
THE EFFECTIVENESS OF BILINGUAL CENTER-BASED LEARNING
APPROACH THROUGH STUDENTS SPEAKING SKILL AT TK ALMAYRA

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ABSTRACT

This study aimed to investigate the effectiveness of the Bilingual CentreBased Learning Approach in improving the English-speaking skills of kindergarten students at TK Almayra, North Jakarta. The research problem addressed was whether this instructional approach could significantly improve young learners' speaking ability, given the difficulties children face in expressing ideas confidently in English within a bilingual, play-based classroom. This study employed a quantitative preexperimental method with a one-group pre-test and post-test design. The sample consisted of all seven (7) students of Kindergarten B (TK B) at TK Almayra in the 2025/2026 academic year, selected through saturated (total) sampling. Students' speaking skill was assessed using five indicators, namely pronunciation, vocabulary, fluency, comprehension, and confidence, based on an assessment rubric adapted from David P. Harris. The results showed that students' mean speaking score increased from 52.57 in the pre-test to 83.5 in the post-test, indicating a considerable improvement after the implementation of the Bilingual Centre-Based Learning Approach. This finding suggests that the approach had a positive effect on students' ability to pronounce words, use vocabulary, speak fluently, comprehend simple instructions, and communicate with greater confidence. It can be concluded that the Bilingual Centre-Based Learning Approach is effective in improving the speaking skills of kindergarten students, and it is recommended that teachers apply meaningful, centre-based, and play-oriented activities when teaching English to young learners.

Keywords: Bilingual Centre-Based Learning, Speaking Skill, Kindergarten, Young Learners, TK Almayra.

INTRODUCTION

English is widely recognized as an international language that plays a crucial role in global communication, education, technology, and various professional fields. In the era of globalization, the ability to communicate effectively in English has become an essential skill that must be developed by individuals from an early age.

Speaking is considered the most important productive skill because it reflects a learner's ability to use language communicatively in real-life situations. Included four basic skills listening and speaking are productive skills. So, speaking enables learners to express their ideas, thoughts, feelings, and opinions, constructing it a fundamental aspect of language mastery.

In the context of early childhood education, developing speaking skills is highly important because early childhood is a critical period for language acquisition. Children at the kindergarten level are in what is often referred to as the

“golden age,” a stage where brain development occurs rapidly, and the ability to acquire language is at its peak.

During this stage, children are highly receptive to linguistic input and can absorb new vocabulary and language structures naturally through interaction and exposure. Therefore, introducing English as a second language at an early age can provide long-term benefits for children’s language development.

However, teaching English to young learners is not without challenges. Children in kindergarten have unique characteristics, such as limited attention spans, high levels of curiosity, and a strong preference for learning through play and active engagement. Traditional teaching methods that rely heavily on rote memorization, drilling, and teacher-centred instruction are often ineffective for young learners because they do not align with children’s developmental needs. As a result, it is necessary to apply teaching approaches that are interactive, engaging, and centred on the learners’ experiences.

One approach that is considered appropriate for early childhood education is the Centre-Based Learning Approach. This approach organizes learning activities into various centres or areas, such as language centres, art centres, role-play centres, and construction centres. Each centre is designed to provide different learning experiences that encourage children to explore, interact, and develop their skills through hands-on activities. Centre-based learning emphasizes active participation, creativity, and social interaction, which are essential elements in young learners’ development.

Furthermore, the integration of bilingual instruction into centre-based learning leads to the implementation of the Bilingual Centre-Based Learning Approach. This approach combines the use of two languages-Indonesian as the first language and

English as the target language-within various learning activities in different centres. Through this approach, children are exposed to English in meaningful contexts, allowing them to learn the language naturally rather than through formal instruction.

The use of bilingual instruction helps children understand new concepts more easily while gradually developing their ability to use English in communication.

The Bilingual Centre-Based Learning Approach offers several advantages in supporting the development of speaking skills. First, it provides a natural and meaningful learning environment where children can practice speaking English in real-life contexts. Second, it encourages active participation through activities such as storytelling, singing, role-playing, and group discussions. Third, it helps build children’s confidence in speaking English, as they are not forced to use the language but are gradually encouraged to express themselves. Lastly, the integration of play and learning makes the learning process more enjoyable and effective for young learners.

