation Center

This center has another name, viz: The Alphabet Center and it is the center for the children to play around with letters and numbers. In the Alphabet Center, the children can find out and learn about letters through meaningful experiences that they can relate to by themselves.

2. The Nature Center

This center is where the children play with science. Children need the opportunity to experience, feel, and discover some aspects of an object and guess about other aspects such as in science. In this center, the games provided by the teacher are all about nature, such as leaves, water, wood, and there is also play by mixing colored waters.

3. The Music Center

This center is where children get to know about music and simple movements through play. The purpose of this center is to train the development of the sensory motor system. The relationship between music and learning has been an area of interest for researchers for many years. Some studies have shown that some music can enhance cognitive abilities (Nino, 2010).

4. The Art and Creativity Center

The center for art and creativity is where children explore their creativity through handicrafts, painting, folding paper and making mini projects. One mini project done here is to make a miniature home from paper. Kindler (2010) has stated that there is much merit in setting up art centers in pre-school classrooms and allowing young children to play with art materials.

5. The Role Play Center

Dramatic plays allow 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 types of play activities in the socio-drama center, namely macro and micro playing. In macro play the children can play in life size roles with real clothes, shoes and props, while micro play is done with dolls, both human and animal, and toys like toy houses and toy cars.

6. The Construction Center

The construction center lets children develop their ability with real things. There are two kinds of activity in the construction center, viz: playing with blocks and playing with natural substances eg. water, sand, mud, clay etc.). For example, in BCCT there is a Block Centre. The block center is a place for the children to play at constructing things.

The Circle

Besides the centers, there is another kind of activity involved in this technique, namely learning in a circle. Lewis and Hill (1993) and Lewis (2003) have said that the Circle has made teaching-learning a profound shared experience. The Circle brings both teacher and learners to new levels of responsibility, inquiry and community. In the Circle everyone there is in visual contact at all times. Stories naturally flow in this environment. The stories build connections amongst the learners— setting up a self-reinforcing loop. All these elements support strong development of the child.

Procedures for Teaching using the BCCT Technique

When using the BCCT technique the children must be able to do their own thing, do their own experimenting and their own research. The teacher, of course, can assist them by providing appropriate materials, but the essential thing is that in order for a child to understand something, she must construct it herself; she must re-invent it (Piaget, 1972). The young child engages in three kinds of play, namely: (i) Sensorimotor either Functional, Dramatic or Symbolic; (ii) Macrospheric and (iii) Microspheric either Constructive, Fluid or Structured (Phelps, 2004).

Phelps (2004) has also said that there are some important procedures for the teacher to master when using the BCCT technique in their teaching-learning processes. These procedures are play intensity, play density, scaffolding, scaffolding the environment, scaffolding the pre-play experience, scaffolding the individual child's play experiences and scaffolding the post-play experience.

Play Intensity is the amount of time the child is allowed to experience each of the three kinds of play during each day and throughout the year. For example, the: children could be allowed to choose from an array of activities every day at the play center to provide opportunities to engage in dramatic, constructive, and sensorimotor play (Phelps, 2004).

Play Density is the variety of ways in which each kind of play is presented for the child to experience. For example, children can use paint at an easel, on finger-paint trays, with small brushes on a table-top and so on to practice fluid construction skills. Children can use the units (Pratt) blocks, hammers with nails and wood, scrap construction materials with cool melt guns and legos to practice structured construction skills (Phelps, 2004).

Scaffolding is a changing quality of support over a teaching session, in which a more skilled partner adjusts the assistance he or she provides to fit the child's current level of performance. The scaffolds facilitate a student's ability to build on prior knowledge and to internalize new information (Olson & Platt, 2000).

Scaffolding the environment is pre-organizing the play environment with adequate materials. The communication that occurs in this setting with more knowledgeable or capable others (parents, teachers, peers, others) helps the child construct an understanding of various concepts (Bransford et al., 2000).

