

**THE IMPLEMENTATION OF MONTESSORI AS A METHOD FOR
TEACHING SPEAKING TO YOUNG LEARNERS**

(A Study Conducted at one of Montessori School in Bogor)

A PAPER

Submitted to the English Language Education Study Program, Faculty of Teacher
Training and Educational Science of Pakuan University as a Partial Fulfillment of
the Requirements for the *Sarjana Pendidikan* Examination

By:

Syifa Fadlina

031114005



ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

PAKUAN UNIVERSITY

2020

APPROVAL SHEET

Research title:

THE IMPLEMENTATION OF MONTESSORI AS A METHOD FOR TEACHING SPEAKING TO YOUNG LEARNER

Approved by:

Supervisor I,

Supervisor II,



Dra. Atti Herawati, M.Pd. ~~NIP.~~
NIP 196801291993032001



Dr. Istiqlaliah N. Hidayati, M.Pd.
NIK. 10212008570

Dean of FKIP
Pakuan University,



Dr. Entis Satisna, M.Pd
NIK. 11101033404

Head of English Language
Education Study Program,



Dr. Istiqlaliah N. Hidayati, M.Pd.
NIK. 10212008570



UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDIDIKAN BAHASA INGGRIS

Jalan Pakuan PO BOX 452, Telepon (0251) 8375608 Bogor

BUKTI PERSETUJUAN HARDCOVER SKRIPSI



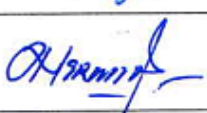
Nama : Syifa Fadlina

NPM : 031114005

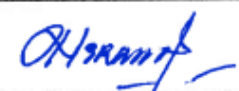
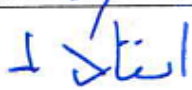
Judul Skripsi : The Implementation of Montessori as a method for Teaching Speaking to Young Learners

Tanggal Ujian : 4 Februari 2021

Pengujian Sidang Skripsi :

No	Nama Penguji	Tanda Tangan
1.	Dr. Entis Sutisna, M.Pd	
2.	Dr. Istiqlaliah Nurul Hidayati, M.Pd	
3.	Dra. Atti Herawati, M.Pd	

Pembimbing Skripsi :

No	Pembimbing skripsi	Tanda Tangan
1.	Dra. Atti Herawati, M.Pd	
2.	Dr. Istiqlaliah Nurul Hidayati, M.Pd	

Bogor, 30 Juli 2024

Mengetahui,
Ketua Prodi,



Dr. Istiqlaliah Nurul Hidayati, M.Pd.
NIK. 1.0212008570

SURAT PERNYATAAN PENGALIHAN HAK CIPTA

Yang bertanda tangan dibawah ini :

Nama : Syifa Fadlina
NPM : 031114005
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Sirojul Huda no.1 002/003 Katulampa Bogor Timur

Dalam hal ini bertindak untuk dan atas nama pencipta dari hak cipta berupa Karya Tulis Ilmiah/Tugas Akhir/Skripsi yang berjudul : 'The implementation of montessori as a method for teaching learning for young learners' yang selanjutnya disebut pencipta, bersama ini menyatakan mengalihkan hak atas ciptaan tersebut kepada :

Nama : Program Studi Pendidikan Bahasa Inggris FKIP Universitas Pakuan
Alamat : Jalan Pakuan, Nomor 1 Ciheuleut, Kota Bogor, Jawa Barat
Telpon : 0251 8275 608

Dalam hal ini diwakili oleh Dr. Istiqlaliah Nurul Hidayati, M.Pd., selaku Ketua Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Pakuan.

Demikian surat pernyataan ini saya buat secara sadar dan sukarela tanpa paksaan dari pihak mana pun untuk di pergunakan sebagaimana mestinya.

Bogor, 31 Juli 2024

Untuk dan atas nama

Program Studi Pendidikan

Bahas Inggris

Ketua Program Studi,



Dr. Istiqlaliah Nurul H, M.Pd,
NIK 1. 02120008570

Pecipta,



Syifa Fadlina
NPM : 031114005

DECLARATION

I hereby declare that the paper entitled “**The Implementation of Montessori as a Method for Teaching Speaking to Young Learner**” is completely my own work.

I am aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal.

Bogor, January 2021
Declared by,

Syifa Fadlina

PREFACE

First of all, I would like to give thanks to Allah SWT who has given His blessing to the writer who finished the final paper assignment entitled “The Montessori as a method for teaching speaking to young learner”.

This paper is written to fulfill one of requirements to obtain *Sarjana Pendidikan* Examination at the English study program, faculty of Teacher training and educational sciences, Pakuan University.

