THE IMPLEMENTATION OF MONTESSORI METHOD FOR THE
TEACHING OF ENGLISH LANGUAGE AT
SINGAPORE PIAGET ACADEMY INTERNATIONAL SCHOOL
SOLO BARU

PUBLICATION MANUSCRIPT

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by

Sri Handayani
S200100024

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MANUSCRIPT APPROVAL

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BY:
SRI HANADAYANI
NIM: S200100024

HAS BEEN APPROVED BY
March 19th, 2014

Advisor I
Prof. Dr. Endang Fauziati, M.Hum.

Advisor II
Dra. Malikatul Laila, M.Hum
Abstract

The objective of the study is creating children to be Bilingual in English language as the second language, and to create outstanding young children who are, independent, discipline, responsible, and creative by providing a type of learning system called Montessori. It’s a type of learning approach that provides attractive set of educational materials and books, creative teachers and supporting environment. Children learn English language actively at school, and children learn English language from: Listening, Speaking, Reading and Writing lessons.

The research Methodology included setting and time of the research started from September to March 2013 in Play Group II Class at Singapore Piaget Academy International Elementary School Solo Baru. There are nine research questions that the writer has set in her study. The type of the research is descriptive qualitative research. The data of the study consists of the materials of the English lesson, the result of interview from teachers, students and parents. Besides that the writer also documented some events and learning activities. The study was classified into some steps; observation, get the data and find the results. There are some research questions that the writer has prepared. Those questions are included; what are syllabus model of Montessori learning?. What are the general and specific learning objectives of the school?. What are the classroom techniques of the school ?. What are the instruction materials used by children ?. What are the teacher’s and student’s role ?. What are the media used ?. What are the supporting components of Montessori Lesson ?. What are the evaluation of the teaching learning ? And also what are the procedure of teaching learning in Singapore Piaget Academy International School solo Baru.?

The writer concluded that children have innate desire to learn and explore, with parent, peers and environment support they can achieve good quality of learning. The quality of learning itself is not the result but the processes that occur everyday.
Introduction

English is a very important knowledge used to communicate all over the world, and one of fields that needs English language is in Education field. It is a very important language as many books are written in English language. Being able to master English language, one may learn a lot of knowledge, besides one may practices English language either actively or passively. Based on that condition, many international schools for young learners have been established all over the world, including in Indonesia.

The researcher is interested in doing her research in Singapore Piaget Academy International School Solo Baru, because she knows that this school is a modern looking school with a new system of learning, Montessori as what it is written in their school leaflet. Montessori approach is still new for Indonesian people, not many people know about it, but many new and modern international type of children schools use this learning style at schools. The researcher wants to know and intend to make a study in that school.

The presence of international Playgroup schools conducted in Indonesia is intended to make children able to understand English language at their early ages, not only in big cities but in a small city as in Sukoharjo as well. Singapore Piaget Academy’s presence indeed gives a big impact to many young children in Solo, particularly those who want a change in learning style, and those who need English language’s competence to be able to adjust with the international standard of education.

Singapore Piaget International Primary School was located in Jl Raya Dlopo No 20 Solo Baru. It was established on the 1\textsuperscript{st} April 2005. This great modern school with modern equipments is a new school in solo town. Bina Insani as the founder of the school conducts this school as there has been a lot of children study abroad at early ages to get international learning standard of education. With the presence of Singapore Piaget Academy International School in 2005, children don’t need to study abroad anymore.

For young learners, to be able to understand English language needs a special way, a way which is interesting, easy and applicable for their ages. To achieve goals, there must be some components as the supporting components of learning provided by the schools. A suitable teaching method that applied to young learners will bring the schools to success, get their objectives of learning. Traditional way of learning where teacher becomes the centre of learning and children become the object of learning is no more applicable nowadays. On the other hand, a new style of learning like Montessori approach enlightens children in learning. The classroom’s style, learning while playing with tools, and interesting teachers that belong to Montessori approach make children enjoy learning English language.