For scaffolding the pre-play experience, read a book about related experiences or conduct a visitor's demonstration. Incorporate new vocabulary and demonstrate the concepts that support the performance standards. Give ideas for how to use materials, discuss the rules and expectations for the play experience. Explain the sequence of the play period. Organize the children for successful social interactions. Design and implement an orderly transition to play.

For scaffolding the individual child's play experiences, give children time to organize and elaborate their own play experiences. Model appropriate communications, enhance & extend their language. Increase socialization opportunities through support of peer interactions. Observe and document the children's play development and progress (Hammond, 2001).

Hammond (2001) further added that scaffolding the post-play experience is carried out through recalling and reviewing the play experiences, allowing the children to share their accomplishments, using clean-up time as a positive learning experience through the classification, seriation, and general organization of the play environment (Phelps, 2004).

Advantages of the BCCT Technique

Some advantages of the BCCT technique when applied in pre-schools are that children can do their own experimenting and their own research. Of course, this makes it easier for the teacher to guide them by providing appropriate materials. Teachers also learn how to design and implement a quality structured construction play area and how to scaffold a complete construction play experience. Teachers illustrate how to build excitement about literacy with well-planned and scaffolded emergent literacy experiences. Teachers also scaffold successful dramatic play opportunities that support later school success. Then, teachers and children learn to recognize and support the stages of learning, how to cut things and how to use an easel. Lastly, teachers can enhance circle time with thoughtful and engaging literacy experiences (Phelps, 2004).

RESEARCH METHODOLOGY

This research was conducted by collecting data from the target participants which was processed quantitatively for analysis of the results from teaching-learning speaking using the BCCT technique with the pre-school children from TKIT Permata Sunnah Pre-school.

Furthermore, a preliminary study done for this research was very important in order to find out the real situation in the field. The researcher conducted observations on February 15th, 2017 at TKIT Permata Sunnah Banda Aceh of two groups of children, 4-6 years old, namely groups A and B: The writer noted several problems with the ESL speaking in group B, in particular, their lack of vocabulary hence they were unable to say what they wanted to say in English. Based on these observations, the writer framed the hypothesis for this study.

Next, the participants for this study were selected using random sampling. In this case, the writer gave a pre-test to both the experimental group (EG) and the control group (CG) before starting the teaching-learning treatment processes: She also gave them a post-test after the treatment had been given. After giving the tests to the students, the writer collected and analyzed the data using statistics.

In the academic year 2016/2017, the Permata Sunnah Kindergarten had 60 students with 27 males and 33 females, divided into 4 classes, with 15 students in each class.

Table 1. Total Students at Permata Sunnah Kindergarten, 2016/2017

No	Class	Number of students		Total
		Male	Female	
1	Umar Bin Khattab (5-6 years old)	7	8	15
2	Usman Bin Affan (5-6 years old)	9	6	15
3	Abu Bakar Ash-Shiddiq (4-5 years old)	5	10	15
4	Khalid Bin Walid (4-5 years old)	6	9	15
Total		27	33	60

The population for this study was all students aged between 4 to 6 years old at TKIT Permata Sunnah in Banda Aceh. The researcher combined one class of 5-6 yo students with one class of 4-5 yo students at random to make two classes of 30 students, at random one class was chosen to be the EG and the other class became the CG.

Two tests were given, namely a pre-test and a post-test, in order to detect any significant change in the speaking skills of the students following the treatment. The pre-test was given at the first meeting, and the post-test was given at the end of the last meeting.

For the test, the writer used an interview technique, as one of the common types of tests for speaking (Harmer, 2005, p.125). The interviews between the writer and each student were held face-to face in the classroom with the writer as the interviewer and each student as an interviewee. The data was in the form of the interview transcripts which contained a daily conversation. The writer used a subjective test for the speaking test. This means that the test results were the answers from each students to the questions from the researcher.