The writer realizes this paper has mistakes and far from being perfect. Therefore, all suggestions, comments and criticisms are needed for the better next paper. Hopefully, this paper will be useful to other researcher or other readers to expand their knowledge.

ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin, all praise is due to Allah SWT the Lord of all creation and Prophet Muhammad SAW in the highest company of angels who become a perfect model for mankind. First of all, BIG Thanks to Allah SWT without his permission the writer can not complete this paper. Secondly, the writer would like to express her sincere gratitude to both advisors Dra. Atti Herawati, M.Pd as the first supervisor and Istiqlaliah Nurul Hidayati as the second supervisor and the head of English Language Education Study Program. Their always support, suggestion, and guidance to the writer until finished this paper.

The gratitude also goes to Dr. Entis Sutisna, M.Pd as the dean of Faculty of Teacher Training and Educational Sciences and all the lectures of English Language Education Study Program, Faculty of of Teacher Training and Educational Sciences, Pakuan University for giving valuable and useful knowledge.

Sincere appreciation is presented to her mom and little brother who has passed away a few months ago, her Dad Muhajar Azhary, Irfan Zidni and Muhammad Akmal who always support and pour out prayer. Word are not enough to say thank you to her beloved husband Kresnawan Arief Muhammad who always love and support the writer. Also love from Muhammad Musaddad Al Arif and Aiza Maryam Al Arif thanks for your cooperation, without enjoying of your sleep the writer could not finish this paper.

Much of thankfulnes are also given to Benga Class who have graduated

first, especially for Farida Ulfa, Desy Gloria Mesach and Priska Devi who helped in her research and who cannot be mentioned one by one all of the member of Benga class. The achievement would not have been possible without them.

ABSTRACT

The golden age does not come twice in a lifetime. This is good occasion to build up the character of children. Analogy of the first six years of life such as foundation to construct the building, because the sturdy building is constructed by sturdy foundation. Many methods for teaching young learner in this world. Montessori method is an education method for children ranges zero to six years old. This method using the 'follow child' concept. This method is applicable method for teaching speaking to young learner. The aim of this research to know how to implementation the Montessori method for teaching speaking to young learner. Speaking is the one of many skills that can be developed to build the character of children. Through good communication and attention to the manner, children will imitate the style of speaking of the people around them. The research was conducted in the preschool students at *Rumah Ilmu* Bogor. There were five students as the participants. To obtained the research data, the writer used threes instruments. There were documentation, observation classroom and interview. According to the data analysis, it was found step by step to apply the Montessori method for teaching speaking for young learner. It was helped the teacher to teaching easier. That is why the Montessori Method applicable for teaching speaking to young learner.

Keywords : Sandpaper letter, vocabulary card, 'the follow child' concept, three aspects assessment.

TABLE OF CONTENT

APPROVAL SHEET	ii
DECLARATION.....	iii
PREFACE.....	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
TABLE OF CONTENT.....	viii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Reason for Choosing the Topic.....	2
C. Research Question.....	2
D. The Aim for the Research	2
E. Research Focus.....	3
F. Operational Definition	3
G. Research Significance	3
CHAPTER II	5
THEORETICAL FOUNDATION.....	5
A. Speaking skill	5
B. Montessori Method	11
C. Related Research	13
CHAPTER III	16
RESEARCH METHODOLOGY	16
A. Research Method and Design.....	16
B. Research Site and Participant.....	17
C. Research Instrument.....	18
D. Data Analysis	18
CHAPTER IV.....	20
DATA DESCRIPTION AND ANALYSIS.....	20
A. Data Description.....	20

B. Data Analysis	29
CHAPTER V	31
CONCLUSION AND SUGGESTION	31
A. Conclusion.....	31
B. Suggestion	31
APPENDICES	33
BIBLIOGRAPHY	38

CHAPTER I

INTRODUCTION

A. Background of the Study

The age ranges zero to six years is the golden age, where they are able to catch and absorb as easily as the sponge what they see and hear (Montessori,1909). The golden age does not come twice in a lifetime. This is good occasion to build up the character of children. Analogy of the first six years of life such as foundation to construct the building, because the sturdy building is constructed by sturdy foundation.

There are various methods that can be used for teaching children speaking skill. Montessori is one of them that can be applied in teaching speaking skill for young learners. Montessori (1909) states that this method use the ‘follow child’ concept, where the children will not realize that they learn about speaking. They are free to express their speaking style, but teacher still pay attention to the manner.

Speaking is the one of many skills that can be developed to build the character of children. Through good communication and attention to the manner, children will imitate the style of speaking of the people around them. Indeed, they will not remember every detail of word what they hear and say. Whenever good communication habit on children, they will always remember it. Children who have good character can be seen by the way they spoke politely.

