IMPROVING ENGLISH TEACHING-LEARNING PROCESS USING
MONTESSORI METHOD IN TKIT NUR HIDAYAH
SURAKARTA IN 2007/2008 ACADEMIC YEAR
(A CLASSROOM ACTION RESEARCH)

RESEARCH PAPER

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by

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A. Background of the Study

Education for the human existence is the necessity that must be fulfilled to the end of our life. Without education it is very impossible for the human to improve their life. Nowadays, education for the developing countries like Indonesia is necessary to develop and it must be appropriate with the necessity of reconstruction step by step. Education becomes the first priority to the country that wants to develop. The progress of the education will support the progression of country.

Nowadays, Indonesia as one of the developing countries tries to give more priority in educational construction from elementary school until university. This alteration covers curriculum, syllabus, material, etc. According to the government regulation no. 25 at 2000, the curriculum that must be used by the school is the newest curriculum; this is competency-based curriculum.

There are number state schools and private schools that are built, beginning from elementary school until university. Because of that there are competition in quality and benefit between one school and the others. Then, there are a lot of schools that promote the good quality and facilities, and they
promise qualified program in teaching-learning process to the student. Thus, there are many parents want to learn their children to the school that gives a good basis to their private life or to the social contexts.

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 to higher education. In considering the needs of mastering English, it is very important to start learning English as early as possible. Nowadays, there are many parents who have realized the importance of English.

The parents hope their children will have balanced knowledge between scientific and religious knowledge, and they will be ready to live in the social context. They want their young children of pre-school’s age (3-7 years old) to understand English oriented pre-school or to kindergarten.

Teaching English to pre-school children is not easy and it needs more patience. The process of teaching children of young learner is different from the process of teaching adult. According to Dardjowijoyo (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 can’t imagine abstract thing or last event. While adults talk about the objects, children are interested in their names, their properties. All of them have relation with the objects. To make sure that children understand
what the adult say. Adult 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 method 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 learner feel amusing in learning situation, but not all teachers can create the right method for their teaching learning process in order that the students can learn the material easily. We can find this problem in *Taman Kanak-Kanak Islam Terpadu (TKIT)* Nur Hidayah Surakarta.

A lot of teacher in TKIT Nur Hidayah still find some difficulties to teach them although they have the experience in teaching for many years. The system of teaching English and the instrument that are used are not complete so it makes the teacher feel difficult to teach their student. Those will make the student become passive learner in learning English. Because of the reason, the teacher should be more responsive in facing the situations. To respond it, the teachers have to create good condition and have to use suitable method and strategy in order that the students are motivated in learning English.
From the problem above the writer tries to give solution for the teacher to implement one of teaching methods. This method is designed to create the student’s interest to learn with pleasant method. The core of Montessori Method is learning with playing. In Indonesia language, it is called *Belajar Sambil Bermain*.

Those reasons make the writer is interested in analyzing deeper about how “IMPROVING ENGLISH TEACHING-LEARNING PROCESS USING MONTESSORI METHOD IN TKIT NUR HIDAYAH SURAKARTA IN 2007/2008 ACADEMIC YEAR (A CLASSROOM ACTION RESEARCH)”.

### B. Research Problem

Based on the background above, the writer formulates the problem of the study as follows:

1. How is the implementation of English teaching learning process using Montessori Method in Nur-Hidayah kindergarten?
2. What is the result of teaching learning process using Montessori Method in Nur Hidayah kindergarten?
3. What are the strengths and the weakness of English teaching learning process using Montessori Method in Nur Hidayah kindergarten?
C. Limitation of the Study

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 Methods in English teaching-learning process in TKIT Nur Hidayah in 2007/2008 academic year.

D. Objective of the Study

The objective of the study is to describe the teaching-learning process of English using Montessori Method at the TKIT Nur-Hidayah Surakarta.

E. Benefit of the Study

There are two majors’ benefits in this research: they are practical and theoretical

1. Practical Benefit
   a. For the writer, she can get the larger knowledge about how to teach English in the class on the primary school.
   b. The reader will get a large knowledge of how to teach English in the class of the Primary School especially to the kindergarten.
   c. This study can be used by the teacher to provide the better technique in English teaching-learning process using the Montessori Method at TKIT Nur Hidayah Surakarta.
2. Theoretical Benefit

a. The result of the research paper can be used as input and reference in teaching-learning process, especially in teaching English using Montessori Method in the primary school.

b. The finding of this research will be useful to the readers who are interested in analyzing teaching learning process of English in the primary school.

F. Research Paper Organization

The writer is going to organize this research paper in order to make the reader easier to understand the following shows the content covered in this research.

Chapter I is related to background of the study, problem statement, limitation of the study, objective of the study, research paper organization.

Chapter II is review of related literature. It covers previous study, the notion of language teaching, the nature of language learning, the characteristic of young learners, classroom procedure, classroom technique, the method of teaching children, general concept of Montessori Method.

Chapter III discusses research method. This covers type of research, object of the study, subject of the study, data and data source, method of collecting data, and technique for analyzing data.
Chapter IV is related to implementation of English teaching learning process using Montessori Method, the result of English teaching learning process using Montessori Method, the strength and weaknesses of the implementation of English teaching learning process using Montessori Method.

Chapter V conclusion and suggestion.