

**TEACHING ENGLISH USING MONTESSORI METHOD TO IMPROVE  
THE STUDENTS' VOCABULARY MASTERY (AN ACTION RESEARCH  
AT ABA KINDERGARTEN TULAS KARANGDOWO KLATEN)**



**RESEARCH PAPER**

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by

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Communication is basic to humanity and an important tool of communication is language. Finacchiaro as quoted by Brown (1994: 4) states that language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learned the system of that culture to communicate or to interact. As we know that English becomes a language that is used by people around the world in this globalization era. Hence, English is learned by student since the beginning level.

In order to make a good communication, both in written or speech form, the students have to master English vocabulary. Mastering the vocabulary is important for learners since vocabulary knowledge, as one of the basic component, plays an important role among the four language skills. It gives contribution to learners to perform their skill better. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor. In short, by having too limited vocabulary, the students find it difficult to master language skills, since a good store of words is crucial for understanding and communicating. Therefore, vocabulary mastery must be on the first priority in English language teaching.

In Indonesia, English is also given, seeing the importance of vocabulary. Teaching English to students of kindergarten school is presenting

vocabulary since they meet English for the first time. Teaching English as early as possible will more invest on the children mind. Beside that, teaching English as early as possible will give students foundation in learning English when they are in the higher of education. The process of teaching children 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 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.

On the basis of the young learners’ characteristics, there are some methods to teach them, namely game, song, realia, and Montessori method. Montessori method is learning while playing. In Indonesian, it is called “*Belajar sambil bermain*”. Montessori Method is a kind of teaching learning method which emphasizes learning and playing. Maria Montessori is the founder of this method. She believes that each child is born with a unique potential to be revealed, rather than as a “Blank Slate” waiting to be written upon.

According to Spodek in Patmonodewo (1995: 102) playing is an interesting 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.

The teacher should have system, organize and plan the lessons, use familiar situation and familiar activities so the children have an amazing ability to absorb language through play and other activities which they find enjoyable. Students of course could not improve their vocabulary unless they are interested in words. The teacher must be creative and imaginative to make the students interested in learning the English lesson by choosing a teaching technique which is suitable for the students.

Presenting vocabulary in teaching learning process is not easy as some teachers might suppose. There are many difficulties to teach vocabulary, namely the students usually find difficulties to memorize the words, the time to teach vocabulary is limited because several still must be learned in English, namely listening, speaking, writing and reading skill. The students' attention is limited to the first few minutes. In addition, the teacher must be sure not only that students recognize the words, but that they can attach the right meaning to the word as well. The teacher must see the words are well explained before the students begin reading them. The last, teacher should emphasize relationship and be sure that the students become familiar with the words both orally and visually. (Brown, 1994: 23)

In the observation of ABA Kindergarten Tulas the writer saw that the students got difficulty to do an exercise because of their limited vocabulary and they also faced difficulty to write the correct spelling of the vocabulary and the other problems. Beside that the students felt bored with the traditional method used by teacher to teach them in vocabulary subject. The teacher explained the material of vocabulary mastery by writing the words on the

blackboard and the students wrote it in the book, then students must memorize the words at home. The traditional method usually made students passive so this method was not interesting. It is not effective enough to promote language acquisition. Several problems that most of the students encounter are their inadequate vocabulary and their low motivation in joining teaching learning process.

From the discussion above, the writer is interested in carrying out a research dealing with mastery of vocabulary. The students' mastery of vocabulary will encourage them to have good language skills. Therefore, in this research, the writer as the teacher brings forward the way of teaching English vocabulary using Montessori Method.

So, teaching vocabulary needs an effective method in order that the students can enrich and improve their vocabulary easily. In this research, the writer brings forward the way of developing student's vocabulary by using Montessori Method. Therefore the writer conducts a research on "Teaching English Using Montessori Method to Increase Students Vocabulary (an action research) at ABA Kindergarten Tulas Karangdowo Klaten" as the title of her research paper.

## **B. Problem Statement**

Based on the research background, the writer formulates the problems of the research as follows:

1. How is the process of teaching vocabulary using Montessori Method?

2. Does teaching vocabulary using Montessori Method improve students' vocabulary at ABA kindergarten Tulas Karangdowo Klaten?

### **C. Object of the Study**

The general objective of this research is to improve the students' vocabulary mastery. The specific objectives of this research are:

1. To describe the process of teaching vocabulary using Montessori Method.
2. To know whether teaching vocabulary using Montessori Method can improve the students' vocabulary mastery at ABA kindergarten Tulas Karangdowo Klaten

### **D. Limitation of the Study**

In this research, the writer limits the problem to make the research easier to conduct. 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. It is done actively by the students at ABA Kindergarten Tulas Karangdowo Klaten.

### **E. Benefits of the Study**

#### 1. Practical Benefit

Procedures and outcome of the research hopefully will inspire other researchers to replicate research studies with a similar theme. The result of the study could also provide teachers with information about how they

should apply the proper approach to direct and facilitate students in learning English.

## 2. Theoretical Benefit

- a. The results of the research can be used as a reference for those who want to conduct a research in English teaching learning process.
- b. The finding of the research may verify the validity of the theories that appropriate teaching methods can increase student's achievement in learning English.

## F. Research Paper Organization

The writer organizes this research paper by dividing into five chapters.

Each of them is concerned with different issues but it is related to each other.

Chapter I consists of background of the study, previous study, problem statement, object of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II consists of underlying the study. It covers general concept of vocabulary, characteristic of young learners and general concept of Montessori Method.

Chapter III discusses research method. This covers type of research, object of research, data and data source, method of collecting data and method and technique of analyzing data

Chapter IV is the result of the study. In this chapter, the writer presents findings and discussion which consist of the data analysis, the process of

teaching vocabulary using Montessori Method, and the result of teaching vocabulary using Montessori Method.

Chapter V deals with the conclusion and suggestion.