

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the principles of Montessori Method, the conclusions were drawn as follows:

1. Based on the research findings, there were only four principles implemented by the teacher in the classroom. They are (1) Respecting the Child, the teacher showed their respect for children when they helped them do things, learned for themselves, and developed the skills and abilities for effective learning autonomy, and positive self-esteem; (2) The Absorbent Mind, the teacher helped the children to educate themselves through experiences and environment; (3) Sensitive Periods, the teacher must observe some certain behaviors of the children which were different to each child. So, the teacher could provide the setting for optimum fulfillment; (4) The Prepared Environment, the teacher prepared the environment through materials and the teacher's experiences available for children in an orderly format.
2. The process of principles implementation by the teacher in the classroom by selecting interesting activities and must provide a great variety of them. Because teaching young learners is different from teaching adults. Young children tend to change their mood every minute and they find it difficult to sit in duration of time. The children should be enabling to learn on their own in a set environment where they choose their own materials. A pre-school

environment set based on Montessori materials on shelves which pre-school children can reach. The learning environment is set by the teacher after objectively only by organizing the materials from simple to complex. Teacher should be good observer and only intervene when the child requires guidance. The material used in education should be ordered from simple to complex in shape and usage, should prepare the child for the next learning. Montessori education is to make child independent and prepare the most suitable environment to support child's development. There are light, portable furniture that are suitable to child's height and proportioned to their body, drawers and doors that are easy to open and close, soaps that fit to their hands' size, etc.

3. The reason of the principles implementation by the teacher the way they are because the teacher wants to create children to be bilingual in English language as the second language, and to create outstanding young children who are independent, discipline, responsible, and creative by providing a type of learning system which is Montessori. It is a type of learning approach that provides attractive set of educational materials and books, creative teachers and supporting environment. Children learn English language actively at school, and they learn English language from listening, speaking, reading and writing lessons. The school used the Montessori Method which is combined with Singapore curriculum. The teachers were from Phillipines who were familiar with Montessori Method.

5.2 Suggestions

In the relation to the conclusions, suggestions are presented as follows:

1. Students of English Applied Linguistics Study can explore and investigate some other phenomena of Montessori Method in any international schools in order to reveal more principles and reason of the implementation of Montessori Method in Medan.
2. It is also suggested for the stakeholders of Singapore Piaget Academy to train the teachers and assistants who have not got a certificate of Montessori Method through seminars and trainings to get the same vision and treatment in teaching the students.
3. It is also suggested to Play Group teachers that Montessori approach is a kind of modern learning style that can be implemented in their schools. From those materials of Montessori learning style, an output of a child is formed, a child will grow to be an extraordinary respected and talented person especially in mastering English as his second language, in cognitive, motorist and social aspects.