In assessing the results, several skills were evaluated to get the score for each student. The scoring system was adopted from Canete (2004) who says that the focus of assessment of speaking skills should be on language ie vocabulary, pronunciation, social English and attitude. Each aspect was scored on a scale from 1 to 4. 1 was the minimum and 4 was the maximum score for each aspect. The maximum score from all four aspects was 16. Each students score was then converted to a % score.

The Interview Guide

The EG students were each interviewed after the last speaking test of the pre-tests and the post-tests. During the interviews each student listened to each question and responded to them. The interviews were aimed to answer the second research question about the opinions of the students related to the use of the BCCT method for teaching-learning speaking EFL.

Data Analysis

The researcher analyzed the data to find out the students' results and the responses of the EG to the use of the BCCT technique. The writer used quantitative analysis for the tests (Borg & Gall, 1989) and qualitative analysis for the interviews (Sukmadinata, 2010). For the criteria for assessing an oral activity with pre-school children, the researcher used a rubric from Canete, (2004).

The Interviews

Data analysis for the interviews was done during the study to support the data from pre-tests and post-tests. The writer transcribed and typed the interviews into a computer file for analysis. The data was reviewed as information for understanding the areas of study. This data was explained qualitatively by using the words referring to the results from the interviews.

RESULTS AND DISCUSSIONS

The research findings are organized depending on the instrument used to collect the data. There were two types of data; the first type of data was that from the tests of the EG and the CG, and the second type of data was that obtained from the interviews of the EG.

Results from the Tests

Pre-tests and post-tests were done with both the EG and the CG: The scoring rubric had four aspects: namely language ie vocabulary, pronunciation, social English and attitude. The results were analyzed to calculate the means, the standard deviation and the t-test results. The test results from the EG are set out in Chart 1 that follows:

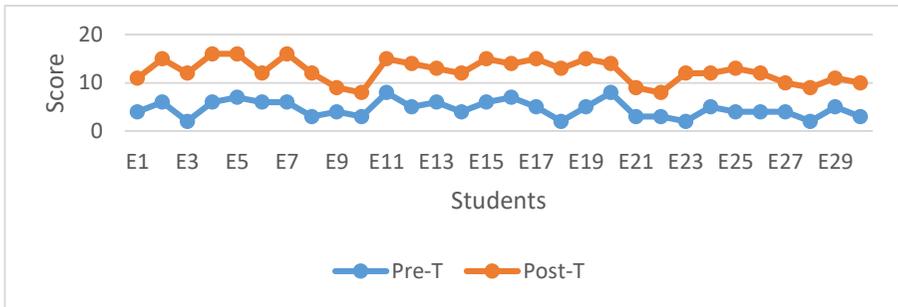


Chart 1. EG Students Pre-test and Post-test Scores (Max Score 16)

From Chart 1 for the EG, the highest score from the pre-test was 8 and the lowest was 2, while from the post-test, the highest score was the maximum, 16 and the lowest score was 8. The Chart shows that there was an increase of the number of students who achieved the criteria of minimum completion – i.e. from no students in the pre-test session to 3 students in the post-test session.

