INTRODUCTION

A. Background of the Study

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect, to be the community of international world. It can be seen that English is learned by children from elementary school up to higher education.

Considering the needs of mastering English, it is very important to start learning English as early as possible. Nowadays, parents who have realized the importance of English want their children start learning English earlier. They send their young children of pre-school's age (3-7 years old) to much English oriented pre-school or to the kindergarten.

Teaching English to pre-school children is not easy and it needs more patience. The process of teaching children or young learner is different from the process of teaching adults. According to Dardjowidjojo (2003:240), the language used to talk to young children is universal, talking about "here and now". It means that the first vocabulary which should be mastered by the young children is from the object surround them (*here*) and which is real (*now*). Young children cannot imagine abstract things or last event. While adults talk about the objects, children are interested in their names, their properties, and relation between objects. To make sure that children understand what the adults say, adults alter their way. They do this in 2 ways: (1) They use short simple

sentence, and (2) They say them frequently. These ways of talking to children should be seriously considered in teaching English to very young learners.

To reach a good development in teaching learning process, the teacher should create various teaching techniques and need the correctness of teaching methods to increase the motivation of children. The correctness of making or using the teaching methods can pursue the achievement of education purposes. The variety of teaching techniques or methods will help very young learners feel amusing learning situation, but not all teachers can find or create the right method for their teaching learning process in order that the students can learn the material easily. As it is found in TKIT Al-Farisi Majalengka, they found some difficulties in teaching learning process. The teacher just uses conventional method so that it's hard for her to get the target of teaching learning process.

From the problem above the writer tries to give a solution for the teacher to implement one of teaching methods. There is a method of teaching learning methods which is interesting and it can improve students' ability and liveliness, namely Montessori Method. This method is designed to create the students' interest to learn with pleasant method. The Core of Montessori method is learning at the same time playing. In Indonesian, it is called *Belajar sambil Bermain.*

Montessori Method is a kind of teaching learning methods which is used in pre-school. Maria Montessori is the founder of this method. She

was born in 1870, and was the first woman in Italy who received a medical degree. She worked in the fields of psychiatry, education and anthropology. She believed that each child is born with a unique potential to be revealed, rather than as a "blank slate" waiting to be written upon. Her main contributions to the work of those of us raising and educating children are in these areas: (a) preparing the most natural and life supporting environment for the child, (b) observing the child living freely in this environment, and (c) continually adapting the environment in order that the child may fulfill his greatest potential - physically, mentally, emotionally, and spiritually.

As it is stated earlier, Montessori Method is a kind of teaching learning method which emphasizes learning at the same time of play. According to Spodek (1991) in Patmonodewo (1995: 102) playing is an interest phenomenon to the teacher's attention. Learners are challenged to know more about it. One of the reasons is because they know that teaching learning process through playing makes the students easier to get and to improve their knowledge, especially vocabulary.

Teaching - learning process through playing needs a media. One of the media is game. Games should be applied in the process of learning a language. They are appropriate to be played by everybody who learns a language. Games and games-like activities can be a useful medium for teaching foreign language's children. Besides having fun the children also learn a new language. David (2003:49) states that games play a central role in a child –centered lesson and make possible for children to fully

immerse themselves in learning. In learning English, children should realize what they do when they receive the language assignment. They must be led to understand assignments that are connected to their habit of using their own language to enrich their vocabulary. Mujiono (1993:83) states that vocabulary in English as a foreign language is taught at school for the purpose of providing the students language skills. They are listening, reading, speaking, and writing. Some general statements say that the technique of teaching reading comprehension and other (listening, speaking, reading, writing) are touched on teaching.

The statement above shows that vocabulary is one of the elements of the language that the students have to master it. There is a difference between those needed for production skills in foreign language, especially speaking and writing and those needed for recognition skill, particularly reading and listening. So, teaching vocabulary needs an effective method in order that the students can enrich and improve their vocabulary easily. Based on the statement above the writer is interested in conducting a research about the implementation of teaching vocabulary using Montessori Method at kindergarten: an action research in TKIT Al Farisi Majalengka in 2006/2007 academic year.

B. Problem Statement

Based on the background of the study the writer formulates the problems as follows:

1. How is the process of teaching vocabulary using Montessori Method to the Al Farisi Kindergarten?

2. What is the result of teaching vocabulary using Montessori Method to the Al Farisi Kindergarten?
3. What are the strengths and the weaknesses of teaching vocabulary using Montessori Method to the Al-Farisi Kindergarten?

C. Limitation of the Problem

In this research, the writer limits the problem to make easier the research. In kindergarten, there are many interesting aspects to study, but the writer only focuses on the effectiveness of Montessori Method as a means to teach the simple vocabulary specifically vocabulary about colors, shapes and fruits, animals. It's done actively by the students at Al Farisi Kindergarten Majalengka, especially class B (Khadijah Class), in 2006/2007 Academic Year.

D. Objective of the Study

Based on the research problem, the purposes of the study are:

1. To describe the process of teaching vocabulary using Montessori Method at Al Farisi Kindergarten.
2. To describe the result of teaching vocabulary using Montessori Methods at Al Farisi Kindergarten.
3. To describe the advantages and the weaknesses of teaching vocabulary using Montessori Method at Al-Farisi Kindergarten.

E. Significance of the Study

The writer hopes that this research will have some benefits in the English teaching-learning process, especially in teaching learning vocabulary. There are two kinds of benefits in this research; theoretical and practical.

1. Theoretical benefit
   a. Hopefully the result of research can be used as an input in teaching-learning process especially in teaching vocabulary.
   b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
2. Practical benefit

   The English teachers can use the result of the research when they teach the pupils of kindergarten in improving vocabulary.

F. Research Paper Organization

The research paper comprises five chapters. Chapter I is introduction which covers background of the study, problem statement, limitation of the problem, objective of the study, significance of the study and research paper organization.

Chapter II is review of related literature which covers previous study, the general concept of vocabulary (the notion of vocabulary and the importance of vocabulary), the characteristics of young children, teaching vocabulary to children and the general concept of Montessori Method.

Chapter III is research method that consists of type of research, object of the study, subject of the Study, method of collecting data and technique for analyzing data.

Chapter IV is related to the process of the implementation of teaching vocabulary using Montessori Method, the result of the implementation of teaching vocabulary using Montessori Method in teaching learning process and the strengths and the weaknesses of the implementation teaching vocabulary using Montessori Method.

Chapter V is conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE