IMPROVING THE STUDENTS' VOCABULARY MASTERY

THROUGH MONTESSORI METHOD

(A Classroom Action Research at SD Muhammadiyah Kottabarat, Surakarta)

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

NURIYAH FATHUL JANNAH
A 320 050 257

SCHOOL OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNVERSITY OF SURAKARTA

2010

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers play an important role in fastering the intellectual and social development of children during their formative years. The education that teachers impart plays a key in determining the future prospects of their students. Whether in preschools or high school or in private schools, teachers provide the tools and the environment for their students' to develop in to responsible adults.

Teachers act as facilitators or coaches, using classroom presentations or individual instruction to help students learn and apply concept in subject such as science, mathematics, or English. They plan evaluate, and assign lessons: prepare, administer, and grade test: listen to oral presentation and maintain classroom discipline. Teachers observe and evaluate a students; performance and potential and increasingly are asked to use new assessment methods. For example, teachers may examine a portfolio of a students' artwork or writing in order to judge the students' over progress or teaching learning progress with game. According to Clark and Clark (1977) in Fauziati (2002: 171) states: *"elementary school students' is who still likes playing."* So, the teacher is expected to be imaginative and creative in developing their teaching technique to make the English lesson more exiting. They then can provide additional assistance in areas in which a students' needs help. Teachers also grade papers, prepare report cards, and meet with parents and school staff to discuss a students' academic process or personal problems.

Many teachers' use a "hand-on" approach that uses "props" or "manipulative" to helps children understand abstract concepts, solve problems, and develop critical thought process. For example, they teach the concepts of numbers or of addition and subtraction by playing board games. As the children get older, teachers use more sophisticated materials, such as science apparatus, cameras, or computers. They also encourage collaboration in solving problems by having students' work in groups to discuss and save problems together. To be prepared for success later in life, students' must be able to interact with others, adapt to new technology, and think through problems logically.

Most elementary school teachers instruct one class of children in several subjects. In some schools, two or more teachers work as a team and are jointly responsible for a group of students' in at least one subject. But, in the other schools, a teacher may teach one special subject-usually music, art, reading, science, arithmetic, or physical education-to a number of classes. A small but growing number of teachers instruct multilevel classrooms, with students at several different learning levels.

In recent years, site-based management, which allows teachers and parents to participate actively in management decisions regarding are increasingly involved in making decisions regarding the budget, personnel, textbooks, curriculum design, and teaching methods. The teaching method in the children is different from teaching adults. According to Haskew and Mc. Lendon (1968) in Sutopo (2000: 9) *"teaching in action to increase the adds that potential learners will learn."* Children are easily getting bored when they are learning something, especially for students' in SD Muhammadiyah Kottabarat, Surakarta.

Basically, teaching English in SD Muhammadiyah Kottabarat is the same as the other Elementary School; it is relevant with curriculum KTSP (Kurikulum Tingkat Satuan Pendidikan). SD Muhammadiyah Kottabarat is one of the schools which use active learning method. Here, there are two teachers in one class. Besides, it is one of Islamic Elementary Schools in Surakarta and English is the main subject in this school. Because of the important role of mastering vocabulary in learning English, some teachers in this school put emphasizes of English subject in this semester on teaching vocabulary. In each meeting the teacher drills the students with 10-20 vocabulary and does evaluation "TKBB" (Tes Kemampuan Belajar Bulanan) in once month. Besides, SD Muhammadiyah Korrabarat used active learning method which is the materials for example are: (1) Teaching writing using drawing and sticking methods, (2) Teaching speaking using drama, (3) Teaching reading using incomplete short story, (4) Teaching listening using song, and the last (5) Teaching vocabulary using playing games "quick skill" and "I am a …………." (It's name of games). For example: "I am a Banana" (aku adalah pisang). In this game the students practice to take a Banana, after that they must eat with the other friends.