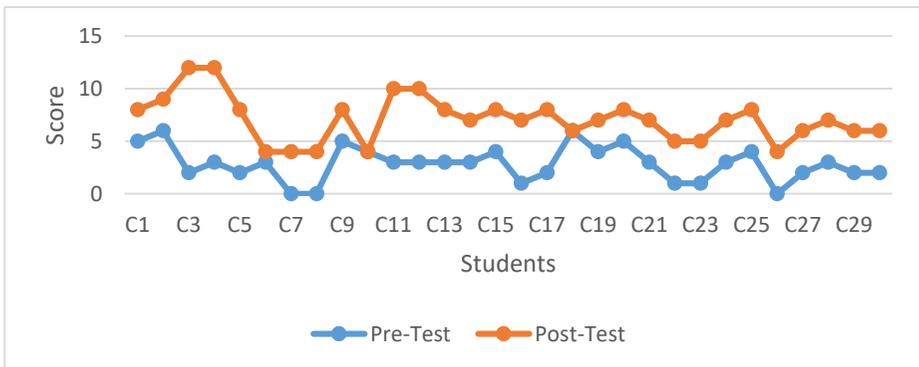


Chart 2. CG Pre-test and Post-test Scores

Chart 2 shows the results from the CG: From the pre-tests, the highest score was 6 and the lowest was 0. Whereas, from the post-test, the highest score was 12 and the lowest was 4. Also 2 students in the pre-test session and 7 students in the post-test session achieved the criteria of minimum completion.

Table 2. Summary of EG Results

Experimental Class	Pre-Test	Post-Test
N (number of students)	30	30
R (range)	6	8
X (mean)	5	12
S (standard deviation)	1.754	2.431

Table 2 shows that there was a significant difference between the pre-test and the post-test results from the EG. The mean and the standard deviation (SD) of the pre-test were 5 and 1.754, whereas the mean and the SD of the post-test were 12 and 2.431.

Table 3. Results from the pre-tests and the post-tests of the CG

Control Class	Pre-Test	Post-Test
N (number of students)	30	30
R (range)	6	8
X (mean)	3	7
S (standard deviation)	1.642	2.171

From Table 3, for the CG it can be seen that for the pre-test, the mean was 3 and the SD was 1.642, while for the post-test, the mean was 7 and the SD was 2.171.

Initially, two hypotheses were formulated: the null hypothesis (H₀) and the alternative hypothesis (H_a):

- a. H₀: The speaking achievements of students after the treatment will be nearly the same as before the treatment.
- b. H_a: The speaking achievements of the students after the treatment will be significantly different to that before the treatment.
- c. If $t_{\text{count}} < t_{\text{table}}$, H₀ is accepted and H_a is rejected
- d. If $t_{\text{count}} > t_{\text{table}}$, H₀ is rejected and H_a is accepted

Table 4. Summary of independent t-test results from the pre-tests for both the EG and the CG

t_{count}	Df	p-value	t_{table}	95% Confidence Interval of the Difference	
				Lower	Upper
4.028	58	0.000	0.67874	0.889	2.645

According to Table 4, the t_{count} from the pre-test scores of both the EG and the CG was 4.028. This result indicated that the t_{count} was higher than the t_{table} ie. $4.028 > 0.67874$, which meant that H_a was accepted and H_0 was rejected. As a result, it can be said that the speaking achievements of the students in the pre-test sessions with both groups was significantly different.

Afterwards, the t-test is also used to compare the data from the post-tests from both the EG and the CG. There are two hypotheses formulated: the null hypothesis (H_0) and the alternative hypothesis (H_a), as follows overleaf:

- a. H_0 : There will be no significant difference in speaking achievements between the students who were taught by using the BCCT method and those who were taught by means of the teacher-centered method.
- b. H_a : There will be a significant difference in speaking achievements between the students who were taught by using the BCCT method and those who were taught by means of the teacher-centered method.

The criterion of the t-test analysis at the level of significance $\alpha=0.05$ is, as follows:

- a. If $t_{count} < t_{table}$, H_0 is accepted and H_a is rejected
- b. If $t_{count} > t_{table}$, H_0 is rejected and H_a is accepted

Table 5. Summary of independent t-test of the post-test results from both the EG and the CG

t_{count}	Df	p-value	t_{table}	95% Confidence Interval of the Difference	
				Lower	Upper
8.963	58	0.000	0.67874	4.142	6.524

As shown in Table 5, the t_{count} obtained in the post-test session was 8.963, which was higher than t_{table} , at 0.67874. In other words, H_0 was rejected and H_a was accepted, which indicates that there was a significant difference between the results from both groups. Based on this result, it can be concluded that the speaking achievements of the students who were taught using the BCCT method were significantly higher than those who were taught by means of the usual group technique.