TK Almayra, as a bilingual-based kindergarten, has implemented the Bilingual Centre-Based Learning Approach in its teaching and learning process. In this institution, teachers use both Indonesian and English as the medium of instruction in various learning centres. Students are introduced to English vocabulary, expressions, and simple conversations through daily activities such as

games, storytelling, songs, and interactive play. This approach is expected to enhance students' speaking skills by providing continuous exposure and opportunities to practice English in a supportive environment.

However, despite the implementation of this approach, there is still a need to investigate its effectiveness scientifically. It is important to determine whether the Bilingual Centre-Based Learning Approach significantly improves students' speaking skills. Empirical research is required to provide evidence regarding the efficiency of this approach and to identify its impact on students' language development. Without such investigation, it is difficult to evaluate whether the approach can be considered an effective strategy for teaching English to young learners.

Based on the explanation above, the researcher is interested in conducting a study entitled: **"The Effectiveness of Bilingual Centre-Based Learning Approach Through Students' Speaking Skill at TK Almayra."**

METHOD

A. Research Design

This study employed a quantitative research method to investigate the effectiveness of the Bilingual Centre-Based Learning Approach in improving students' English-speaking skills at TK Almayra. Quantitative research was selected because the students' speaking performance was measured using numerical scores and analysed statistically. The study applied a Pre-Experimental Design using a One-Group Pretest-Posttest Design. In this design, students completed a speaking pre-test before receiving the treatment and a post-test after participating in the Bilingual Centre-Based Learning activities. The difference between the two test scores was used to determine whether the treatment improved students' speaking skills.

The research design can be described as $O_1 \times O_2$, where O_1 represents the pre-test, X represents the Bilingual Centre-Based Learning Approach, and O_2 represents the post-test. This design was considered appropriate because it allowed the researcher to examine changes in students' speaking skills within a natural kindergarten learning environment without disrupting regular classroom activities.

B. Research Location and Time

The research was conducted at TK Almayra, a bilingual kindergarten that integrates Indonesian and English through various centre-based learning activities. The school was selected because students actively participate in activities such as storytelling, role-playing, singing, games, science exploration, art, and daily classroom routines. The research was conducted during the second semester of the 2025/2026 academic year, from January to June 2026. The research stages included proposal preparation, instrument development and validation, pre-test administration, treatment implementation, post-test administration, data analysis, and thesis writing.

C. Population and Sample

The population consisted of 16 kindergarten students, including 9 students in Kindergarten A and 7 students in Kindergarten B. This study focused on the seven Kindergarten B students because they had received bilingual instruction for a longer period and demonstrated greater readiness for English-speaking activities. The

researcher employed total sampling, meaning that all seven Kindergarten B students were included as research participants.

D. Data Collection and Instrument

Data were collected through oral speaking tests administered before and after the treatment. The assessment measured pronunciation, vocabulary, fluency, and comprehension. The topics included My Family, Numbers and Colours, Classroom Objects, and Favourite Things. The students' speaking performance was assessed using a five-level grading scale ranging from Beginning to Excellent.

The treatment was implemented through bilingual centre-based activities, including vocabulary introduction, pictures, flashcards, videos, games, object identification, matching activities, and role-playing. The data obtained from the pre-test and post-test were analysed statistically to determine the effectiveness of the Bilingual Centre-Based Learning Approach in improving students' English-speaking skills.

RESULTS

Data on the Result Speaking Skill before The Implementation of Bilingual Centre-Based Learning Approach

McMillan (2021) states that a pre-test is part of the assessment conducted before instruction begins to determine students' initial level of mastery of the material to be covered in class. This information helps researchers and teachers measure the effectiveness of bilingual centre-based learning approach to student's speaking skill at TK Almayra changes in scores obtained after the learning process has taken place.

Before conducting the study at TK Almayra, the author conducted observations to determine how teachers taught and conducted activities in the classroom using regular teaching or in the Bilingual centre-based learning, examining the learning models or approaches used by teachers during the teaching and learning process.

Harmer (2007) explains that speaking allow learner to use language for real communication. Through speaking activities learners practice pronunciation, vocabulary, fluency and interaction simultaneously, especially for young learners who naturally acquire language through communication.

The researcher's analysis of pretest data from the control and experimental classes regarding the speaking test of TK B at TK Almayra prior to the implementation of the Bilingual Centre-Based Learning approach was unsatisfactory. This was due to students' difficulties in speaking skills, they don't know spelling their names, almost the children little bit ambiguous to pronounce some words, in numbering still wrong to guess it, in colours some children still wrong to guess the colour in the objects, in role-play only some children can answer the questions correctly and clearly.