By using this method which has been practiced in two years, the students' capability in (speaking, writing, listening, reading, and especially vocabulary) increases. In here, we know about Knowing word. Knowing word is *"The process of learning a new word that in here the teacher and students' can define word, know about the common mistake that are made when defining words, and the teacher and students' can define words effectively."* (Jennifer Yun and Marely Cervantes: Fullerton, California, USA),

Based on simple observation in SD Muhammadiyah Kottabarat, the researcher found four problems in mastering English vocabulary. The first, the students' capability of the understanding meaning is a bad. In understanding t meaning the students is not only to recognize a particular word, but also to produce it on their own. In order to gain the confidence to use a word, students' must have knowledge of how to use it within constraints of grammar, appropriateness, and meaning. This comes through repeated exposure to the word and careful attention. Beside that, is based on the definitions of giving the meaning of the word. Some words have more than one meaning. The different meanings are listed in order of how they are most commonly used, such as wall and ceiling. It can be proved, when the teacher pointed the 'wall' picture, some students mentioned 'ceiling'. In contrary, when the teacher pointed 'ceiling' picture, they mentioned 'wall'.

Nation (1990) in Read (2000: 26) stated that knowing a word covers some components, they are: form, position, function, and meaning. Form consists of spoken and written form, position consist of grammatical pattern and collocation, function consist of frequency, and appropriateness of the word, and meaning consist of concept and association of the word.

Secondly, the students' pronunciation is still poor. In here the pronunciation guide tells us how the word should sound when spoken. Point out this dictionary has pronunciation keys that help the students' to read the phonetic spellings. Also point out that the Word Wizard Dictionary allows the students' to hear the pronunciation, as well as reading the phonetic are spelling. But, the problem in SD Muhammdiyah Kottabarat is the students' is still poor. It can be seen when they pronounce the word 'banana' and

'broccoli', they pronounce those words as /banana/ and /brokoli/ that exactly should be pronounced /bə'na:n?/ and /'brak?li/. The researcher thinks that their pronunciation is influenced by their mother tongue and the spelling of the word.

Thirdly, their spelling is also poor. It can be seen when they write the word 'bag', 'book', and chili. The students write the words as 'bek', 'buk', and 'silli' it may be caused their spelling is influenced by the pronunciation of the word. In fact, the pronunciation and spelling in English words are different.

Finally, how to use in the sentences. In here Traditional models of teaching vocabulary that focus on giving lists of words to students on Monday and testing their knowledge on Friday are not effective. Even if students score acceptably on the test, the majority of the words from those lists do not become part of their reading, writing, or speaking lives. Instead, they are quickly forgotten after the quiz.

A few simple changes can increase the quantity and quality of vocabulary that students learn. By creating word-rich environments through our vocabulary use and the inclusion of games, teachers establish their classrooms as word laboratories that encourage students to try out and play with new and unfamiliar words. When we then focus on words that will be naturally useful in discussing class material, we set the stage for students to have repeated, integrated, meaningful opportunities to use the words, which leads to greater student learning. Finally, taking smaller portions of time on a more regular basis to introduce, study, and assess words leads to an increased knowledge of words.

Therefore, writer wants to find the reasons why the students' vocabulary mastery is low, the students are not enthusiast to follow vocabulary class. Basically, that is an irony because actually language learning depends on vocabulary. Vocabulary provides an aural input that serves as the source for language acquisition and enables learners. They can help the students develop a set of vocabulary situation. Vocabulary can be done interactively. By using instructional Montessori method, the students will get better understanding, because the students' comprehension of a spoken text improve quite better with teachers gestures or will be much more better, if it is helped with the use of any supporting method. For example: by using instructional method like Montessori method.

> Montessori method is instructional media as the physical surrounding the learners can help the study. Montessori method is a kind teaching learning methods which is used in pre-school and in Elementary School. (Gagne (1970) in Sadiman (1996: 6)).