Singapore Piaget Academy (SPA) uses Montessori approach in delivering lessons to their children. Children are provided with a carefully designed environment that maximizes their optimum potential. The school uses a comprehensive Montessori method with a planned
program of learning activities to meet the children's personal, cognitive, moral, intellectual, school and environment needs. Through this method children learn and develop the attitude to love working and refining of movement. They will also be able to establish a strong foundation in both oral and written communication. Students in this school enjoy the environment where they can explore their ideas and creativities. Teachers in this school are very kind and respect the children. They are just like friends for children, teacher’s presence is not to give order nor command to them, but to give companion only. This situation makes children study happily and with strong spirit. Children learn at very young age, of how to be independent individuals, creative and discipline children. Parents’ involvement in learning gives support to children in learning, as they are still very young, so parent’s help are needed once in a while.

Previous Study

Studies of Montessori have been done by many researchers in all over the world. This approach has been used in many different functions, the writer has chosen some of them, those were studies written by; Dorer, Biswas- Diener, Bathan-Olano, Feez, Bagby, and Cauller. From those studies the writer is able to learn, investigate and to compare one to the others in order to broaden her knowledge about Montessori approach. Here the writer would elaborate those previous studies briefly.

The goal of Dorer’s study is to determine whether the curriculum management system in Montessori public school consists of formal written curriculum documents or if other techniques of curriculum management are used. And also the research examines how curriculum is managed if there is no specific written curriculum document. It includes a determination as to what forms of curriculum guidance are available. Those include curriculum statements, curriculum documents for certain ages and classes. The findings of the research shows that 13,2% of the school studied used written curriculum documentation. Majorities of the respondents favored using writing curriculum documentation belived that classes at the same level should have the same lessons, though that written curriculum assists in student evaluation, and asserted that a written curriculum would strengthen their schools.

The objective of journal which was written by Biswas and Diener was to discuss psychological research as it related to choice-related topics such as perceived personal control and autonomy. She also discusses some limitations of choice as an avenue toward happiness. And the finding of the study presented within the book used typical measures of academic performance such as reading ability and this overview covered little about the children’s actual experience of their learning. In 2005, the researchers found that Montessori students’ reports of their day-to-day experience were significantly more positive than ratings offered by students in traditional educational settings. This is a single study but it is a first step, to all Montessori
students throughout the world, as a suggestive piece of tangible evidence that Montessori wasn’t just concerned with reading and arithmetic, but also with process and happiness. The researcher discovered in large scale surveys that freedom is associated with happiness but it’s also related to happiness at the individual levels. Having friends is a reliable predictor of happiness (Diener & Seligman, 2002). The research supports conclusion theorist of self determination that people will be happy to the extent that they are gaining new skills, have the opportunity to express their unique selves, and have a chance to connect with others.

The objective of Bathan and Olano’s study was a controversial schooling method that focuses on personal development rather than exams produces more mature, creative, and socially adept children. Children were tested for mental performance, academic abilities, social and behavioral skills. The research finding was they displayed a “greater sense of community”, at school parents believe the classroom environment is “too free“ while others questioned Montessori teaching priorities, or the fact that children were normally assigned homework. Although the Montessori children were not regularly tested or graded, they did it just as well in spelling, punctuation, and grammar exams as these given convention lessons.

The objective of Feez’s study was as the Montessori approach to pedagogy has been used all over the world, to celebrate its centenary in 2007. This study explored the design of the objects specifically, the way in which the semiotic qualities embodied in their design orient children to the meanings of educational knowledge. Montessori used geometric views of mathematics as an idealized model of knowledge and reasoning. The study of geometry permeates many aspects of her pedagogy, including the study of grammar. Locke’s description of the genesis of ideas is, being the perception, through the senses, of the “sensible qualities” of external objects in the environment. The conclusion drawn from this study was that the design of the Montessori objects represent valuable educational potential which deserves continued, as well as wider recognition and application. The findings in this study may provide insights which can be used to develop tools for evaluating and enhancing the implementation of Montessori pedagogy in Montessori schools. A child in contrast to animal is characterized by potential rather than instinct.

