

ABSTRACT

Sofiah Rahmah Nasution, Registration Number: 8186112008. *The Application of Montessori Method to Language Learning Preschool.* A thesis. Postgraduate School, English Applied Linguistics Study Program. State University of Medan, 2020

The objectives of this study were to describe the application of Montessori method to language learning preschoolers. Montessori perceived the miracle of language development as a treasure prepared in the unconscious, which is then handed over to consciousness, and the child, in full possession of his new power, talks and talks without cessation. It's mean that Montessori believe language is the one of important thing must have children and their development according to their age. And Montessori have special way to make it come true. And also, to find out the techniques of language learning in Montessori method applied by the teachers to preschoolers, the realizations and the reasons using Montessori method in teaching preschool. This research used a descriptive qualitative method. The data of this study were the utterances of the preschool teachers at Medan Montessori School. The technique for collecting the data was observation and interview. Based on the data analysis, it was found that (1) there were two techniques of Montessori method used by the teachers; the exercise of practical life (37.15%), and the exercise of the senses (8.11%); (2) use language (1.05%), question game (1.04%), the sound game (11.01%), written language (16.19%); (3) the absorbent mind is hard at work (6.08%), sensorial experiences deepen meaning (11.09%), the brain can encode (write) before it can decode (read) (1%). From the findings, it was concluded that Montessori method was good in teaching and learning preschool because it can make the children learn to share, care, cooperation and responsible.

Keywords: *Education, Montessori method, Language learning, Preschool, Qualitative research*

ABSTRAK

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Tujuan penelitian ini adalah mendeskripsikan penerapan metode Montessori pada pembelajaran bahasa anak usia prasekolah. Montessori menganggap bahwa perkembangan bahasa sebagai harta yang disiapkan di alam bawah sadar, yang kemudian diserahkan kepada kesadaran, dan sang anak dalam kepemilikan penuh atas kekuatan barunya, berbicara dan berbicara tanpa henti. Artinya, Montessori percaya bahwa bahasa adalah salah satu hal penting yang harus dimiliki anak dan perkembangannya sesuai dengan usianya. Dan Montessori punya cara khusus untuk mewujudkannya. Serta, untuk mengetahui teknik pembelajaran bahasa dalam metode Montessori yang diterapkan oleh guru kepada anak prasekolah, realisasinya dan alasan penggunaan metode Montessori dalam pembelajaran prasekolah. Penelitian ini menggunakan metode kualitatif deskriptif. Data penelitian ini adalah tuturan para guru prasekolah di Medan Montessori School. Teknik pengumpulan data adalah observasi dan wawancara. Berdasarkan analisis data diperoleh hasil bahwa (1) ada dua teknik metode Montessori yang digunakan oleh guru; latihan kehidupan praktis (37.15%), dan latihan indra (8.11%); (2) menggunakan bahasa (1.05%), permainan pertanyaan (1.04%), permainan suara (11.01%), bahasa tertulis (16.19); (3) pikiran penyerap bekerja keras (6.08%), pengalaman inderawi memperdalam makna (11.09%), otak dapat menyandikan (menulis) sebelum dapat memecahkan kode (membaca) (1%). Dari hasil penelitian dapat disimpulkan bahwa metode Montessori baik dalam proses belajar mengajar prasekolah karena dapat membuat anak belajar berbagi, peduli, kerjasama dan bertanggung jawab.

Kata kunci: *Pendidikan, Metode Montessori, Pembelajaran bahasa, Prasekolah, Penelitian Kualitatif*