Unplugged Activity and Cognitive Style on The Speaking Abilities of Early Children

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Abstract

The ability to speak well and purposefully must be instilled in children from an early age. This is possible through the learning process at school using interesting learning methods and media according to the child's cognitive style. Because spoken language conveyed through speaking is a tool for expressing thoughts and feelings and a means of communication between humans. This will help improve children's speaking ability. This research aims to determine the differences in speaking abilities between students using the unplugged activity method and those using the beyond center and circle times (BCCT). Determine the differences in speaking ability between students with a field-dependence cognitive style and those with a field-independence cognitive style. The researcher tests the interaction between learning methods and cognitive style regarding speaking ability. This research uses an experimental design. The subjects were PGRI Jambon Kindergarten students (TK B1) and (TK B2) who studied the theme of Animals, totaling 44 children. The cognitive style was measured using a questionnaire based on the Children Embedded Figure Test (CEFT). Data analysis of relationships and interactions between variables used the two-way ANOVA test. The research results show that differences influence speaking ability between students using unplugged activity learning and BCCT. Some differences influence the student's speaking abilities with a field-independence cognitive style and those with a field-dependence cognitive style. There is an interaction between learning methods and cognitive style regarding speaking ability.

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1. INTRODUCTION

In early childhood, there are many revealing facts that parents demand to be able to read and write at an early age (Ambarita et al., 2021; Firdayani, 2022). This phenomenon proves that young children are not yet educated; they are not required to be able to read and write early, so the main thing for parents is for their children to be fast at reading and writing. This is proven by the research results

revealed by Fadhli et al. (2020), which prove that the average development child's language-speaking ability at the beginning has an average value of 65 (Starting to Develop). Then the second fact is that schools base when they open registration reception, new students already apply for tests that require children to master and understand complex readings in early childhood (Ismawaty, 2023; Solichah et al., 2022). Of course, the learning process allows children to explore innovations in models, methods, media, and other factors that support essential and strategic development.

Kindergarten services are provided to children aged 5-6 years (Hasanah & Muryanti, 2019). Kindergarten is a must for developing five aspects. Religious and moral values, social-emotional, physical-motor, cognitive, and language are those aspects. Each development aspect must developed optimally. One important aspect to develop is covering the student's speaking abilities. This early stage has variations in development aspects, including cognitive, physical motor, social-emotional art, religious values, morals, and language (Hasanah & Muryanti, 2019).

Language is a communication form spoken, written, or symbolized to others. The children can express themselves through simple language in an accurate way, communicate practically, and awaken interest in speaking well and correctly (H, 2018; Nursalim, 2020). Children's language development early covers listening, speaking, reading, and writing. Speaking is a tool used to express feelings or intentions towards others. Speaking ability is fundamental for interacting and communicating with the environment. The child can speak fluently and have an extensive vocabulary.

Speaking ability will increase if the child experiences speaking itself. In other words, the child learns moments of experience (Rahayu et al., 2022). So, to develop speaking ability, learning media is needed, which requires children to be actively involved in it. In this case, researchers use learning unplugged activity. Children will be actively involved in the learning process by using this media.

Education in kindergarten is simple and concrete learning by the child's life, related to the situation, direct experience, creativity, fun, and excitement, inviting curiosity to know, practical, and related to activities children play. Good speaking ability and direction must be instilled in children as early as possible through the learning process at school using interesting learning methods and media according to the child's cognitive style.

Fauziah (2018) states that speaking ability to say sounds, articulation, or words to express, state, and convey thoughts, ideas, and feelings (Fauziah, 2018). Furthermore, Ernaeni et al. (2023) also expressed that speaking is a communication process because of messages from other sources. However, not all sounds children produce can be heard or seen as speaking. There are two possible criteria used to decide whether the child is speaking in the correct sense or just "parroting." The criteria are as follows: First, the child must know the meaning of the words he uses and relate them to the objects they represent. Second, children must pronounce the words so that others understand them easily. Children are not yet said to speak if they do not know the meaning of the words they use.

Various theories about stage development (Rosmala et al., 2021; Warni et al., 2023), children aged 4-6 years can combine prepositions into a single-sentence, spoken sentence. It is starting to be organized and structured. The child has been able to understand and give birth to what people say to children or what they want to convey to other people. Vocabulary: 1,400-1,600 words; arrangement of correct sentences and grammar, using prefixes; verbs now, yesterday, and will come; average length sentence increase into 6-8 words; vocabulary use about 2,500 words, got it about 6,000 words, and a response of 25,000 words (Rukanah et al., 2024).