The objective of Bagby’s study was about a relatively unknown time in Maria Montessori’s life, the years from 1896 to 1907. The finding of the research was that the majority
of the articles were addressed to the curriculum and classroom characteristics of the Montessori Method of education. There were approximately 20% of the articles focus on historical aspects of Montessori’s life and the development of the Montessori Method. And the most notable data analysis that the writer received was the significant number of published articles on the therapeutic use of Montessori – based on activities with persons suffered from dementia. The writer also said that Montessori’s teaching has been long used for children, typically at schools use of teaching method for children in learning.

There were many findings found in the review of the literature of Montessori education, but overall the writer summarized his finding that during 10 years of Montessori approach the studies and articles related to Montessori approach was a number of diverse articles, and they can be classified into some major categories, the application of Montessori approach for students in learning at schools, the application of Montessori philosophy for adult or old people who suffer from dementia, and the application of Montessori concept of individual work and Montessori approach has been used in many countries all over the world in many fields. In Miller, R (2006) in “Nourishing the Spiritual Embryo”, the educational vision of Maria Montessori revealed that Montessori blended science with religion in her view. Montessori believed that everyone was called to work in partnership with God.

The objective of Cauller’s dissertation is that approaches to educational reform should instead be derived from an informed understanding of naturalistic human learning so that curricular structures and pedagogical practices start from children and work backwards in supporting their intrinsic curiosity and search for regularities in the world around them. It argued that philosopher Karl Popper’s theory of the acquisition of human knowledge commonly referred to as an evolutionary epistemology that provide a sound theoretical frame work from which to build improved educational systems that complement naturalistic human learning. The students from the assessment of some countries; Taipei, Korea, Japan, Hongkong and Singapore, the author mentioned that the performance of US students neither leads nor trials the world in reading, mathematics, or science at any grade or age. Students repeated the exercise multiple times with increasingly intense each time.

From the finding it was suggested that a charter school was established expressly for the purpose of conducting the pilot program. The research will highlight the significant degree to which students in this school, Karl Popper Academy, are capable of designing their own
curricula and self assessing their learning process and demonstrated to concerned stake holders system-wide with their ability to prepare for rewarding post-high school careers. The second area of research that investigated the effectiveness of training teachers for new roles within the EEE model was intended to determine the extent to which teachers can be effective facilitators of student learning processes as defined by the EEE model. College faculty who are teacher trainers work collaboratively within science school teachers to help foster improve teaching and learning practices for students in that school. The hypotheses asserted the EEE model have been proposed as tentative theories for solving some of formal education’s most vexing problems.

Position of the Current Study

Many researches indicate that gifted individuals have specific cognitive abilities such as transferring knowledge across domains, focusing on relevant information, and using knowledge and strategies for problem solving. In addition, there was an evidence of a positive relationship between practical intelligence and practical problem solving such as task found in simulated work environment. The writer noted that it is virtually clear to understand that some previous studies have got their different stresses in their researches. Her study is different from Dorer’s study, Biswas-Diener's study, Children Paradise Montessori School’s study, Feez’s study, Bagby’s study, and Cauler’s study, as the writer study focuses on the implementation of comprehensive Montessori method at Singapore Piaget Academy International Primary School in Solo Baru in 2012. used for communicating Nevertheless, conducting studies related to Montessori approach leads to common point of conditions and features on cultures.

From the previous studies, none of the Montessori focus of studies related to the implementation of Comprehensive Montessori method at a primary school where students and teachers speak English at school as the first language and all lessons are presented in English language. It is the researcher task to search on it, besides that, student’s behavior also another aspect that the writer does her research, because behavior creates attitudes and attitudes influence children’s performance in studying inside and outside the classroom.

In Vigotsky’s view, speech is an extension of intelligence and thought, a way to interact with one’s environment beyond physical limitations. According to him language is a tool for learning and an aid to understanding, Vigotsky (1978), as such language acts as a vehicle for educational development and is important for the apprehension and acquisition of knowledge.
Based on the investigation of the researcher, we are able to insert the previous studies some summarizes as follows:

Dorer’s study used anonymous answer survey results, so the results of the survey were irresponsible, and untreatable. And the variant of ages of the correspondents who completed the survey are very wide so it’s difficult to justify what kinds of group students who really participated as the object of the study. Whereas in my study the object of the research was children who are at the same age and level, so there wasn’t wide variant of ages.