Finally, the results above show that the speaking achievements of the EG students in the pre-test before the treatment was already significantly higher than that of the CG. Whereas after each group received their specific treatment, the BCCT method for the EG and the group technique for the CG, the EG students' achievements increased substantially as compared to that of the CG. In other words, the EG students had much better speaking skills after they had had the teaching-learning experience using the BCCT method compared to the results the CG got after teaching-learning using the group technique.

The speaking achievements of the students in each aspect of speaking was also evaluated in order to find out how far each aspect improved after using the BCCT method.

The mean scores for each of the four aspects of speaking from the pre-test and the post-test results from the EG can be seen in the chart that follows:

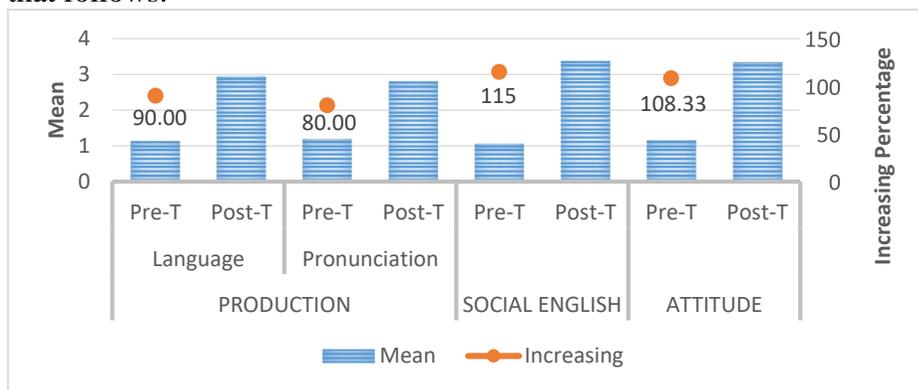


Chart 3. EG students mean scores for each aspect of speaking

Chart 3, above, shows that for the EG each of the 4 aspects of speaking increased significantly. First, the mean pre-test score for language production was 1.13 and that of the post-test score was 2.93, an increase of 1.80 or 160%. Second, for pronunciation, the mean pre-test score was 1.20 and that of the post-test was 2.30, an increase of 1.10 or nearly 90%. Third, for the Social English aspect, the mean pre-test score was 1.07 and that of the post-test was 3.37, an increase of 2.30 or 214%. Lastly, the mean pre-test score for attitude was 1.17 and that from the post-tests was 3.33, an increase of 2.16 or 177%. In short, among these four aspects, the social English and attitude aspects improved considerably by using the BCCT method, where the increase for the Social English aspect was 214% and for attitude it was 177%.

As for the other two aspects, there was an improvement of 160% in language production and 90% for pronunciation. Nearly all students failed to score above the minimum requirements.

Chart 4 that follows below shows the mean scores from the CG for each aspect of speaking from the pre-test and post-test results.

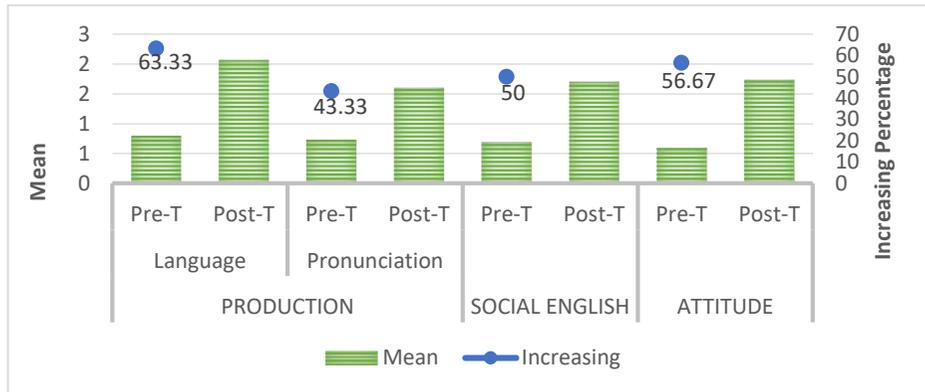


Chart 4. CG students mean scores for each aspect of speaking, pre-test & post-test