This method is a kind of teaching learning method which emphasizes learning at the same time of pay. According to Shodek (1991) in Putramanadewa (1995: 102) states: *"playing is an interesting phenomenon 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 teaching vocabulary as interesting and joyful atmosphere in learning activities."*

In applying this method, the researcher uses repetition to teach vocabulary. In Fauziati (2005: 34) stated that repetition, the students repeat an utterance aloud as soon as he has heard it. So, after the students listen to native and look up the vocabulary which is pronounced by the native, the teacher asks them to imitate and repeat it.

From the problem above the writer tries to give a solution for the teacher to implement one of the teaching methods. There is a method of teaching learning which is

interesting and it can improve students' ability and liveliness, namely Montessori method. It is learning and playing. In Indonesian, it is called *Belajar Sambil Bermain.*

So, teaching vocabulary needs an effective method in order that the students can enrich and improve their vocabulary easily. Based on the assumption above the writer will try to apply Montessori method as a media in teaching Vocabulary. Thus, the writer will do a research entitled **"IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH MONTESSORI METHOD (A CLASSROOM ACTION RESEARCH AT SD MUHAMMADIYAH KOTTABARAT, SURAKARTA)."**

B. Problem Statement

Based on the background of the research, the problem statement says:

Can Montessori method improve the students' vocabulary mastery at the second year of SD Muhammadiyah Kottabarat?

Knowing word in young learners comprises understanding about meaning, pronunciation, spelling, and how to use in the sentence. In this research, the researcher will try to improve students' vocabulary mastery using Montessori method. So, in other word, the researcher should improve the meaning, pronunciation, spelling, and how to use in the sentence of the vocabulary mastery.

C. Limitation of the Study

In this research, the writer limits to make easier the research. In SD Muhammadiyah Kottabarat, there are many interesting aspect to study, but the writer only focuses on the improving the students' vocabulary mastery at the second year of SD Muhammadiyah Kottabarat that's in here knowing word in young learners comprises

understanding about meaning, pronunciation spelling, and how to use in the sentence. And try to improve students' vocabulary mastery using Montessori method. So, in other word, the researcher should improve the meaning, pronunciation, spelling, and how to use in the sentence of the vocabulary mastery.

D. Objective of the Study

By carrying out this research the writer has to:

1. General Objective

   It is to improve the students' vocabulary mastery through Montessori method.

2. Specific Objective

   It is to:

   a. Describe the implementation of Montessori method in improving students' vocabulary mastery, especially in understanding about meaning, pronunciation, spelling, and how to use in the sentence.

   b. Describe the students' response to the technique implemented that is using Montessori method.

   c. Identification the problem in understanding about meaning, pronunciation, spelling, and how to use in the sentence.

   d. Identification the problem solving in understanding about meaning, pronunciation, spelling, and how to use in the sentence.

E. Benefit of the Study

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

1). Theoretical Benefit

a. The research can be useful to other researcher who wants to conduct a research that is related to the same theme that is vocabulary

b. The research will give clear description on the implementation of teaching vocabulary using Montessori method in improving students' vocabulary.

2). Practical Benefit

a. The result of teaching vocabulary using Montessori method can be reference for English teacher in order to improve students' vocabulary mastery using Montessori method.

b. The result of learning using Montessori method can be useful for the students in improving their vocabulary mastery.

c. The writer will get clear description of the implementation of teaching English using Montessori method and apply this technique in real teaching.

F. Research Paper Organization

The organization of this research is arranged as follows: **Chapter I** is Introduction that relates to background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literatures which covers previous researchers, general concept of vocabulary, general concept of Montessori method, rationale, action hypothesis, and performance indicators.

Chapter III is Research Method which discusses setting of the research, subject of the research, method of the research, research procedures, data collection and data analysis.

Chapter IV is Research findings and discussion that covers the implementation of teaching vocabulary through Montessori method and the students' response to the implementation.

Chapter V is Conclusion and Suggestion.