Biswa-Diener’s study shows that in his opinion, a psychological research was an avenue toward happiness, freedom is associated with happiness. This study was concentrated to behavioral environment measurement and the object of the research was adult learners. The study aimed at grammar and spelling in studying English, so it was related closely to cognitive ability and superiority on children. The study showed that when students study, they had to be in happy mood. The fact is not always like that. In my study I showed how students struggled to achieve a goal seriously. The object of my study was young learners, so they were still very genuine, pure and unique.

Bathan and Olano study talked about personal development of young learners, where special educational materials were used to keep children interested to student and there was an emphasis on “practical life skills”. Parents stated that the situation of Montessori classroom was “too free”. This study talked about how children implemented English language in their learning process, the findings in this study provided insights of situation and ways of teaching learning that can be used to develop tools for evaluating and enhancing the implementation of Montessori’s pedagogy in Montessori Schools.

The focus of the research was about “liberty and knowledge”, this study could be wisely connected to how “liberty and knowledge” develops in group studies especially for children, by having liberty children were able to develop their ability of learning, their social relation and definitely they would be useful for both teachers and students in Montessori learning process.

Feez’s study presented about mathematic and geometry field, where parents disserved the children free activity to get better understanding and improvement in their personal development, it didn’t relate language in the research, how language influence one’s ability in learning. It talked about the design of Montessori objects represent valuable educational potential which deserved continued investigation, as well as wider recognition and application. The aim of
this study focused on the implementation of Montessori pedagogy in Montessori’s schools. According to the researcher, Feez’s study could also be examined how language influence much in learning process, besides their personal development, as one’s personal development is closely related to one’s way of speaking to others, that is why the researcher focuses her study in the implementation of English language in students learning process at Montessori School.

Bagby’s study summarized many studies related to Montessori’s approach. It was revealed that Montessori study has been used in many kinds of field studies in the world, the application is for both young and adult people. And even it blended science to religion. In this study the writer studied about English language implementation in Montessori school for young learners.

Bagby and Jones’ study examined creativity development of children from the 1st grade to the sixth grade of students in Parisian schools and how to find differences in the development of creative competence in children. The use of Montessori’s method here was to focus the result in diverse expertise; psychology, education, science, and medicine. The research results would be more beneficial if the range of the object age were not too wide, because the psychological aspects of children among ages are greatly varied. Whereas the writer study focused on the same ages of children, so there won’t be much different aspects among children.

Cauller’s study conducted a study of Montessori in reading, science and mathematics at any grade of age. It supported Montessori view of learning. The use of EEE model hypotheses was to identify and eliminate the model errors from the assessments. Needless to say that this research aim was concentrated in school’s benefit. College faculty who were teacher trainers worked collaboratively with in-service school teachers to help foster improved teaching and learning practices for students in that school.

The plot of Cauller’s study was in USA, where people are mostly educated, and shape of an educational system there has evolved in many ways that have often made good on the promise of a better life for rising generations of Americans and for a stronger, more prosperous country. America’s educational system is often seen as one that attempts to educate the nation’s youth for the current information age by utilizing industrial era model that conceptualize schools as “learning factories” (A. Lillard 2007). The study plot of the writer was in Solo, Indonesia, it was different from Cauler’s, in the character of the children, society and culture, as those factors
influenced children characters in learning. In USA school-reforms are rooted in the politics of power and control, it’s definitely different from the situation in Indonesia.

**Theoretical Review**

Maria Montessori constructed a philosophy of psychological development where she believed children would follow if they are given freedom in our appropriate environment, and also they possess natural tendencies that enable them to fulfill their own optimal development (Lilard p.1972:56). Children prefer to accept teaching method that match with their desire, they have innate tendency of having independence, self discipline, freedom, be master of themselves and development. Montessori learning is children centered of learning, it is very different from traditional education where teacher becomes the center of learning. The learning materials must be as simple and attractive as possible (Kurumeh MS and Mohammed SA,2012,2).