B. Reason for Choosing the Topic

There are some methods teachers can use to teach speaking to young learners. Unfortunately, not all method has appropriate to teaching speaking for young learner. Children really need fun activities to learn without under pressure situation. They like playing during the learning time.

The writer chooses the topic as a research because some teachers in Bogor do not know about the Montessori method. Based on Montessori method, speaking activities using this method are unique and fun to apply, so that children will not get bored quickly. Learning speaking through language area Montessori, children will not feel like on formal school.

Considering the reason mentioned above, the writer is interested to explore more about teaching speaking to young learner by using Montessori method. Since in Bogor, some teachers who teach young learners do not know about Montessori method, the writer will conduct research on the application of Montessori method in teaching speaking to young learners.

C. Research Question

There is only one question in this research:

“How is Montessori method applied in teaching speaking to young learners?”

D. The Aim for the Research

The aim of the research is to analyze how teacher applies Montessori as a method in teaching speaking to young learners.

E. Research Focus

Montessori in this study focuses on language area, while teaching speaking focuses on vocabulary.

F. Operational Definition

1. Montessori method is an education method for children ranges zero to six years old. This method using the ‘follow child’ concept. That based on self-directed activity. Children make creative choices in their learning (Maria Montessori,1909).
2. Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’ while Quianthy. (Harmer, 2007:284)

G. Research Significance

The result of this research is expected to be useful for teacher who does not know yet about the Montessori method and parents about how very important thing the first six years of life.

1. Theory

The theory of this research can upgrade teaching learning process in kindergarten. The activities in Montessori method can build the character of children. This method also can improve children’s motoric through the fun learning activity.

2 Teachers of early childhood

From the result of this research, will give the information for some teachers who has not implemented teaching speaking using the Montessori method. This paper can inform about the activities in teaching speaking. In case, the teacher can be easier find the idea to teach speaking more fun and easier.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking skill

1. Definition of speaking

Pollard (2008: 34) states that speaking is one of the most difficult aspects for students to master. The reason why speaking skill is difficult to master for students because the English language is not their colloquial language. Students rarely practice using English, feel shy and lazy to make conversation the using English language.

However, the essence of speaking skills is making sounds. According to Fulcher (2003:23), speaking is a person's skills to produce sounds that exist at the meaning and understood by other people, so that they can create good communication. This skill is possessed naturally as a tool to communicate. Communication is the act of transferring information from one person to another. Communication has three parts, namely the sender, the message, and the recipient. Bailey (2000:25) states that speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. There are some categories of communication. The first one is spoken or verbal communication. This communication uses words to get information. The second is non-verbal communication. That activity covers body language and gestures. The last is written communication. The examples of written communication are e- mail, magazine, and newspaper. From those theories, it can

be concluded that speaking is an interaction activity that involves two or more people, namely speaker and listener, where if one of them does not exist that activity is not interaction activity or communication.

2. Aspects of speaking

In speaking skill, 5 aspects must accomplish by the learner: fluency, comprehension, grammar, vocabulary, and pronunciation (Haris,1974). Those aspects can be used to evaluate whether speaking is accurate or not.

a. Fluency

Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand, and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like “ums” and “ers”, and so on.

b. Comprehension

Comprehension is different from remembering. It is not about defining words or repeating sentences. For oral communication, it certainly requires a subject

to respond, to speech as well as to initiate it. It means the capability to understand everything that is heard or read without difficulties.

c. Grammar

It is needed for students to arrange a correct sentence in a conversation. It is in line with the explanation suggested by Heaton (1978: 5) that students' ability to manipulate the structure and to distinguish appropriate grammatical forms inappropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

d. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both in oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, without mastering vocabulary sufficiently English learners will not be able to speak English or write English properly.

e. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. Thus, pronunciation is the knowledge of studying about how the words in a particular language are produced clearly

when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

3. Speaking Assessment

There are six components of speaking to be scored: pronunciation, grammar, vocabulary, fluency, comprehension, and task (Brown, 2004).

a. Pronunciation

5 = equivalent to and fully accepted by educated native speaker

4 = errors in pronunciation are quite rare

3 = errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

2 = accent is intelligible though often quite faulty.

1 = errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

b. Grammar

5 = equivalent to that of an educated native speaker.

4 = able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

3 = control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.

2 = can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

1 = errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

c. Vocabulary

5 = speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

4 = can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

3 = able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.

2 = has speaking vocabulary sufficient to express himself simply with some circumlocutions.

1 = speaking vocabulary inadequate to express anything but the most elementary needs.

d. Fluency

5 = has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4 = able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

3 = can discuss particular interest of competence with reasonable ease. Rarely

has to grope for words.

2 = can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.

