

CHAPTER 1

INTRODUCTION

A. Background of the Study

Education is a primary need that everybody needs, because every human being needs to develop; to increase his ability and his quality, and in cognitive aspect, one is eager to know, understand and explore knowledge. It is called Self actualization. According to Maslow theory, an individual is ready to act upon the growth needs if and only if the deficiency needs are met, one of them is the ability to have peak experience (Maslow and Loverly, 1998). To achieve that aim, education is one of the conditions.

English is a very important means of communication in the world. As a very important language, it becomes more and more widely used today (Lei, 1971: 282) in many fields, such as; in business, politics, education, agriculture, science, and technology. In short, it is not arguable that the important role of English has reached into every aspect of life. According to (Halim, 1980: 135), English is admitted to be the first foreign language to be taught in Indonesia. Related to the importance of English language, Indonesian Government has determined that English is taught from Elementary school up to higher education. It's aimed at developing student's ability in getting and using English language through listening, speaking, reading in. Lately there are many international schools have been established in many big cities Indonesia to provide people need of qualified schools for their children education. International schools provide their students with many kinds of teaching systems to meet students and parents' interests.

The researcher learns that Montessori approach is an approach of learning which is very effective for children, and it is also used for learning language. She intended to do a research of Montessori application in learning English at Singapore Piaget International School Solo Baru. She has been to the school several times and watch the situation there where children at very young ages

speak English fluently, spontaneously, and they are very creative. This phenomenon enhances the writer to seek the learning approach used in that school.

In many countries, such as; Europe, America, India, Singapore, nearly everybody is bilingual or multilingual. Even a small child may speak some languages. People consider that to be bilingual is as the alternate use of two or more languages by the same individual (Mackey: 1957: 51). Richard (2001:3) stated that almost 60 % of today world population is multilingual. Parents who have young kids will consider that it's better their children study in an international school rather than in a public school, because they think that studying in an international school will give more knowledge to their children, Children can learn knowledge and language either, and surely parents will think carefully before they decide which schools are the best for their children. Many factors are considered before they make their decision, such as: the building, facilities, lecturers, comfort, teaching system, quality of the school and etc. Hence, the coming of international schools becomes parent influential consideration. Besides using bilingual, international school uses new and better method in teaching.

Montessori approach is an approach began in 1907, when Italy's first woman medical doctor Maria Montessori developed education through a new modern learning style, Montessori. After hundred years later she became famous as she inspired practitioners and her educational philosophy is implemented in Montessori schools around the world. It is a way of being in harmony with ourselves, with others and with our surroundings, and it is based on empowering the individual learner to reach his or her full ability. Montessori and traditional education programs are different in several ways, including physical environment, instructional methodology and classroom attitude. In Montessori classrooms, students typically spend three to four hours per day in self selected individual and small group work and spend less than one hour per day in whole group instruction (Brain & Snortum 1973). Whereas in traditional classrooms, students follow teacher-directed work (Chattin-MC Nichols, 1992). Traditional education programs have been identified as placing greater emphasis on dispensing and

delivering information (Ryniker & Shoho, 2001). Traditional classrooms use materials given by teachers, who have already set the syllabus during the year, and teachers use some aids in teaching according to the subject. Learning is acquiring knowledge of a subject or a skill by study, experience or instruction and learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. In addition (Brown 1993:7) says that learning involves active, conscious focus on and acting upon events outside or inside the organism, and learning involves some forms of practice, perhaps reinforced practice, and learning is a change of behavior. In traditional classrooms teachers are the centre of the learning process, whereas in Montessori's method children are the centre of learning, and children study "direct learning", teachers respect and pay attention to students. The process of learning is more important than the result. According to Chattin-Mc. Nichols (1992), Montessori classrooms are based on cooperation, while traditional classrooms are based on competition.

Montessori, the founder of Montessori approach began in 1907 when Italy's first woman medical doctor, Maria Montessori opened her first 'children's house' in Rome. He was convinced that children learn from their environment that's why Montessori education takes place in environments enriched with carefully materials designed to meet the children's developmental and educational needs, in accordance with their ages and stage of development. The professional Montessori teachers will guide them to reach their full ability by preparing the environment thoroughly. The approach is based on three key ideas or principles: children are born with a desire to learn, they each learn at their own pace, and their goal is to become masters of themselves and of their environment. Elementary Classrooms are from six-to nine year old, they are usually referred to as "Elementary", it can range in size from very small up to 30 or more students. Typically classes are organized by a trained teacher and one or more assistants.