Parents and friends are active components that influence children advancement in learning. Children learn from their peers, those who are more active and cleverer may influence others. Parents often attend school meetings and often meet with teachers and have short discussion with them so that they are able to know the progress of their children in learning.

Dr Montessori asserted that children know when they are ready for the next step of learning. Children have freedom to choose, which task to do, when to begin and when to stop. There are some important components of Montessori learning principles, such as; respect children, innate desire to learn, learning with their own pace, and becoming master of themselves. Children as human beings are not objects of learning but as the subjects. They have certain periods of time in children’s respective or sensitive for acquiring and learning certain types of skills (Cauler, 2011: 85).

**Research Methodology**

The data taken by the writer from her observation was from September 2012 to March 2013 in Play Group II Class at Singapore Piaget Academy International School Solo Baru, Sukoharjo. The researcher observed children’s behavior either inside or outside the classroom. She was involved in children learning process, watching, observing and interviewing the children. She took the data from some sources such as: the headmaster, teaching staff, teachers, children, and parents of children. She did some interviews, making notes, taking pictures, getting
some leaflets from school, getting source of information from internet, books, and from other sources. She was also involved with children daily activities at school. All the information was analyzed and evaluated with the relevant information that can be helpful in better decision making.

The writer firstly met with the staffs and teachers in that school, she was also introduced to the headmaster who then had an intense conversation with her. She then entered classrooms, interviewed and observed children in Playgroup class II. She also executed some questions and answers to the children, teachers and some parents who accidentally accompanied their children learning in the classroom on certain days. She performed the activities for several days. From the headmaster, staffs and teachers in Singapore Piaget Academy International School Solo Baru, she asked some questions, among others; the syllabuses, method of teaching, learning objectives, role of teacher, the media used, and role of parents in that school. Those all were the components that support children in learning in that school. Besides those activities, the researcher took some pictures, the time when children were learning in the classroom and when they were outside the classroom.

This research belongs to Natural Approach which is very effective for young learners who often make errors and mistakes in learning. At that early age children start to learn many new things, they are spontaneous to what they see, hear and feel, very sensitive and eager to learn something new. The writer finds from her research in children learning process, how children learn using Montessori Method in learning English language at their day by day experience at school. The writer focuses on what and how children practice learning material, learning in groups, and performing their achievement. The process of learning is more important than the result, that’s why repetition and practice of learning is applied in this learning style, so the researcher achieved data from that phenomenon. Besides that, teacher’s activity is also observed as useful information in a given situation. Observation and interview taken in Singapore Piaget Academy International School Solo Baru is as to accomplish the paper.

The researcher found out that the school has set and applied such a classroom technique to make children easy to achieve their goals in learning English language. It has been set and applied for children, and it is related to each objective of the English language lesson, such as; reading, listening, writing, and speaking. Children at their early age start to learn those components of English language as the second language for them. In every subject of lesson, teachers have arranged some standard lessons that they applied to children in the classroom. Activity in reading makes children able to construct a message which is encoded by written through visual and non-visual information.

There were two kinds of reading activity according to the aims: to improve children basic skills of English language, and to develop children knowledge. Drilling of reading makes children trained and improved their reading ability, whereas reading books from the Library makes them develop their knowledge. Colorful pictures, easy and short words make them
interest to read books. Reading habit in that school proves to be a very effective way to make children familiar with reading books. They learn different parts: Develop word meaning skill, recognizing science structure, learn punctuation, and learn moral lesson that is usually found in a children passage.

In Listening teacher controls the entirely of classroom condition, the comfort and convenience of listening such as the room condition should be comfortable from any disturbances. Children at their early age are very sensitive at what they listen. They learn listening from: dialogues, songs, poems, reading comprehension. Children often perform some activities according to the tasks of every lesson. They practice listening from a play, conversation, poem, and singing. Some devices are used in listening lesson, such as; tape recorder, computer, and television.