1 = (no specific fluency description. Refer to other four language areas for implied level of fluency.)

e. Comprehension

5 = Equivalent to that of an educated native speaker.

4 = can understand any conversation within the range of his experience. 3 = comprehension is quite complete at a normal rate of speech.

2 = can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)

1 = within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

f. Task

5 = speaking proficiency equivalent to that of an educated native speaker.

4 = would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.

3 = can participate effectively in most formal and informal conversations on practical, social, and professional topics.

2 = able to satisfy routine social demands and work requirement; needs help

in handling any complication or difficulties.

1 = can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements.

B. Montessori Method

Maria Montessori constructed a philosophy of psychological development where she believed children would follow if they are given freedom an appropriate environment, and also they possess natural tendencies that enable them to fulfill their optimal development (Lillard, 1972:56). “Follow the Child” in this case means, where the children will not realize that they are in learning time. They are free to express their speaking style, but the teacher still pays attention to the manner.

In the Montessori method, the children are the center of learning, which is very different from traditional education where the teacher becomes the center of learning. The learning materials must be as simple and attractive as possible (Kurumeh and Mohammed, 2012: 2). Dr. Montessori asserted that children know when they are ready for the next step of learning. Children have the freedom to choose, which task to do, when to begin, and when to stop. Children as human beings are not objects of learning but as the subject. They have certain periods in children’s respective or sensitive for acquiring and learning certain types of skills (Cauler, 2011:85).

The layout of the Montessori classroom is not random. Classroom objects are deliberately placed in different areas, through 5 areas Montessori: EPL

(exercise of practical life) area, cultural area, sensorial area, language area, and math area. This research focuses on the language area. Why Montessori method is appropriate for teaching language skills? Children can absorb language from their environment and easily learn how to speak, read, and write if the language in its various forms is present in their environment during the period of the absorbent mind (Montessori, 1949).

Language like vision and most other brain functions are bounded by a critical period, an early phase where a child must master the language or the hardware will not be connected properly (Eliot, 1999).

In the language area classroom, children will learn about letters, phonic sounds, and reading. By using several media in the Montessori method, the teacher teaches languages easily.

4. Sand Paper Letter

The reason why educators are so concerned in letter recognition of the alphabets, further reading practice will increase their mastery of simple words and even sentences. Mc Cartney (2015), revealed that children benefited a lot from preschool. Undiyaundeye & Julius (2018) argued that speech development during pre-school allows the individual to function as a good listener and speaker in various communication circumstances where learning is completed through an unspoken process with no prescribed process of instruction. So, the Montessori method helps the educators to teach alphabet in easy ways, more interesting, systematic, and more relevant to the needs of the students. Through the sandpaper letters in the Montessori classroom area, children introduced the alphabet. It is a

child's first steps toward literacy. Typically, one of the first materials a child is presented in the language area. Physically, the letters are made by wooden squares, with the vowel letter on a background. The shapes of the letters themselves are crafted of high-grit sandpaper, offering the child a point of interest as their fingers follow the gentle slopes of the curve letters. Sandpaper letters are typically presented to a single child but can be an interesting group activity as well.

5. Vocabulary cards

Nation (1997) states that there is a very large number of studies showing the effectiveness of such learning (i.e using vocabulary cards) in terms of the amount and speed of learning. Different students learn in different ways, and it is important to make use of visual teaching methods. Vocabulary cards are effective vocabulary development strategy to increase word knowledge, provide concept links, and support participation in a class discussion about content for all learners, including those who do not speak. Vocabulary cards, also function well in individual work and pair work. Students can ask each other questions and help using vocabulary cards.

C. Related Research

To administer this research, the writer found two studies that explained about using the Montessori method. The first studies based on the student's script about 'The Application of Montessori Method to Teach Written Language to Young Learners' by Fauziah from Pakuan University. This research is focused on

teaching written language by using sandpaper letters and movable alphabet. The writer using a Qualitative approach and descriptive method in this study. The research was directed at Bogor Montessori School and the researcher chose a kindergarten class, consisting of 11 students as the participants. By using documentation, observation, and interview the writer collected the data. In the teaching session, there are two teachers in the class. The teacher does the two steps. The first, the educator instructs the students how to use sandpaper letters and asks the students as participants to cart sandpaper box. Next, the educator picks three contrasting letters from the box and gives an example of how to trace the letter using two fingers. Then the teacher asks the participants to repeat what the teacher has done. Based on the research of students' Pakuan University Bogor about the Montessori method, this method is applicable for young learner because in this method the students learn with their own needed and their interests.

