

The Technique of Montessori Method to Investigate Reading Achievement at Preschool

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Abstract-Montessori is a method of education that is based on self-directed activity, hands on learning and collaborative play. This research intends to identify the technique applying in Montessori method to investigate reading achievement at Medan Montessori preschool. Montessori method was aimed to know children achievement to reading. The participants of this study were two teachers. The theory that used is from Tahzeem (2015) stated that the Montessori curriculum introduces writing before reading, whereas the traditional school model introduces children to reading before writing. This study revealed that the frequency of Matching letters with sounds (45%), Phonic approach (25%), Sandpaper (30%). The most frequent technique of reading used which reached in Montessori method is Matching letters with sounds is 45%. It shows that the teacher more often using the matching letters with sounds technique in reading.

Keywords: *Montessori Method, Qualitative Research, Reading Achievement*

I. RESEARCH METHOD

Oemar Hamalik (2001: 79) stated that education is a process in order to influence students to be able to adapt themselves as best as possible to the environment and thus will cause changes in themselves that enable it to function strongly in people's lives. Therefore, the successful of education is not only seen from the academic value but can be seen through how a child makes a good attitude in the community.

Teaching is the process of meeting people's needs, experiences and feelings, and intervening so they learn certain things, and go beyond what is given. The purpose of teaching is how science can be convey well to students. Education must be run by a professional educator and an expert in their field. The educators must have an interesting way to make the students understand with the teaching material and teaching method. According to Aydın (2013) teaching material development is significant in meeting learners' needs and then based on Hightower (2011) the effectiveness of teaching methods on students learning have consistently raised considerable interest on the thematic field of education research.

Harmer (2007) stated that children's understanding is not from explanation, but from what they see and hear, and

importantly has opportunities to be discuss. Children more understanding when interact with physical activity rather than giving the full explanation in teaching learning process. Because the difficulties in teaching EYL is to get their focus and interest. Regarding this, an EYL teacher must full attention. One of the methods used for preschool children is the Montessori Method.

The Montessori Method was created by Dr. Maria Montessori (1870 - 1952), an educator and physician from Italy who did make an effort to develop the most effective educational philosophy for children. 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.

II. LITERATURE REVIEW

A. Defenition of Montessori

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. Montessori is the one of unique method for young learners. Montessori have the materials to improve children interesting to study. This paper focus to reading skill technique in Montessori.

Reading is introduced in a three-tier approach, focusing on three-letter words consisting of consonant, vowel, consonant words such as cat at the beginning level. Maria Montessori discovered that introducing writing before reading is the most efficient and effective way for students to learn how to read. She also discovered an explosion into writing occurs before reading before the child can ever read what he/she has written.

In Montessori education, the child commonly learns how to write before he reads. The child has less difficulty constructing a word that he is analyzing and thinking of than reading, because reading has an additional dimension of difficulty; it is a synthesis of the sounds in a word that are in the mind of someone else. In the Area of Reading, the child has learned through many Sound Games that words are made

of sounds, he knows the sounds and symbols of the letters, and is beginning to break down many words into sounds.

Montessori (1967) stated that The child names and lays out the cards, and then reads each label and matches them to the correct card. When finished, the child is able to use the control cards to check his own work. It is at this point that the child is intensely interested in reading and labeling his environment.

Ryan (2015) stated that a child who if starts reading first instead of writing, they will only be familiar with the words they often hear. Although this child is familiar with a few words but it will not be the same as a child who starts by reading first. As a first lesson, it is better for children to write their own letters, so they can arrangement the letter their want. And then, began to read the letters who they wrote and compiled. It is an organic process, and can be found that children are most successful when reading and writing are intertwined in this way

B. The Technique of Reading in Montessori

Montessori (1967) stated that Reading is forms a part of an abstract intellectual culture. It's mean that interprets ideas acquired by graphic symbols and is acquired only later. Traditional schools teach the students the alphabet and many key words before an expectation of writing and this different with Montessori school.

Tahzeem (2015) stated that the progression of learning to read that is :

1. The process of matching letters with sounds. It is simply an exercise in rote memorization.
2. Montessori teachers approach reading and writing simultaneously and base their lessons on the phonic approach.
3. Teacher use sandpaper to tell the children some letters. Sandpaper have the benefits to improve children's multy-sensory, letters in sandpaper give the children opportunities to be introduced both to the letter shape and sound. As children hear the sound of the individual letters while they trace their shape outlined in sandpaper.

Tahzeem (2015, p.7) stated that the Montessori curriculum introduces writing before reading, whereas the traditional school model introduces children to reading before writing. It is important to note that there is a spectrum and many traditional classrooms that support a balanced literacy approach are inviting "kid writing" or "phonetic writing", after some phonics and sight word experience in Kindergarten and Grade . However, classrooms in traditional school do not have the specific literacy support activities introduced at an earlier age that characterize the writing before reading Montessori environment.

III. RESEARCH METHOD

This research using descriptive qualitative research design. Cresswell (2012:16) states that qualitative research explores a problem and provides detailed understanding of a central phenomenon. Based on this understanding, the research comprises of data that will be described and interpreted to get the larger meaning of the findings.

The data of this study collect by using observation, interview and document technique. Ary, Jacobs and Sorensen (2010) describes that observation is the basic method for gaining the data which is used to complete the description of behavior in spesific settings. While interview is used to gather the data from people from their opinion, beliefs and feelings.

IV. RESULT AND DISCUSSION

After analyzing the data, the data are classified based on the aspects of translation quality. There are 3 aspects of technique of Montessori Method to investigate reading achievement at preschool were adapted from Tahzeem (2015). They are sounds (50%), Phonic approach (20%), Sandpaper (30%).

TABLE I. THE RESULT OF TECHNIQUE MONTESSORI METHOD TO INVESTIGATE READING PRESCHOOL

The Aspects of Technique of Montessori	Frequency	Percentages (%)
Sounds	9	45 %
Phonic	5	25 %
Sandpaper	6	30 %
Total	20	100 %

V. CONCLUSION

The dominant aspects of technique that found in *Montessori Method to Investigate reading preschool* was sounds. The average score of sounds technique was 50%.It means, the children can more easily to reading is use sounds technique.

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