Writing according to the writer is the most difficult part of learning English for young children who start learning to write, because it needs not only cognitive aspect only but motorist aspect as well. They need more attention to practice writing part. Rehearsal and repetition of writing is the essential point of the success of writing learning. Teacher should be more careful in teaching this lesson in order that children would not get bored or feel lazy to practice. Attractive and colorful pictures make children interest to learn writing.

Speaking session is a very interesting part of learning for children. They are very active, creative, and brave to attend the class. As the nature of children character is being spontaneous, and the style of Montessori learning that children become the master of themselves, speaking lesson is easy for them. They are not afraid of making mistakes. Children practice speaking from many activities; from modeling, drilling for comprehension exercise, repeating, problem solving and discussion, after listening to a short story. This activity increase children ability in social factor, braveness, confidence, and creativity, especially in group study.

**Data analysis**

The data collected by the researcher were from young children of four years old in Play Group II class of Singapore Piaget Academy International School Solo Baru from September 2012- to March 2013. There were two classes of Play Group II in that school. Each class consists of 8 children. It consisted of boys and girls. The data were also derived from some staffs, teachers, parents, and the headmaster. The data were in the form of interview results, answering questions that the researcher asked from the objects, notes that researcher invented in her research and also the pictures of some children activities at school.

All the information was analyzed and evaluated with the relevant information that can be helpful in better decision making. Analysis was done by several ways. Firstly, the researcher entered the classroom, interviewed and observed children by asking some questions related to children activities that were going on, and asked some questions to teachers about the syllabuses,
method of teaching, the learning objectives, the role of teachers, the role of children’s parents involvement in children’s learning and the media used by children in learning at school. Then, she indentified the children how to communicate with teachers and friends and also how they learnt in their classroom.

Learning Objective

The researcher found that the learning objective in Singapore Piaget Academy International School Solo Baru is classified as general objective and specific objective. The general objective was the school provides such a type of modern learning system, where children becomes the centre of the learning system, provides attractive set of interesting educational materials and books, creative teachers and supporting environments to lead children to be Bilingual, by exploring their abilities in learning language, creating outstanding young children who are independent, discipline, responsible, creative, and capable of speaking and mastering English language as the second language, actively inside as well as outside the classroom.

The specific objective of children in learning at school was children of Play Group Class II of Singapore Piaget Academy International School Solo Baru were able to understand and apply English language as the second language actively, intensely in four subjects of the lessons; reading, listening, writing, and speaking. The achievement of learning was set by the school in accordance with abilities of children at the ages of four. Besides, the development in cognitive aspect and the motorist aspect, the goal of achieving social aspect is also developed continuously in order to create children good character and behavior. They are trained to cooperate, care and help their friends whenever they need some help.

Syllabus

The syllabus applied in this school is Montessori approach, based on Notional Syllabus and Content Based Instruction (CBI). Notional Syllabus is used to explain language in term of what children do with the teaching materials. Language is expressed within a situational context. Children may directly mention unpredictable words or express what they feel. It is used for early kids learning technique, whereas Content Based Instruction (CBI) focuses on the language itself. Language becomes a medium to learn something new. This learning teaching is suitable for young children, children who start learning language, through listening, writing, speaking and reading.

This approach provides cognitive engagement task that are interested for children to get second language acquisition. It emphasizes on real life, real daily skills. Doing those activities, children feel that they learn by playing, experimenting and exploring. Students may often practice in their daily routine at home. The syllabus also develops knowledge and language ability in the target language, in this case is English Language.
Research findings and Discussion

The findings of the research are classified based on the syllabus model, learning objectives, classroom technique, the instruction materials, teacher’s and student’s role, the media used, the supporting components of Montessori lesson, the evaluation, and the procedure of teaching learning. All documents of the research that contain factual and objective information were reported by the writer. She had done an analytical report which was written after she gathered information from the survey. Montessori is the world modern class education system that has been proved to be very effective and functional for teaching English language for children in playgroup class. Some factors in the previous study that also the same as the writers findings are about the learning tools used, day to day experience, respect children, student’s evaluation, and extra lessons to strengthen children’s character and mental.