Based on the preceding chart 4, it can be concluded that the mean scores for each aspect from the CG also improved significantly. First, the mean score for language ie vocabulary in the pre-test was 0.80 while that from the post-test was 2.07, an increase of 1.27 or 151%. Second, for pronunciation, the pre-test mean score was 0.73 and the post-test score was 1.60, an increase of 0.87 or 120%. Third, for the Social English aspect, the pre-test mean score was 0.70 and the post-test score was 1.70 an increase of 1.00 or 143%. Finally, for the attitude aspect, the pre-test mean score was 0.60 while that of the post-test was 1.73, an increase of 1.13 or 188%. Thus, it can be seen that the enhancement of language production was 151%, pronunciation 120%, Social English 143% and attitude 188%. Thus, the average improvement for all 4 aspects of speaking by the control class was 159% which is very significant.

Results from the Interviews

The researcher used this information to get answers about the perceptions and obstacles faced by English teachers to the implementation of the BCCT method. Hence, this addresses the second research question: ‘What will be the responses of the pre-school

children to the teaching-learning of English speaking skills by using the BCCT Technique?'. The interviews were started on Wednesday, December 20th, 2017 and finished on Thursday, December 21th, 2017.

From the interviews, it can be concluded that most of the students were motivated to learn while engaged in this technique. They were motivated because of the diversity and regularity of play.

In one day, the students learn in one center with diverse games and a set time. While with the BCCT technique there is density and intensity of learning while playing.

When asked how much each student learnt English from outside the school, the answers were that the students were not familiar with hearing English outside of the school; only 4 of the EG students regularly heard English outside the school.

Based on the question of how much the English speech of the students had developed during the teaching-learning using the BCCT technique most of the students had learnt how to greet their friends in the morning, how to answer when they are asked, "*What day is it?, What is the weather like today?*" and also the children already know how to ask questions. As Levinson (1995) has said language did not make interactional intelligence possible, it is interactional intelligence that makes language possible as a means of communication.

Discussions

Based on the research findings, there are two points that need to be discussed in this section. They are derived from the research questions stated earlier. First, will there be any significant difference in improvement in speaking scores between the students who will be taught by using the BCCT method and those who will be taught by using the teacher centered method? Second, how will the EG students respond to the use of the BCCT method in teaching-learning speaking EFL at TKIT Permata Sunnah?

The first discussion deals with the improvement gained after the use of the BCCT method in teaching speaking. After the processing of the data by using SPSS version 22 (2014), the results showed that the distribution of the scores of both groups in the pre-test was normal and the variance in both groups was also homogeneous.

Finally, the result of the experimentation at the level of significance 5% or $\alpha = 0.05$ is as elaborated below. The researcher used H_0 (null hypothesis) and H_a (alternative hypothesis) for testing the data. From the hypothesis testing, it can be understood that in Test 1,

H_0 was accepted and H_a was rejected. The result for hypothesis 1 was a t-value of 2.62. In addition, there were no significant differences in the results from these tests as the t-value for significance was 0.01: And, $0.01 \leq \alpha = 0.05$.

In Test 2, H_0 was rejected and H_a was accepted. The result of the hypothesis for test 2 was a t-value of 1.02. Moreover, there was a significant difference from this test as the t-value for significance was 0.13: And a, $0.13 \geq \alpha = 0.05$. This proves that there was a significant difference in the speaking scores from the EG students who were taught by using the BCCT method and those from the Cg who were taught using the teacher centered method.