The pretest data for the experimental and control classes obtained from the students can be seen in the following table.

Table 1. Pre-Test (March 2026) The Bilingual Centre-Based Learning Approach

No.	Nama Siswa	Kelas	Pronunciation	Vocabulary	Fluency	Comprehension	Confidence	Total	Nilai
1.	Malika Runawan	A	2	2	2	3	2	11	44
2.	Felicia Amira R	A	2	3	2	2	2	11	44
3.	Azka Syah R	A	2	2	2	2	2	10	40
4.	Anindya NumaA	A	3	2	2	3	2	12	48
5.	Neima Ratna Alnaira	A	2	2	3	2	2	11	44
6.	Agam Praditya A	A	2	2	2	2	3	11	44
7.	Fathan Arkana	A	2	2	2	2	2	10	40
8.	M. Azam Akyas	A	3	2	2	2	2	11	44
9.	Zahira Putri R	A	2	3	2	3	2	12	48
10.	Arshaka Ghanie	B	3	3	2	3	3	14	56
11.	Aqila Kanaya A	B	3	3	3	3	2	14	56
12.	Kirana Aulia A	B	3	2	3	3	3	14	56
13.	Bellvania C	B	2	3	2	3	2	12	48
14.	Aiska Novia M	B	3	3	2	3	3	14	56
15.	Gwen Arrumi S	B	3	2	3	2	3	13	52
16.	Abdullah Bin Mas'ud	B	2	3	2	2	2	11	44

Ket. Rerata nilai 764: 16= 47,75

Nilai = (Total Skor ÷ 25) × 100

Based on the pre-test data from both classes, the descriptive statistics are as follows:

Table 2. Descriptive Statistic

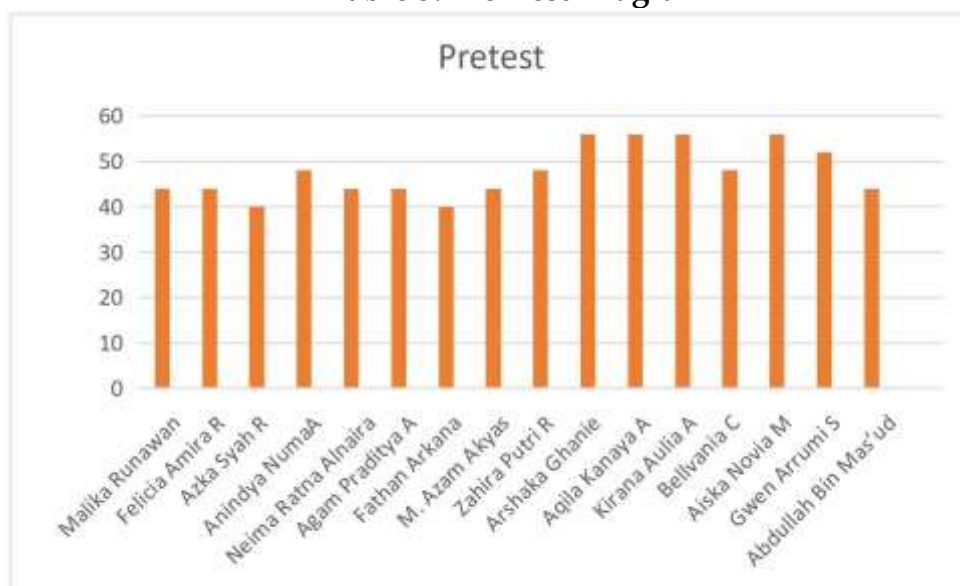
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	16	44	56	52.57	4.85994371
Control	16	40	48	44	2.66666667

Valid n (listwise) 16

From the data above, it can be seen that the students' vocabulary proficiency scores before the implementation of the Task-Based Learning method in the experimental class which had 7 students totalled 396 , with a minimum score of 44.00, a maximum score of 56.00, and an mean of 52.57 and a standard deviation of 4.85. Meanwhile, the control class, with 16 students, achieved a total score of 368 , with a minimum score of 40.00, a maximum score of 48.00, a mean of 47.75, and a standard deviation of 2.66.

Scoring in Pre-Test between experimental class and control class, there is no much significance, it showed the minimum score is 40 and 44, and the maximum score is 48 and 56. And also it showed in mean score is 47.75 and 52.57. That's really regular teaching do not affect to student's speaking skill at Kindergarten at TK Almayra.