Conclusion, Implementation and Suggestion

This chapter presents essential points of the findings from the writer’s observation. This part is very essential for readers, as by reading this part the readers would be able to identify significant points of the research. The objectives of Montessori learning in English language implementation in Singapore Piaget Academy International School Solo Baru are to make children to be bilingual, to be creative and competence individual and to be a sociable responsible person, and such a child can be achieved when all the components of supporting learning applied appropriately. The components such as:

- Interesting and safe tools for children and they are colorful educational sized children teaching materials.
- Professional teachers who are kind, helpful, patient, tolerant, energetic, dynamic, warm in communication, and keen observer.
- The supported rooms, rooms which were equipped with light child-sized tables and chairs, so that children felt convenient in learning.
- Learn in group, was one of the styles of learning, where children learn while playing with their peers. They had freedom and enjoyment in learning by playing.
- Repetition in learning was one of the characteristic of Montessori approach. Children enjoyed learning by doing repetition as they explore more and more, because they had freedom to explore and they enjoyed the process of learning steps.
- Small number of children made children able to interact and communicate with their teacher, and vice-versa teacher was able to watch the children and control the class.
- Parent’s involvement made parents able to know the advancement of their children in learning, the process of learning, so when problems occurred, parents could easily get ways out to handle their children.
Realizing that the researcher has some constrains in her study, the limited time, the inadequate knowledge, so this paper is not satisfactory enough for readers. She suggests readers willing to be involved and interested to develop some studies of Montessori. Because there are still many parts of Montessori approach that can be studied and explored. The suggestions are addressed to; The Singapore Piaget International School Solo Baru, the Play Group’s teachers of Singapore Piaget Academy International School, to parents of Singapore Piaget Academy’s play group students, to Schools of Singapore Piaget Academy International Schools in Indonesia, to other international play group schools, and to readers.

**Pedagogical Implication**

The researcher believed that education is the most essential part of human life, and it should be started at young ages. To have a good quality of a child should be started when he is still at young age, because it’s the basic of education. Teacher should know children’s character, so teacher in Montessori lesson might understand well how to handle their children. Children would not feel inconvenient in learning; on the other hand, they enjoyed learning.

Some significant aspects applied in Singapore Piaget Academy International School that the writer found in her research especially for learning English language for children of Play Group Class II were: Innate desire to learn, Parent’s support, teacher’s professionalism, peer’s influence, and teaching method.

Knowing that children have innate desire to learn, exploring and experimenting through learning materials provided, teachers should give freedom to children and let them study of their own. The process of learning is more important than the results. With parent’s involvement children are able to learn in a secure condition. Teacher’s character and ability in teaching children is very crucial element of learning. As Montessori principle of learning, learners learn and construct knowledge by themselves, but teachers should support them, make them enjoy learning. Professional teachers should be wise, smart, kind, patient and helpful. The relation among students, teachers, and parents should be smooth, so that children may learn with secure feeling and it influences the children learning process and quality.

Children is easily influenced by their peers, so parents should aware who the friends of their children are. Peers bring impacts among children, either good or bad influence. What children learn from their peers might be applied at home, so that parents and teachers should be aware of it. The proper teaching method of Montessori learning such as; children sized tables and chairs, interesting, colorful teaching materials and bright convenient rooms make children learn well. Children feel that learning is a kind of enjoyment, so that they enjoy doing experiment, and exploration, and they are not bothered with difficult task and homework.
From those important components of Montessori learning style, an output of a child is formed, a child will grow to be an extra ordinary respected and talented person especially in mastering English as his second language, in cognitive, motorist and social aspects.

Some suggestions are aimed to the teachers of the schools to pay attention to different type of children characters that influence children in learning. To parents of children, they need to learn English in order to be able to understand and help their children, as all information and communication is conducted in English. And to play group teachers, Montessori approach is a kind of modern learning style that can be implemented in their schools.
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