From the results of research conducted by Elya et al. (2019) at IPEKA Sunter 1 Kindergarten, North Jakarta, the reality of what happened shows that there are still capable students who spoke low, so they cannot convey directly what they need related to learning in the classroom, as well as activities outside the classroom. When children were asked to tell stories, experiences, or events in front of the class, 13 out of 17 children could not tell the experience/event sequentially and consistently. Children will wait

for the teacher to stimulate them with questions. Children can also not answer and tell stories that return the teacher's story. The child's ability to answer or tell returns is lacking. Most of the stories brought by teachers have not been explained correctly. Children will only say one or two words, not a form sentence. That is because, at the moment, telling a return-filled story deprives the child of the material to be told. Children also often forget the teacher's sentences when telling a story. This shows that the speaking abilities of children in classes A and B at IPEKA Sunter 1 Kindergarten, North Jakarta, develop optimally. This situation has garnered serious attention, especially from teachers and schools. There needs to be an appropriate treatment in the learning process to improve the student's speaking ability.

Providing appropriate learning media is assisted by learning creative and innovative media. Children's cognitive abilities help increase their speaking ability for children (Ratnadi et al., 2021). A child will be well-developed with the correct learning methods and media Skills. Apart from that, methods and media are needed to stimulate and remember the return story brought by the teacher. That way, the child has material to be told to return. Actually, in a theoretical way, many suitable and acceptable learning methods and media can be applied in early learning in kindergarten for older children. One of the learning media that can be used for children of all ages is a learning medium that uses unplugged activity (Mutoharoh et al., 2021).

Matthews (2020) integrated the topic of computing parallel and distributed (PDC) in the course core computing, which is an increasing topic of interest to educators. Several educators have proposed the use of "unplugged activity." However, unplugged activities for PDC are scattered and often tricky, making it difficult for educators to create and incorporate unplugged interventions in their classrooms. (Mutoharoh et al., 2021) Implementation of play programs with unplugged coding boosts skills and problem-solving for young children early. Learning unplugged coding is an activity that can attract children's interest and become the solution to bring up children's early problem-solving abilities.

Zhan et al. (2022) test the influence of Unplugged Programming Tools (UPTA) on thinking computing students and classroom interactions. A UPTA set was made and used in a school base in South China. The result shows that children aged 6–8 can simultaneously classify something based on two criteria. However, the cognitive style is Still ego-centered and complex to deal with problems from the corner party third. These findings prove that the impact of UPTA is positive in improving thinking computational children by guiding them to decipher and solve problems, as well as increasing their interaction and communication in class so they can transform from imitation to investigation.

2. METHODS

This research uses descriptive quantitative research methods. Sugiyono (2017) explains that quantitative research methods are based on the philosophy of positivism and are used in research samples and research populations. Quantitative research is research that presents data in the form of numbers as the results of the research.

The research design is prepared so that the researcher can master valid, objective, precise, and efficient research questions (Setyosari, 2015). The research design is also used to determine framework reference as the basis for study variables determined in this research. The research design is also helpful to answer research questions related to something you want, searching for a solution to the problem. The research design is also helpful in controlling variables related to which variables are observed and influenced with variables.

This study aims to determine the influence variable free from experimental design. This research uses experimental methods, a quasi-experimental design factorial 2 × 2 (Tuckman, 1999). The variables in this research consist of independent, moderator, and dependent variables. Variable The dependent in this research is learning of unplugged activity and Beyond Center and Circle Times (BCCT). The

moderator variable determined in this research is cognitive style. The variable bound to be observed is speaking ability.

The research population is Kindergarten in Ponorogo Regency. Meanwhile, the samples for this research were PGRI Jambon Kindergartens (TK B1) and (TK B2), which studied animal themes and totaled 44 children aged 5-6 years. The researcher is already gaining permission from the Head of Kindergarten PGRI Jambon. These two classes are defined as parallel classes as experimental/ treatment classes with research subjects that are not specified randomly, but what is taken? Existence (intact group). This was done considering that the class already has previous and is assumed to have the same/ equivalent abilities.

Analyzing data is divided into two groups: data analysis for prerequisite tests and analysis tests data to prove the research hypothesis. Analysis was carried out on all existing research variables set—test requirements analysis using the normality test and homogeneity test variant. This study's data normality test used the Kolmogorov-Smirnov technique, while the homogeneity test variant used Levene's test. The data normality and homogeneity tests were conducted to comply with assumption parametrization. Analyze data for testing. The research hypothesis uses a two-way analysis of variance (ANOVA) with the help of SPSS software, and all the above parametric tests were carried out with a value significance of 5%.

3.   FINDINGS AND DISCUSSIONS

Testing the above hypothesis is based on statistical proof of whether the hypothesis determined in this research can be accepted or rejected. The testing hypothesis is made by analyzing the result of the data's ability to speak. The results calculated with the help of SPSS software based on two-way analysis of variance at a level significance of 0.05 can be seen in Table 1 below:

Table 1 Analysis Results Between Subjects of Effects

Dependent Variable: Speaking ability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1036.282 [a]	3	345,427	15,468	,000
Intercept	285809.325	1	285809.325	1.280E4	,000
Method	564,822	1	564,822	25,292	,000
Cognitive Style	187,311	1	187,311	8,388	,006
Method * Cognitive Style	102,055	1	102,055	4,570	,039
Error	893.264	40	22,332		
Total	300086,000	44			
Corrected Total	1929,545	43			

a. R Squared =.537 (Adjusted R Squared =.502)

b. Computed using alpha =.05

The results of the ANOVA test prove that method learning influences the marking ability of students. This is proven by looking at the data in Table 4.10 where The F value is 25.292 with significance

p = 0.000, which is smaller than α 0.05 (p < 0.05), so rejecting H $_0$ and can be taken conclusion that there is a difference influence on value post-test speaking ability between the given classes learning unplugged activity (experimental class) and the class given BCCT (control class). This is confirmed by looking at the average ability value spoken. Students in the two groups showed an average value of results speaking ability using learning unplugged activity 72.24, which has an average of higher than the control class taught using BCCT, which is 69.99. From both existing evidence, It is said to be based on the results of ANOVA testing and looking at each class's average, where the class is tested learning unplugged activity has more average height than classes taught using BCCT. Conclusions can be drawn that general ability students studying use learning unplugged activity better than the class taught using BCCT.

Hypothesis The second thing to be tested is hypothesis 0 (H $_0$), which means there is no difference in ability between students who have GK-FD and students who have those. As for the hypothesis alternative (H 1), i.e., There is a difference in the speaking ability between students who have tried and those who have GK-FI. The results in Table 4.9 provide information on cognitive style and the ability to. This is proven by the F value for the speaking ability based on cognitive style level is 8,388 with level significance p = 0.006, which is minor than α value 0.05 (p < 0.05), so reject H $_0$. By rejecting H $_0$, then H $_1$ is accepted, which means there is a difference in the real value results post-test speaking ability between students who have GK-FD and those who have GK-FI.

The results of data calculations for testing hypothesis third about the interaction between learning and cognitive style to ability can be known by sight score F count and score significance on source method * cognitive style in Table 4.9. The table gives information on the interaction line between method and cognitive style, with mark F of 4.570 with a significance of p = 0.35, less than alpha value 0.05 (< 0.05). This has the meaning H$_0$ rejected and H$_1$ accepted, so it can concluded that there is an influence between learning (unplugged activity and BCCT) with GK (FD and FI) against the speaking ability.

Discussion

The Unplugged Activity Learning Methods on Speaking Ability

Data from the results testing the hypothesis that research has fulfilled a different natural effect on the results post-test speaking ability between group students who are subject to learning unplugged activity and group students who are subject to it learning beyond center and circle times (BCCT). This data is strengthened by referring to the average value of the results of the speaking ability of two groups of students, showing that the average score of students who learn by learning unplugged activity has an average of more than 72.24, higher than the average value of results speaking ability to classes subject to BCCT, i.e., amounting to 62.99. This data shows that the students' speaking ability charged with learning unplugged activity was better than that of a group of students subject to BCCT.

Students' speaking ability is consistently trained in learning unplugged activities where they can speak well. Apart from that, children who can speak well will be spared from lateness talk. This was conveyed by Munasinghe (2023), who stated that unplugged activity gives better results for students involved in learning in class. According to the study by Kiessling and Fabry (2021), students who lack competence in communicating in various ways and certain things that are not appropriate to the context tend to have problems with social skills. This can cause the child to have difficulty interacting with people around him, which causes children to become quiet children so that speaking children will not develop in the maximum way. The research results discussed above show that speaking ability plays a significant role in improving potential in children.