The second research focused on reading achievement on Spanish and English tests. The title is 'An analysis of a public-school prekindergarten bilingual Montessori program. This study presented at the annual meeting of the American Educational Research Association 2003 by the Authors namely Rodriguez, Linda. The participants of this study were administered the reading section of the Aprenda (Spanish) and the Iowa Test of Basic Skills (ITBS; English). The ITBS English test is allocated to limited English proficient (LEP) students who have some English skills. In this case, the administrator using a ten-item questionnaire to interviewed participants developed by the researcher. This study using a Quantitative approach and descriptive statistics. The data were collected from 100

participants randomly selected. An independent t-test was directed to determine if there were statistically significant differences between the two groups of students on the ITBS reading subtest (fall testing). The results of the ITBS reading test indicate that students who participated in a prekindergarten Montessori bilingual program. An unbiased reading of scholarly research suggests that bilingual education helps children who are learning English.

From those studies above, the differences between the first researcher used the classroom activity research, while the second study used the experimental study. In consequence, the writer encouraged from both researches to investigate whether the Montessori method applicable for the young learners or not. It is based on the result of those two researches above which produce that teaching speaking skills using the Montessori method.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In this research, the writer uses a Qualitative approach. Qualitative research is an approach for exploring and understanding the meaning of particular object. The process of research involves emerging questions and procedures (Cresswell, 2014). It means that Qualitative approach is about describing the particular object such a social or human problem. That is why the writer uses a Qualitative approach to explore more about teaching speaking using the Montessori method for the young learners.

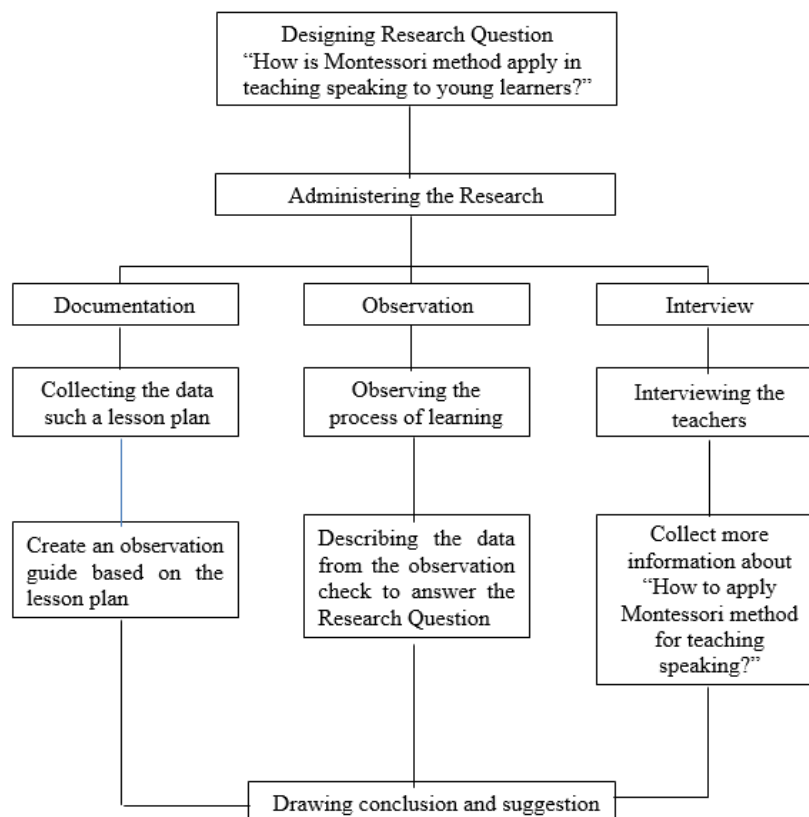


Figure 3.1 Research Design

Figure 3.1 shows there are several steps that must be done in this research. The first step is designing research question. Research question is made to determine the research objectives. The question is “How is Montessori method applied in teaching speaking to young learners?” It describes about the learning process using the Montessori method. The next step is administering the research. There are 3 steps to administer this research. The first step is documentation that is collecting the data such as syllabus and the lesson plan (RPP). The second step is conducting classroom observation about teaching learning process either online or offline based on the lesson plan. The third step is interview. The aim of this activity to investigate the use of the Montessori method in teaching speaking through asking several questions to the teacher.

The next phase in this research is data validation through finding the facts in teaching learning process based on three instruments: documentation, observation and interview. The last phase is drawing a conclusion that data synchronization whether the goal of this research is achieved or not. Last, giving suggestion whose aim is to provide direction to the next researcher.

B. Research Site and Participant

The writer will conduct the research at *Rumah Ilmu* that used the Montessori method to teaching young learners. In normal era, one class consists of 10-15 students. However, during this pandemic, one class only consists of five students. Students come to school by implementing health protocols, such as wearing the mask, washing hands before entering to school, and keeping a

distance. Students learn for two hours, and three days a week. *Rumah Ilmu* was located at *Jalan Katu Lampa Raya* no.62 East Bogor. That school is chosen to be the research site and the class that consists of five students with their teachers as research participants.