Table 3. Pre-Test Diagram



Data on the Result Speaking Skill after The Implementation of Bilingual Centre-Based Learning Approach

McMillan (2021) explains that a post-test, or student learning outcomes, is a form of assessment administered after the learning process is complete to measure students' learning achievements at school. Post-test results are used to decide the scope to which learning objectives have been achieved and to evaluate the effectiveness of the learning strategies or methods implemented.

In the context of speaking skill mastery, Richards (2008) further emphasizes is speaking is central to language because it provides learners with practice language in meaningful contexts. Learners who actively engage in speaking activities tend to develop greater confidence and communicative competence than learners who only

study grammar or vocabulary. Therefore, post-test results provide evidence of students' progress in speaking skill mastery in Bilingual centre-based learning approach at TK Almayra.

After receiving the pretest results, a post test was administered to determine students' speaking skill mastery after Bilingual Centre-Based Learning approach was implemented in both the experimental and control classes as usual. Following the implementation of Bilingual Centre-Based Learning approach, students' responses to learning became more inquisitive and enthusiastic, creating a fun and active learning environment that facilitated students' understanding of speaking in short conversation. Post-test data from the experimental and control classes are presented in the following table:

Table 4. Post-Test (May 2026) The Bilingual Centre-Based Learning Approach

No.	Nama Siswa	Kelas	Pronunciation	Vocabulary	Fluency	Comprehension	Confidence	Total	Nilai
1.	Malika Runawan	A	4	4	4	4	4	20	80
2.	Felicia Amira R	A	4	4	4	4	4	20	80
3.	Azka Syah R	A	4	4	3	4	4	19	76
4.	Anindya NumaA	A	4	4	4	5	4	21	84
5.	Neima Ratna A	A	4	4	4	4	4	20	80
6.	Agam Praditya A	A	4	4	4	4	5	21	84
7.	Fathan Arkana	A	4	4	3	4	4	19	76
8.	M. Azam Akyas	A	4	4	4	4	4	20	80
9.	Zahira Putri R	A	5	4	4	4	5	22	88
10.	Arshaka Ghanie	B	3	3	2	3	3	14	56

11.	Aqila Kanaya A	B	5	5	5	5	5	25	100
12.	Kirana Aulia A	B	5	4	5	5	5	24	96
13.	Bellvania C T.	B	4	5	4	5	4	22	88
14.	Aiska Novia M	B	5	5	4	5	5	24	96
15.	Gwen Arrumi S	B	5	4	5	4	5	23	92
16.	Abdullah Bin Mas'ud	B	4	4	4	4	4	20	80

Ket. Rerata $1336:16= 83,5$

Nilai = $(\text{Total Skor} \div 25) \times 100$ *Table.11 The Result of Post Test*

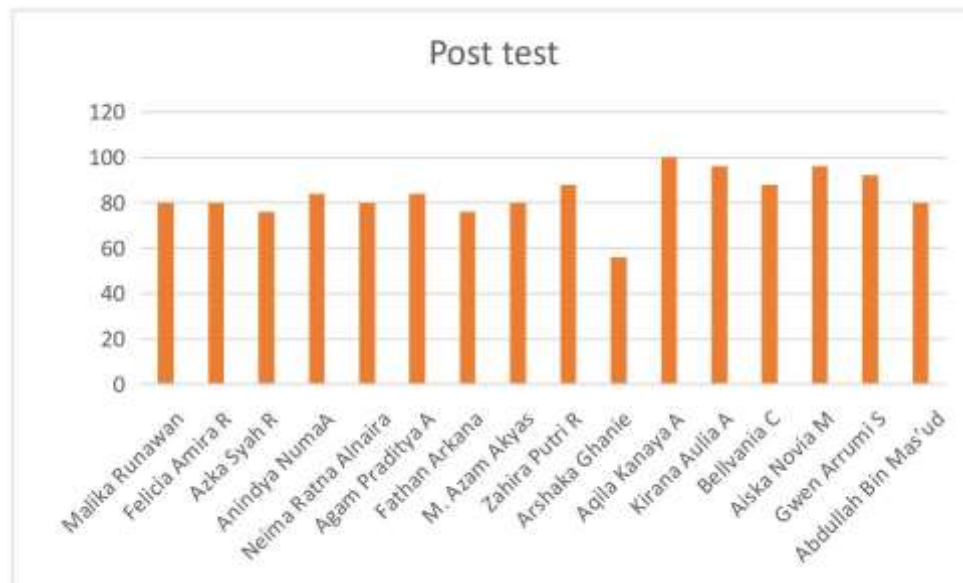
Table 5. Descriptive statistic

N Minimum Maximum Sum Mean Std. Deviation

<i>Experimental</i>	16	56	100	1336	86.85	15.09936026
<i>Control</i>	16	76	88	728	80,88	3.664982778
<i>Valid n (listwise)</i>	16					