This indicates that teaching-learning using the BCCT method was more effective than using the teacher centered method. Indeed, the BCCT method can improve the ability of these students in speaking. As Kaplan (2013) has written, the BCCT Method is designed to prepare students for early literacy: It enhances the age-appropriate progress of students in attaining the state-adopted performance standards and prepares students to be ready for kindergarten based on the statewide kindergarten screening. This current result supports the previous research results revealed by Tuminah (2009) who found that BCCT is a fun method for children to learn a foreign language, in this case focusing on speaking. The study also showed that the BCCT method can help elevate the performance of students speaking English in daily conversations. Furthermore, the happiness or enjoyment of the students when learning was also found to increase.

In addition, based on the post-test analyses, there was clear evidence that the achievements of the EG students were significantly higher than those of the CG students.

This was due to the following reasons: Firstly, the BCCT method encouraged the EG students to answer the teacher's questions speaking in English. Secondly, it helped those students to be active and to participate in any and all the activities in class. Thirdly, it taught the EG students to ask questions during the learning processes and helped them to engage in much more English daily conversation with their teacher. Richards (2006) has said that the BCCT method as a fun way of teaching-learning that helps students of kindergarten age to have a quality experience of simultaneous bilingual language acquisition. He proved that the BCCT method was an efficient way for improving the EFL speaking ability of very young students.

The second discussion point is the results from the interviews with the EG students at the end of the last meeting. There were 9 questions in the interviews, all concerning the use of the BCCT method. From the interview answers it can be concluded that the 30 EG students reacted positively to the BCCT method applied in their class.

It is interesting that the majority of the students gave positive responses toward the use of the BCCT method in teaching-learning speaking EFL. The students agreed that the use of the BCCT method in teaching-learning speaking could improve their learning of English. It motivated them in studying and in the discussion processes because the BCCT method enabled the students to explore much more during the center time. The researcher found that the BCCT method eased the students in using, understanding, and applying the English language. It motivated them to study more because the way of learning was fun.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results from this study, there are two points which can be concluded related to the implementation of the BCCT method in teaching-learning speaking EFL. Firstly, the use of the BCCT method in teaching-learning speaking EFL with the preschool children of TKIT Permata Sunnah, Banda Aceh in the academic year of 2016/2017 was more successful as compared to the students who were taught by means of the group technique. This fact was proven by the results from the post-test, in which Kolmogorov-Smirnovcount (0.134) was higher than Kolmogorov-Smirnovtable (0.129). Thus, H_a was accepted and H_0 was rejected, which meant that there was a significant positive difference in speaking achievements between the students who were taught by using the BCCT method and those who were taught by using the teacher-centered method. Therefore, the BCCT method can be considered as an effective way for improving the EFL speaking skills of these preschool students, particularly for the aspects of language production and attitude.

Secondly, the responses of the students were quite positive (80%) towards the use of the BCCT method in the classroom. In other words, the students felt they obtained many advantages when learning speaking by using the BCCT method, they were more interested and more motivated in learning speaking.

Suggestion

Based on the findings, the BCCT method can be an approved alternative method for improving very young students' EFL speaking skills. Of course, teachers' support, motivation, and the way of transferring the materials are also important aspects that cannot be ignored. The researcher would therefore like to make some suggestions for English teachers and future researchers.

In order to create a good way for teaching-learning, the first thing teachers have to do is find a way how to teach-learn speaking which will motivate and encourage the students to speak in the EFL. Second, when finding appropriate ways, teachers should analyze the needs of the student age group and find out what difficulties they have while working in groups. Teachers should not dominate the classroom time. They have to give their students the floor with opportunities to express their opinions. Lastly, teachers should also consider class management as an important aspect in delivering successful teaching-learning processes.

Meanwhile, for others researchers who are interested in conducting similar research, it is suggested that they also focus on other things that can be used for play in the center time since there are many such things that can be used by students which could make them more motivated to join in the teaching-learning processes. Finally, for other researchers, it is also expected that this study can be a foundation when conducting their own research towards other subjects and skills by using this technique.

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