However, the author found facts at PGRI Jambon Kindergarten, Ponorogo, group A children aged 4-5 years experienced problems in their skills. It can be said that the Student's speaking abilities in class A experience obstacles because the child cannot convey their thoughts when asked to tell experiences and cannot pronounce the vocabulary. The researcher interviewed a class A teacher in the park during

childhood and discovered the causes of skill problems in speaking to children. One of the problems is a lack of variations in the learning media used in learning activities.

Through learning unplugged activities and media used by children, media practice speaking ability can be caused by training in the placement of objects in activities carried out by children. Children are more able to express themselves when arranging image placement, which influences their ability to think and express their activities. This shows that unplugged activities influence the capability development of a student's child speaking.

Figure 1. Unplugged Activity Learning

According to Bygate (1987: 26), in speaking, somebody must have perspective motor skills and the skills to speak well. Someone must have competence, adequate language, and elements for the speaking process to be smooth, excellent, and correct. Among them are pronunciation, intonation, spelling, vocabulary, etc. The speaking ability is essential for children because they can communicate about the circumstances by speaking. For example, children's activities include playing at home with their parents. This is because children find it challenging to communicate with others, convey things, and explain circumstances to others. The current child's activities, such as playing at home with his parents, prove that speaking ability is essential.

Therefore, teaching and providing stimuli for children's speaking ability is essential. Apart from that, the lack of vocabulary and sense of trust in children to express and convey meaning becomes a constraint, apart from factors within the child's methods. The teacher's teaching also influences the student's speaking abilities. Application-appropriate methods and the use of media in learning activities teaching will hopefully improve Power children's activeness in learning. See factor that, then utilizing learning unplugged activity can develop knowledge, attitudes, and skills to be well developed.

Evidence about the effectiveness of learning unplugged activities has been carried out (Metin, 2022). Skills coding unplugged and coding robotic-based activities in children during preschool. A significant sample was selected for this quantitative research. The Group Study consists of 24 5-year-old children educated in the park country children below Gaziantep Province Directorate of National Education. These children have not yet accepted previous coding or robotic coding lessons. Eight coding activities, basics, and robotics are organized for preschool children. This activity provides training daily for 60–90 minutes for eight days. The results show that training unplugged coding and robotic coding-based activities, integrated with the curriculum education preschool, improves basic coding and robotic coding skills in this preschool group.

Zhan et al. (2022) test the influence of Unplugged Programming Teaching Aids (UPTA) against computational thinking students and classroom interactions. A UPTA set was made and used in a school base in South China. Forty-eight students- to 6-8-year-olds are placed in two classes with the same instructor and learning materials; however, only group treatment is given by UPTA. The second group tested the computational thinking, operating status child concrete, level egocentricity, and interactions in the classroom. The research results show that children aged 6-8 can classify something

based on two criteria all at once; however, cognitive style is still ego-centered and complicated when dealing with problems from corner look party third. Not care whether in a group treatment or group control. However, students in group treatment reach distant scores higher on the test thinking computing and are more involved in the pattern classroom interaction. These findings prove that UPTA is positive in improving children's computational thinking by guiding them in deciphering and solving problems and increasing student interaction and communication in class.

Other research on the effectiveness of Unplugged Coding Activities in Early Childhood by (Mutoharoh et al., 2021) implementation of play programs unplugged coding boosts Skills problem solving for young children early. Children's initial problem-solving skills improve because children tend to be enthusiastic about various play activities prepared by the teacher. The stimulation and motivation provided by the teacher allow children to discover solutions to the problems they face when they carry out play activities. So, it concluded that learning unplugged coding is an activity that can attract children's interest and become a solution to bring up children's early problem-solving abilities.

This proves that learning unplugged activity is effective in language teaching. Researchers also do meta-analysis research about the effectiveness of learning unplugged activity, whereas, in research, this introduction measures the effect of learning unplugged activity from several previous studies. The researcher gets information about the effectiveness of learning unplugged activity from research. It is known that learning unplugged activities can increase students' knowledge, abilities, and attitudes (Fadhli et al., 2020).