Based on the data above, it can be seen that the average post-test score for the experimental class which received instruction using the Bilingual Centre-Based Learning approach was 728, with a minimum of 76.00 and a maximum of 88.00, as well as an of 80.88 and a standard deviation of 3.66, whereas the control class, which received the usual instruction, achieved a total score of 1.336 with a minimum of 56.00 and a maximum of 100.00, as well as an average of 86.85 and a standard deviation of 15.09. Thus, it can be seen that the average score of the experimental class after being treated with the Bilingual Centre-Based Learning Approach was higher than that of the control class, which received teaching regularity instructions.

Table 6. Post-Test Diagram



Test of Assumption

Normality Test

A normality test is a statistical test conducted to determine whether research data are normally distributed or not. In quantitative research, the normality test is an important prerequisite before conducting parametric statistical analyses, such as the ttest, ANOVA, and regression. If the data being tested are normally distributed, researchers can use parametric analysis techniques, which offer a higher level of precision compared to nonparametric analysis.

Regarding the normality test, Ghazali (2021) states that its purpose is to test whether, within a research model, the residuals or research data follow a normal distribution. A good research model is one in which the data distribution is normal or close to normal.

After conducting pretests and post-tests in each class, both experimental and control classes, the next step is to test the normality of the data. This test is carried out to determine whether the data distribution of the pretest and post-test results is normally distributed or not. The data normality test can be done using the Kolmogorov-Smirnov test with the help of Ms.Excel to determine the suitability of the data with its distribution. The test criteria for a data are said to be normally distributed if the value is greater than 0.05. The results of pretest normality testing of experimental and control classes can be seen in the following table:

Homogeneity Test

Field (2024) explains that the homogeneity of variance test is used to ensure that the distribution of scores within each group is relatively the same. According to him, a violation of the homogeneity assumption can affect the accuracy of the results of parametric statistical analyses, particularly in t-tests and ANOVA.

The homogeneity test is used to determine whether the variances of two samples the experimental class and the control class are homogeneous or not. This is done to evaluate the homogeneity of variances in the pretest and post-test scores of both classes. The results of the pretest homogeneity test for the experimental and control classes are shown in the following table:

Table 7. Homogeneity Test

Pre test Post test

44	80			
44	80			
40	80			
48	76	X	47,75	83,5
44	84	Varians	33	108,533333
40	80	Fhitung	0,304054054	
44	84	df(n-1)	15	15
56	76	a	0,05	
56	80	Ftabel	2,403447071	
48	88	uji sig.	Homogen	
56	56			
52	100			
44	96			
	88			
	96			
	92			
	80			

Based on the table above that showed that $F_{\text{tabel}} (2,403447071) < F_{\text{Count}} (0,304054054)$ its mean that variant the data was homogeny.

Hypothesis Testing

According to Field (2024), the Independent Samples t-Test is used to compare the means of two independent groups to determine whether there is a statistically significant difference between them.

Meanwhile, Pallant (2020) explains that the Independent Samples t-Test is a parametric analysis used when the data are normally distributed, the variances of the two groups are homogeneous, and the groups are independent of one another. The hypothesis test used an independent samples t-test to determine whether there was a significant difference between the means of the two independent groups for a given variable.

If $p < 0.05 \rightarrow$ There is a significant difference, meaning the means of the two groups differ significantly.

$p \geq 0.05 \rightarrow$ There is no significant difference, meaning the means of the two groups do not differ significantly. X 47,75 83,5

The table above that the result show $F_{\text{count}} 0,30$ greater than $a_{\text{Sig}} 0,05$, and also mean in this table indicates that the average score of the experimental 83,5 group is significantly higher than that of the control group 47,75.

Thus, the null hypothesis (H_0) which states that "there is no significant difference between the post-test results of the experimental group and the control

group" is rejected, and the alternative hypothesis (H_1) which states that "there is a significant difference between the post-test results of the experimental group and the control group" is accepted.

