

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Teaching language to young learners is not the same compare with adults. As Ashworth & Patricia (2005) state that learning although it is spontaneous and unstructured, nevertheless it is steady and involving for the child. School as the place to empower the students, has function to broaden the children's range of experiences. Pre-school period is very important in human life and education in this period affects the life of child in the future. The transition from home to school, whether it occurs at preschool or in kindergarten, marks an important turning point in terms of language development. At home, children develop both their physical and conversational skills in unstructured circumstances. The greater part of their experience is often with one caregiver. Even when more than one is involved, the number is usually limited and they are delighted to focus exclusively on the child.

Dealing with the importance of pre-school education which gradually increasing in the world and in our country, its condition should be implemented during the education of 0-5 years old phase. It is considered to be the foundation of an individual's development. The most beneficial ways for this education is to reach the intended aims. Pre-school is an important phase that prepares the child for primary school. We can help the children develop their senses and learn through experience by introducing the modern pre-school teachers to a child-

center education environment as well as child-center educational tools and equipment.

Nowadays, many schools declare their school as an international school which has various activities and gives positive contributions for children education. They claimed their school has a good system and concern to the children's psychological processes. Each school introduces their educational system or approach is the best one in guiding the children in learning process. Mostly, these schools are promoted by the educational practitioners from the overseas with the students mostly are the certain ethnic heritage or from the rich family.

On the other hand, with the modern education system is rapidly changing today, the child centered educational applications are being defended within the children's rights as well. According to Ozerem and Kavaz (2011:12), child-centered as a modern approach is an efficient learning method. This method enables children to develop their problem solving skills, creativity and communicative skills. Children learn about the environment is a control-free way. They decide what to do, how to do it, and which tools and materials to use. Efficient learning method gives children the freedom of making their own choice. This approach is related to Montessori Method. Montessori Method is based on the child's desire to learn.

In addition, according to Kayili and Ari (2011:2), Montessori Method emphasizes that every child goes through a unique development process, and is a unique individual and can learn in line with his/her capacity. Since children are not born with the knowledge of any particular language, e.g. English, it is

necessary that they be exposed to a language in order to learn it. It is further necessary that the speech to which children are exposed be related to objects, events, and situations in the environment. Children will not learn language, if all that they are exposed to be speech, no matter how many times it is uttered. The sound form of a word must be associated with something that gives a clue as to meaning. Without a sound meaning association, the mere utterance of the sound form is of little communicative significance.

However, in teaching foreign language such as English for young learners, it should be in joyfull atmosphere and the children enjoy the learning processes. In a cheerful situation and meaningful condition, the children will understand the material faster without feeling streesful. In Indonesian school todays, an English subject has been skipped several years ago in Elementary school. It means in pre-school learning a foreign language is not present.

Meanwhile, in Singapore Piaget Academy Medan, the young learners of Play Group Two is taught English language. It is still argued whether teaching a foreign language is helpful for the young learners or Montessori principles appropriate to the young learners on pre-school specifically as EFL young learners in Indonesia. Thus, there is indeed a need for doing a research in order to investigate the teachers in applying the principles of Montessori Method and how do the teachers apply the role of teachers as assigned by Montessori Method.

The goal of both Montessori and traditional preschools is the same; to provide learning experiences for children. The biggest differences lie in the kind of learning experiences each school provides and the methods they use to accomplish this goal. Montessori educators believe these differences are important

because they help shape how a child learns, their work habits and their future attitude towards themselves and the world around them.

In Singapore Piaget Academy, they teach English by using it along the school hour. They teach the alphabets by pronouncing the letter sounds. This is done to help the child learn how to read more quickly even at a very young age. The teaching method is what the writer think is interesting for the writer to observe because this teaching method is still fairly new and maybe someday we can use in our educational curriculum. The writer wants to find out how the implementation of Montessori Method in Singapore Piaget Academy Medan whether the school is really pure using the Montessori Method or any combination between Montessori Method and traditional method.

1.2 Research Problems

In relation to the background, the problems are formulated as the following:

1. What principles of Montessori Method are implemented by the teacher in the classroom?
2. How are the principles implemented by the teacher in the classroom?
3. Why are the principles implemented by the teacher the way they are?

1.3 The Objectives of the Study

Related to the problems, the objectives of the study are:

1. To describe the principles are implemented by the teacher in the classroom.
2. To describe the process of the principles are implemented by the teacher in the classroom.
3. To describe the reason of the principles implementation by the teacher the way they are.

1.4 The Scope of the Study

To improve the children's creativity, self-care, problem solving and social skills, the role of the teachers is really important. There are several English instructions that should be enhanced by the teachers in Montessori pre-school such as preparation, application, and evaluation. In this research, the source of the data will be limited on the application of Montessori principles in teaching the young learners by the teacher and how do the the teachers apply the role of teachers as assigned by Montessori Method in teaching English language to the children in Singapore Piaget Academy Medan.

1.5 The Significance of the Study

The finding of the study will be expected to be useful for theoretical and practical aspects. Theoretically, the research findings will be expected to enrich the theories of language teaching strategies, specifically teaching foreign language to the young learners.

Practically, findings are expected to be useful for teachers, headmasters/ stake holders for developing and increasing the science of language teaching for children and the media for young learners. Then, for other researchers who are interested in analyzing the effect of Montessori Method in other aspects.