C. Research Instrument

The writer uses three instruments in collecting the data. There are documentation, observation, and interview. The first step is collecting the documentation. The syllabus, the lesson plan, photo, and video as the documents during the teaching learning process. The second instrument is observation. During this pandemic almost all schools apply the online learning based on government regulation. But in *Rumah Ilmu* using the normal school with the specified time. Therefore, the writer can conduct online observation. This observation is not seeing about teacher's performance but about students' interest in learning process. The last instrument is interview. The writer does interview about five aspects in speaking skill that must be accomplished by the learner. There are fluency, comprehension, grammar, vocabulary, and pronunciation. Those aspects use to evaluate whether speaking is accurate or not.

D. Data Analysis

The writer uses the descriptive method to analyze the data. The data would be classified as follows:

1. The documentation data are taken from the teacher such as the Lesson plan to

analyze the activities which was done by the teacher. The writer makes a check list whether the learning process appropriate with the principal in the Montessori method.

2. The observation data are taken by online observation to analyze about the using of Montessori method to teaching speaking for young learner.
3. The data interview data are taken by using voice recorder to record the interview with the teacher. The writer tries to find out the teachers' effort in fostering interest in learning process.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted on 30th November – 3rd December 2020 at *Rumah Ilmu*, one of Montessori schools in Bogor. The data were taken from three instruments, there are documentation, observation and interview. The document analyzed is a lesson plan which is used as a guide of the observation check while the observing the class. There was one teacher as a respondent to answer the interview questions. To describe the result of the interview, this session was recorded, transcribed and analyzed.

a. Data from documentation

The first data is lesson plan that was taken before the observation. The lesson plan is used to make an observation check that become a guide while observing classroom. The contain of lesson plan is about learning progress from opening until closing.

Table 4.1 The Lesson Plan

Time	Activity	Procedure
Before class	Greet students	Smile to each student, show them where to put their backpack
5 min.	Attendance	Call their name out, welcome students again with a smile
15 min.	Circle time	Sing a song, make a journal

30 min.	Language area	Using learning media the Sandpaper letter and Vocabulary card
10 min.	Feedback	Review about the material and give the students feedback

Table 4.1 showed the lesson plan that contain was about learning progress. The learning process used two medias, those are Sandpaper letter and Vocabulary card. On the day one, the teacher used the sandpaper letter media. Its media is shaped like a flash card, inside contains textured printed letter where the students able to feel it so they know how the letter form. How it works like braille letter.

Vocabulary card used by the teacher in teaching speaking in language area. Just like it names, vocabulary card is a learning media in the form of card containing picture that has been named. For example, that was picture of a red fruit under it written 'apple'. Both media helped the teacher facilitate to teaching speaking for young learner.

Three stages of the learning process, firstly pre activity is filled with smile and greeting to each student, attendance check list and circle time such as sing a song and making journal. The next activity was main activity in language area which in it used the sandpaper letter and vocabulary card. At the day one used the sandpaper letter and the next day used the vocabulary card. Both media are in the language area.

b. Data from Observation Classroom

After collecting the data which was the Lesson plan, the writer used the lesson plan as a guide to Observation classroom. The data was taken on 30th November until 3rd December 2020. Four days of data retrieval using the lesson plan as a guide. The writer followed the class start from the opening until closing. Data retrieval used this table below were the observation check list.

Table 4.2 Sandpaper letter

No	Activities	Yes	No	Note
1.	The teacher shows the sand paper and ask the student to touch and tracing it.	v		The teacher shows the card to all of the students one by one and ask to lift two fingers that were closed.
2.	The teacher mentions the phonic.	v		How to mention that alphabet by phonic, repeated several times.
3.	The teacher asks the student to do the same (mentioning the phonic)	v		Just designate a few student.
4.	The teacher gives the review and the feedback to the students.	v		Repeat the correct phonic mention.

Table 4.2 exposed main activity that filled learning session in language area. The teacher used sandpaper letter to introduce the alphabet. The students were very enthusiastic when the teacher showed them the sandpaper letter and asked them to touch it. Then teacher mention that alphabet one by one and the last gave the students feedback.

Table 4.3 Vocabulary cards

No	Activities	Yes	No	Note
1.	The teacher shows the labelled picture.	v		The teacher raised the card up, so that it visible to all students.
2.	Let the student mentions the picture shown.	v		Only few students were appointed to name the images shown.
3.	The teacher gives the correct information.	v		The teacher aloud says the name of the picture shown.
4.	The teacher gives the review and the feedback to the children.	v		Correctly repeated the word of the picture has shown.