Discussion of the Research

Based on the results of the data analysis, it was found that there was a significant difference between the experimental group and the control group in their post-test scores. The significance value (Sig., 2-tailed) <0.001 indicates that this value is far smaller than the significance threshold of 0.05, meaning that the difference found is statistically significant.

Thus, the null hypothesis (H_0), which states that there is no significant difference is rejected, and the alternative hypothesis (H_1) is accepted. This means that the application of the Bilingual Centre-Based Learning Approach has been proven to have a positive impact on students' speaking skill, particularly among TKB at Tk Almayra. As a result, students' speaking skill after receiving this Bilingual CentreBased Learning Aproach intervention was significantly higher than before the method was implemented.

The effectiveness of Bilingual Centre-Based Learning is consistent with the theory proposed by Mudinillah, Rahmi, and Taro (2024), which explains that Bilingual Cente-Based Learning promotes language mastery by engaging learners in meaningful tasks that emphasize communication and the application in daily routines. Similarly, Azmy and Nanda (2024) state that CBL encourages learners to acquire language naturally through task completion, interaction, and problem-solving activities. These principles indicate that Bilingual Centre-Based Learning creates an active learning environment that supports students' language development.

Regarding Variable Y (Students' Speaking Skill), these findings also support the view of Richard (2008), who argue that speaking has three primary functions: interaction, transaction, and performance.

The interactional function emphasizes social communication. Children use language to greet teachers, introduce themselves, express feelings, ask permission, and build friendships. This function is particularly important in kindergarten because social interaction forms a major part of children's daily learning experiences. Because Bilingual Centre-Based Learning provides authentic communicative situations, students have more opportunities to practice, retain, and apply their experience in real life communication.

CONCLUSION

Based on the findings of the research on the effectiveness of the Bilingual Centre-Based Learning Approach in improving students' speaking skills at TK Almayra, it can be concluded that the implementation of this approach had a positive effect on the development of kindergarten students' English-speaking abilities. This study employed a quantitative method using a pre-experimental one-group pre-test and post-test design. The students' speaking skills were assessed through several indicators, namely pronunciation, vocabulary, fluency, comprehension, and confidence. The results demonstrated a substantial

improvement in students' speaking performance after they participated in learning activities using the Bilingual Centre-Based Learning Approach.

The pre-test results indicated that the students' initial speaking abilities were still relatively limited. Several students experienced difficulties in pronouncing English words, recognizing and mentioning numbers and colours, answering simple questions, and participating confidently in role-play activities. These difficulties indicated that regular classroom instruction had not yet provided sufficient opportunities for students to actively use English in meaningful communication. The average pre-test score was 52.57, indicating that the students' initial speaking skills still required considerable development.

Following the implementation of the Bilingual Centre-Based Learning Approach, the students demonstrated noticeable improvement in their speaking abilities. The learning activities incorporated various methods appropriate for young learners, including the use of pictures, flashcards, videos, games, object identification, matching activities, and role-playing. These activities created an active, enjoyable, and supportive learning environment that encouraged students to participate more enthusiastically and communicate using English. The post-test results showed an average score of 83.5 based on the overall calculation of the research data. This improvement indicates that the students developed better pronunciation, vocabulary mastery, fluency, comprehension, and confidence when communicating in English.

The results of the hypothesis testing further supported these findings. The significance value obtained was less than 0.001, which was lower than the significance level of 0.05. Therefore, the null hypothesis stating that there was no significant difference was rejected, while the alternative hypothesis was accepted. This result indicates that there was a statistically significant difference in students' speaking skills after the implementation of the Bilingual Centre-Based Learning Approach. The findings demonstrate that the approach contributed positively to students' speaking development, particularly among Kindergarten B students at TK Almayra.

In conclusion, the Bilingual Centre-Based Learning Approach can be considered an effective approach for improving the English-speaking skills of young learners at TK Almayra. The approach not only provides continuous exposure to English but also creates meaningful learning experiences through play, interaction, communication, and hands-on activities. The combination of Indonesian and English enables students to understand learning concepts more easily while gradually encouraging them to use English in natural and meaningful situations. Therefore, teachers are encouraged to apply centre-based learning activities that are communicative, enjoyable, interactive, and appropriate for children's developmental characteristics. Such an approach can provide greater opportunities for young learners to practise English, develop confidence, and improve their ability to communicate effectively in everyday situations.

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