Cognitive Style Regarding Speaking Ability

Influence cognitive style speaking ability is also done based on the learning method. From the results, the testing hypothesis is known to have a different real influence on the result's speaking ability in value. The post-test that was carried out was viewed from the cognitive style field-dependence and field-independence. Students with cognitive style field independence have a better average of 85.2 than those with cognitive style field dependence, with an average value of 80.5. From the average value results, the students with field-independence cognitive style can speak better than those with field dependence. Interestingly, the number of students with cognitive style field independence is smaller than students with cognitive style field dependence, i.e., only 17 children compared to 27 in all experimental and control classes.

Hong's data supports this research's results (Hong et al., 2012), which took the research title about the effect of a digital puzzle game reviewed of cognitive style for student school base. This research uses the Group-embedded figure Test instrument to measure students' trend-cognitive style abilities. From the results, the score for the Jigsaw digital puzzle game was viewed by 95 children who have cognitive style field independence, a score better than a child who has cognitive style field dependence. Research about superiority field independence in support of ability Study students was also stated by Guisande et al. (2012). The research was conducted in 149 children's schools in Portugal. He measured several results in his research, like mastery of symbols, literacy, and art—the results of tests carried out by students in cognitive style field independence more superior to field dependence.

When introducing new concepts to children, it is important to relate them to what they know and live daily so that the Cognitive learning style in children will be optimal. Apart from that, learning is one of the essential components of making learning pleasant (Heikkilä & Mannila, 2018). Optimizing involvement style Children's cognitive learning is done by starting children's interests and considering the material and familiar context for learning to become relevant and meaningful for them (Surur et al., 2020).

They were improving students' speaking abilities and inviting children to communicate in two ways. When the child says his thoughts and feelings, they are currently practicing his speaking ability. On the other hand, children have an independent cognitive style and are less sensitive to criticism

(Nugroho et al., 2021). This means the child does not quickly sulk when teachers, friends, or anyone criticizes something related to him. So, children have no difficulty communicating with anyone, though criticized. Different things occur in children who have style field-dependent cognition.

On the other hand, children have style. This cognitive is characteristic of being willing to start studying when there is influence or command from other people (teachers or parents). So, the child will see the environment around them or wait for instructions to study something and not initiate himself. How do you think globally and enjoy learning involves other people and their motivation? Nature is external. In children with a cognitive style like this, the environment is vital in optimizing child development, one of them being language development.

When the environment learning does not support passive children, these children lack initiative in communicating with teachers or friends, even though He is depicted as an older child who likes to cooperate rather than alone, has extensive interpersonal relationships, and has extrinsic motivation. However, the advantage is that children have a field-dependent cognitive style, like noticing the environment around them. Because children repeat imitators, when they notice what happens in the environment, it will be recorded in the child's memory, and the child imitates it in a way to practice it (Laksana et al., 2019).

A child with cognitive independence and field-dependent style has unique characteristics or traits when the child accepts information, processes it, and reacts to it (He & Li, 2023). Every child has one style of cognition. In children aged early, there is already a cognitive style from the beginning. They receive, process, and react to information, something they already have. As children's cognitive abilities age early from the beginning and nature persists, teachers should be able to formulate strategies to optimize learning.

Different characteristic features are not truly firmly owned by each child, meaning not consistently all over characteristic features found in a way whole /complete in oneself a child, but rather are more dominant tendencies owned by the child. Every trend has advantages and disadvantages. Therefore, a true teacher knows the child's personality can accompany him in using its advantages and overcoming its weaknesses. Children with cognitive style field independence have characteristic features, study independently, and are intrinsically motivated to explore information in detail.

Interaction of Learning Methods and Cognitive Style Regarding Speaking Ability

Testing hypothesis three shows an interaction between learning (unplugged activity and BCCT) and cognitive style (field-dependence and field-independence). So, we can conclude that there is an influence between learning (unplugged activity and BCCT) and cognitive style (field dependence and Field-independence).

This proof is shown from the average post-test value for the speaking ability to learn unplugged activity and cognitive style Field-independence, which is 87, has a difference higher than students who have cognitive style field-dependence with imposed learning unplugged activity, which earned an average of 86. The average post-test score for the speaking ability to BCCT for students with cognitive style field independence equal to 82 is different. It is higher than that of students with cognitive style field dependence, with an average value of 79. Therefore, the interaction test results between method learning and style prove that There is interaction between group students who are taught by learning unplugged activity and cognitive style Field-independence and field-dependence, as well as group students are taught with BCCT with cognitive style field-dependence and Field-independence.