The vocabulary card was the second media that use in language area. This media contained a picture of an object that has been labeled. Those data above described about learning session used vocabulary card. Firstly, the teacher raised the card up to show the children learning media. Starting from the card that reads apple, all students were very familiar with the object even though they can not read yet. The students mention the picture has labelled shown. The next picture shown was the baby. Same with previous card, all students directly mentioned that object and up to the last five cards, several children able to guess the object. At the end teacher gave students the correct information one by one about the cards. All the students did the same, mentioning all the picture shown.

c. Data from interview with the teachers

The data was taken on 30 November 2020 at *Rumah Ilmu* school of Bogor. There are six questions according to Montessori method and speaking skill. This

media contained a picture of an object that has been labeled.

No	Activities	Yes	No	Note
1.	The teacher shows the labelled picture.	v		The teacher raised the card up, so that it visible to all students.
2.	Let the student mentions the picture shown.	v		Only few students were appointed to name the images shown.
3.	The teacher gives the correct information.	v		The teacher aloud says the name of the picture shown.
4.	The teacher gives the review and the feedback to the children.	v		Correctly repeated the word of the picture has shown.

Excerpt #1

“mmm.. Menurut saya sistem Pendidikan yang menggunakan metode Montessori mengenal 5 belajar area utama, yang pertama yaitu : satu, Latihan kehidupan sehari hari atau Exercise of practical life or we call that EPL. Ehh.. yang kedua pembelajaran melalui panca indera or sensorial. Yaaang ketiga, melalui Bahasa or language. Keempat pembelajaran melalui dunia sekitar or cultural. And the last, pembelajaran melalui matematika or math.

Nah dalam metode ini anak-anak dibiarkan bebas untuk bereksplorasi namun harus tetap ada panduan atau aturan yang jelas dari guru for example murid diminta untuk bergantian or sharing jika ingin menggunakan peralatan material dengan teman- temannya dan peran guru disini bisa juga sebagai guide atau pemandu untuk mengamati anak-anak dan memperkenalkan bahan bahan material Montessori di waktu yang tepat”.

“mm.. I think education system that used the Montessori method comprehend five learning main area. The first is exercise of practical life or we call that EPL. Ehh.. the second is learning through the five senses or sensorial. The third is through language. The fourth is learning through environment or cultural. And the last, learning through math. In this method, the children freely to explore but there must be guidance or clear rules from the teacher for example the students are asked to sharing if they want to used the material tools with their friends and the role of teacher here could also as a guide to observe children and introduce the Montessori material in the right time.”

The Montessori method have five learning areas. There are exercise of practical life or EPL area, sensorial area, language area, cultural area, and math area. All those area use different media by carrying 'The follow child' concept. Question number two was about how to use media Montessori such as sandpaper letter and vocabulary card.

Excerpt #2

"Berbicara tentang mengenai sandpaper letter berarti murid diminta untuk meraba symbol huruf lalu pada akhirnya murid diminta untuk mm.. menyebutkan bunyi phonic atau bunyi huruf tersebut, stepnya yang pertama : biarkan kelima jari kita diletakan di sebelah kiri pada bagian sandpaper letter lalu buat dua jari seperti tanda piss.. pada bagian jari kanan lalu raba huruf tersebut sambil menyebutkan bunyi phonic bunyi huruf tersebut, for example Ketika guru telah mengambil beberapa huruf pada sandpaper letter for example letter A. So at the end, the teacher should say ei (A) and then the students will follow ei.. something like that. Tetapi jika kita ingin mempresentasikan kepada murid secara intens atau.. secara lebih dekat, kita harus mengikuti arah jarum jam untuk meraba huruf pada sandpaper letter tersebut. Selanjutnyaa..step menggunakan vocabulary card telah terdapat satu objek yang diberikan penamaan atau labelling stepnya yang pertama : terdapat.. satu objek yang sudah diberi nama pada kartu tersebut lalu pada anak yang belum dapat membaca biarkan guru memperkenalkan objek tersebut terlebih dahulu, lalu.. biarkan anak mengikuti apa yang guru ucapkan. Kedua buat acak beberapa objek dalam vocabulary card tersebut didalam suatu map, lalu guru menunjuk beberapa anak untuk mencari persamaan objek or we call the matching cards so they will memorize the picture and the name of that object dalam kartu tersebut. Ketiga.. Ketika anak sudah bisa me-matchingkan dalam beberapa object dalam kartu tersebut, minta anak untuk menebak apa object dalam kartu tersebut. Jika anak belum mengetahui beberapa nama object tersebut, biarkan guru membantunya".