Classes are usually mixed-age six-to nine year old and nine to twelve-year old groupings, although six to twelve –year old groups are also used. Montessori used the term "cosmic education" to indicate both the universal scope of lessons to present, and the idea that education should help children realized the human role

in the interdependent functioning of the universe. Classroom materials and lessons include work in language, mathematics, history, the sciences, the arts, and much more. Student directed explorations of resources outside the classroom, known as “going out” in Montessori, are an integral element of the Elementary work. In the Montessori approach, these human tendencies are seen as driving behavior in every stage of development, and education should respond to and facilitate their expression. Montessori observed four distinct periods, or “planes”, in human development, extending from birth to six, from six to twelve, from twelve to eighteen, and from eighteen to twenty four. She saw different characteristics, learning modes, and developmental imperatives active in each of these planes, and called for educational approaches specific to each period.

The writer focuses her research particularly on the Second plane, psychologically. She observed the “herd instinct”, or tendency to work and socialize in groups, as well as the power of reason and imagination. Developmentally, she believed the work of the second plane child is the formation of intellectual independence, of moral sense, and of social organization (Conroy & Bravo, *The Montessori Approach to Discipline*, 2006).

Based on the regulation that has been stated by the Association for Childhood Education Standards and Supporting Explanation, about the development, learning and motivation, candidates know, understand, and use the major concepts, principles, theories and research related to the development of children and young adolescent to construct learning opportunities that support individual student’s development, acquisition of knowledge, and motivation. (Standard International Elementary School) Consideration also comes from ISCED, International Standard classification of Education, that was approved by the conference on education (Geneva 1975) and it’s endorsed by UNESCO’s General conference when it adopted the revised recommendation concerning the International standardization of educational statistics in twentieth session (Paris, 1978).

Singapore Piaget International Primary School located in Jl. Raya Dlopo No.20 Solo Baru area was established on the 1st April 2005. The school was

founded by the Pioneer and the Consultant of SPA Bina Insani Mulia. The main idea of the founders to conduct an International school was, knowing a phenomenon of many students who prefer studying abroad to studying in Indonesia. They want to find schools which can give excellent education system, and they think Elementary schools in Indonesia, especially Solo city can't provide world class education system. Then a question came to SPA founders, why don't children study in Indonesia, in Solo, in a school that can provide the same quality of education as studying abroad.

The approach of the founders to Singapore examination and Assessment Board (SEAB) has made them accomplished their dream. And on the 12th November 2005 the school was inaugurated. The school was started with full of confidence and enthusiasm of the founders. The headmaster of the school mentions that the school use Montessori approach in learning.

Singapore Piaget Academy (SPA) uses Montessori approach in delivering lessons to their students. 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, physical, cognitive, moral, intellectual, school and emotional needs. Through the Montessori approach, children 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. Love all learning, able to concentrate independence, having self discipline, self motivation, and pleasure in working for his or her own sake is the concept of Montessori approach. The curriculum comprises of four domains: The affective domain, to cultivate children to be upright and moral citizens. The physical and aesthetic domain is to nurture creativity and development through various disciplines and art forms.

Singapore Piaget School schools are the only schools in Indonesia that are certified and governed directly by the Ministry of Singapore through Singapore Examination and Assessment Board (SEAB). The achievement of being certified and governed by the SEAB puts Singapore Piaget Academy on the right track and with this Singapore Piaget Academy school will be able to obtain professional

guidance of world class education for children. Now the school has approximately 120 students. Each grade consists of a class of about 20 students. Whereas the amount of the teacher now is 20 people, and most of them are expatriate from Singapore, Philippine and Malaysia.

Students in Singapore Piaget Solo Baru feel convenience with the environment where they can explore their ideas and creativities. This conducive situation makes them study with strong spirit. From their very early ages, students learn how to be responsible of themselves, to be independent individuals, and learn how to be discipline is the first priority of their study. Being discipline isn't something to learn but it's "a way ", it should come from the inner heart of children.

The condition of learning process in Singapore Piaget Academy involves concepts, behaviors, beliefs and practices has motivated the researcher to watch and learn especially about the teaching system applied and the implementation of Montessori Method for the teaching of English in that school.

Culture is the set of shared attitudes, values, concepts, beliefs, and practices that can be distributed to the members of the group being studied ", as it is mentioned by Johnson in *Approaches to research in Second Language Learning*", New York; Longman by Johnson, D.M. (1992). The researcher uses Micro-ethnography, as it is the study of cultural groups of people.

B. Problem Statement

Conducting International school depends on how the school implements its system well. The researcher wants to study the implementation of Montessori teaching method for the teaching of English at Singapore Piaget Academy Solo, and she is able to summarize several research questions as follows:

1. What is the Syllabus model of Montessori approach in teaching English Language at Singapore Piaget Academy Solo Baru ?
2. What is the Learning Objective of Montessori approach in teaching

Learning language in Singapore Piaget Academy Solo Baru?