Unplugged activity learning is an appropriate method of supporting learning activities. Style is the proper method for pairing variable attributes based on contextual and constitutive factors. This cognitive thing is field-independent. Desmita (Noorhapizah et al., 2022) disclosed that cognitive style is characteristic of an individual in use function (thinking, remembering, problem-solving, creating decisions, organizing, processing information, and so on), which is consistent and lasts a long time.

According to Aprilia et al. (2017), cognitive style is a processing method storing or using information to respond to a task or various environment types. Mawardi et al. (2020) also stated that cognitive style is the method typical students use in learning, both methods of reception and processing information and environmentally related abilities. So, you know that cognitive style is a psychological aspect related to the way of receiving and processing information and the habits of individuals in the learning environment.

Furthermore, Slameto (2010: 161) characterizes someone with a cognitive style. Field-dependence is easy to accept something globally and have difficulty separating themselves from their environment Because He knows himself as part of the something group. In social orientation, the individual is more perceptive and sensitive. Reviewed from factor cognitive, individuals with styles cognitive Field-dependence is less favorable necessary things ability analytic Because this individual will be having difficulty analyzing a problem too complex to change strategy. Therefore, individuals with a style more cognitive Field-dependence fields such as study social and literature. Learning methods with discussion will be very effective for them because they will feel better interacting and feel the mutual benefit from exchanging perceptions and opinions with the group.

Dayo also discovered a study of cognitive style to support the learning process and results of learning (Guisande et al., 2012). He writes about the effect of cognitive style on language mastery. The research was conducted involving 326 students, where 201 students have cognitive styles field-dependence, and the remaining 125 students have cognitive styles field-dependence. The research results show that students with cognitive style field independence are significantly better at mastering language than those with field dependence. However, in conclusion, he also stated that whatever trend cognitive style abilities students have impacted the process and result in learning it.

Besides cognitive style, the necessary learning method to support the learning process aims to improve interaction with teachers, students, learning materials, and media. The statement is supported by research conducted by (Chen et al., 2023; Romero et al., 2022), where cognitive style and meaningful learning disguise learning through unplugged activity. (Lee & Junoh, 2019) The opinion is that learning unplugged activity and cognitive style are good combinations in achieving meaningful learning. The interaction results of the influence between predetermined variables prove this. He also stated that learning unplugged activities can bridge students with different cognition styles. These results also confirm the interaction between learning unplugged activity and cognitive style to speaking ability.

This contrasts the general perception that unplugged activity is an individual activity, where unplugged activity precisely encourages cooperation. This activity is usually carried out in small groups, allowing students to hone Skills and social skills (Agbo, 2024). Physically solving programming problems, they learn to work together and share creative ideas.

Unplugged activity and style learning have many benefits, including increasing speaking skills, which is part of developing children's language (Lombardi, 2022). Speaking skills need proper treatment to develop by age stages. Children with solid speaking abilities will have different ones for each son, pushing them to grow and develop in other aspects. This situation is in harmony with the results of research studied by (de Mello et al., 2023), where children who are less competent in speaking or communicating that are not appropriate to the context tend to experience social skills problems—other child development aspects. Apart from stimulating children to say words or conveying the child's mind, Language can add to and build children's vocabulary in play.

Usman (2015) opinion that ability language can be assessed from three aspects, namely: the language used involves pronunciation, intonation, word choice, word structure, and style; the dialogue contents, including fill connection between structure, content amount, and technique and appearance motion body and expression, relationship with the audience, amount and dialogue direction. Hurlock (Khadijah & Amelia, 2020) explain that speaking abilities involve three aspects: pronouncing words, building vocabulary, and forming sentences.

4. CONCLUSION

There are influential differences in the ability to speak between students studying using unplugged activity and those studying using beyond center and circle times (BCCT). Some differences affect the students' abilities with cognitive style field independence rather than field dependence. There is an interaction between the learning and style of speaking. This can proven by the value significance is less than 0.05 and the average speaking ability value beginning to use learning unplugged activity for students who have cognitive style Field-independence and field-dependence higher than group students studying using BCCT on the group students who have cognitive style field-dependence and Field-independence.

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