3. What are the classroom techniques?
4. What are the instruction materials?
5. What are the teacher's and student's role?
6. What are the media used?
7. What are the supporting components of Montessori lesson?
8. What are the evaluation models used in this teaching learning process?
9. How is the procedure of teaching learning?

C. Objectives of the Study

Based on the problem statements, the objectives of the study that the researcher wants to do in this research are as follows:

- 1.. To elaborate and underline the Syllabus Model of Montessori teaching of English language at Singapore Piaget Academy International School Solo Baru.
2. To find and identify the learning Objectives of Montessori Approach in teaching English language in Singapore Piaget Academy International School Solo Baru.
3. To search the classroom techniques of teaching English Language at Singapore Piaget Academy international School Solo Baru.
4. To explain the instruction materials of teaching English language at Singapore Piaget Academy International School Solo Baru.
5. To describe the teacher's and student's role at Singapore Piaget Academy International School Solo Baru.
6. To analyze the media used at Singapore Piaget Academy.
7. To search the supporting components of Montessori lesson

8. To find out the evaluation models used in teaching learning process at Singapore Piaget Academy International School Solo Baru.

9. To find out the procedure of teaching learning?

C. Benefit of the Study

In this research, the researcher focuses particularly the research on the competence of implementing Montessori teaching method for teaching of English at Singapore Piaget Academy international Primary School Solo Baru. English itself is as a medium of communication among teachers to students and among students, it is not easy to apply, because English for the children in Singapore Piaget Academy Solo Baru is as the second language, so children have to understand not only matters of understanding the language itself, but also the content of all lessons discussed.

The writer hopes to be able to get more knowledge about Montessori learning that has been applied in many schools in Indonesia, and how far has Singapore Piaget Academy International School Solo Baru implemented Montessori learning for the teaching of English. By having such knowledge the writer manages to contribute her knowledge in English teaching for children generally.

The use of a comprehensive Montessori Method with a planned program of learning activities in Singapore Piaget Academy is intended to meet the children's personal, physical, cognitive, moral, intellectual, social and emotional needs. Through this approach, children develop the attitude to love working, learning, and refinement of movements. Children will also be able to establish a strong foundation in both oral and written communication.

From the limited study, the researcher intends to seek the learning system, the subjects, the Co-curricular activities (CCAs), the lecturer, the problems occur in that school, the role of teacher and students as well as the problem solving that occur in the process.

This study is intended to give the benefits in both theoretical and practical forms. It is described as follows

1. Theoretical Advantage

This study is original as the researcher herself watched and studied the implication of comprehensive Montessori Method for the teaching of English in Singapore Piaget Academy International school Solo Baru. As so far there hasn't been any studies about Montessori for young children that focused in learning English as the second language where the first language is Indonesian, this study can give description and explanation about the use of Montessori Method for the teaching of English as the second language. The researcher use Naturalistic approach in doing her research.

a) This research can be an input for international schools, especially in implementing teaching system in teaching English language.

b) It will indeed be a good contribution for schools that intend to develop their teaching that all lessons are delivered in English language. Such as : SBI (Sekolah Berbasis Internasional).

c) This study will definitely be a precious idea for individuals who are eager to conduct a research in the same field.

d) The result of this research will be beneficial as the development of Montessori teaching method.

2. Practical Advantages

a) Students

This study is intended for parents and students who are going to study at international schools. Getting knowledge of what Montessori schools are and how the teaching styles in those schools are, become important contribution to them. Knowing further the condition of teaching learning in Singapore Piaget Academy International primary School Solo Baru is also another benefit of this study. They also will be able to know the competence of Montessori approach is implemented

at Singapore Piaget Academy International Primary School, the curriculum applied in that school, the CCAs daily program, any description of teaching learning activities in the school and the teachers' way of teaching, teachers' activities and responsibilities in the work.

b) Teachers

As an input for kindergarten and play group teachers who teach in International schools and in General schools who want to know and learn a new teaching method in International schools who want to improve and develop their teaching method. Teacher will get more knowledge what Montessori teaching method is, and what problems that usually may occur in teaching learning at schools using Montessori method, and how to solve those problems.

c) Others

For anyone who learn English learning approach for children, this study will be a good contribution to accomplish some purposes in a study of learning English. They may get knowledge about Montessori teaching method and it gives description to those who like to know and learn kinds of teaching approach for children. And it is a contribution to those who want to compare old and new ways of teaching method.