"Talking about sandpaper letter it means the students are asked to touching the alphabet symbol next at the last the students are asked to mentioning the phonic or the sound of letter. The first step is let our five fingers put on the left on the sandpaper letter then make two fingers like a peace sign.. on the finger of the right hand feel the letter while saying the phonic, for example when the teacher has picked some letters up on sandpaper letter for example letter A. So at the end, the teacher should

say *ei* (A) and then the students will follow *ei*. something like that. But, if we want to present to students intensely or more closely, we have to follow clockwise direction to feel the letter on that sandpaper letter. Next, step to use vocabulary card there is one object has labelling. The first step is there are object that have been named on the card then children who can not read, let the teacher introduces the object first. Then let the children follow what the teacher said. Second, randomize some objects in the vocabulary card in map then teacher choose some students to find the object equation or we call the matching cards so they will memorize the picture and the name of that object in that cards. Third, when the children are able to pair several object on the card, ask them to guess the object. If the children does not know the name of the object, let the teacher help”.

Based on the answer above, sandpaper letter is a learning media to introduce the letters. The students are asked to feel and tracing the letter one by one. Next, the students repeated mention of letter after the teacher. While, the vocabulary card is a media contained a picture of an object that has been labeled. The third question was to know the difficulties of using the sandpaper letter and the vocabulary card.

Excerpt #3

“Kesulitan dalam menggunakan media sandpaper letter yang pertama, murid akan mengalami kesulitan untuk berbicara dan kurang dalam memahami huruf dengan baik. Selanjutnya murid akan mengalami kesulitan untuk merangkai huruf menjadi sebuah kata, karna sifatnya hanya meraba beberapa bentuk huruf untuk menjadi pelengkap pengetahuan visual pada anak. Tentu saja dalam menggunakan media sandpaper letter hanya murid yang diminta untuk meraba huruf lalu menyebutkan phonic yang terdapat dalam huruf tersebut, jadi murid akan mengalami kesulitan untuk berbicara dan kurang dalam memahami huruf dengan baik karna murid hanya diminta satu murid satu huruf seperti itu. Yang ke dua ukuran media sangat terbatas, sehingga tidak cocok untuk kelompok kelas besar”.

“The difficulties in using the media sandpaper letter, the first one is students will have difficulty in speaking and do not understand the letters well. Next, the children would have difficulty in arrange the letters into a word, because it

is only in feeling a few letters to be a visual needs for children. Of course, in using the sandpaper letter media only students are asked to feel the letters then mentioning the phonic contained in these letters. So the students will have difficulties to talk and lack of understanding of letter well because students are only asked one students for one letter. The second is the media size is very limited, so it is not suitable for large group”.

The weakness of these media sandpaper letter and vocabulary card were some students do not understand the letters well because limited media size. That is why it can not be used in the large class with the large group of learning. This question was to ask about the solution to controlling those difficulties above.

Excerpt #4

“mmm.. Kembali kepada konsep metode Montessori yaitu the follow child concept. *Anak-anak tidak* boleh dipaksa ketika belajar supaya mereka tidak merasa under pressure selama manner tetap dijalankan itulah Montessori.

“mmm.. Back to the follow child concept of Montessori method. Children should not be forced when studying so that they do not feel under pressure as long as paying attention to the manner remains, that is Montessori”.

‘The follow child’ concept is a main concept in the Montessori method. That means, the teacher do not force students to learn when they reject them. The teacher should create a pleasant learning so that the students do not get bored quickly. In this question the writer was to know the responds of the students when using those media.

Excerpt #5

“Yaa.. there are so excited but yeaah.. they should be patient to take there with their friends. *Pada media* sandpaper letter *harus satu anak secara bergantian untuk meraba mencoba symbol hurufnya dan menyebutkan phonic diakhir, tetapi pada bagian* vocabulary card *hampir setiap murid* memiliki creacity yang kuat untuk melihat objek pada kartu tersebut dan

dengan segera ingin cepat menjawab objek itu”.

“Yaa.. there are so excited but yeahh.. they should be patient to take there with their friends. On the sandpaper letter media should one student takes turn to try the letter symbol and mention the phonic at the end. But in the vocabulary card part , almost every students have a strong creacity to see the object on that card and immediately wanted to quickly answer that object”.

The students were so excited when learning used both media, sandpaper letter and vocabulary card. The students tried to tracing the letter one by one. They also quickly answer to mention the object has shown by the teacher The last question was to know whether six aspects of speaking skill assessment are needed for early childhood.

Excerpt #6

“Menurut saya aspek penilaian speaking skill pada anak usia dini yang diperlukan adalah yang pertama : aspek kognitif dimana ketika anak telah mampu menginterpretasikan arti atau makna dari perintah guru tersebut, jadi ketika anak telah mengerti instruksi dari sebuah guru, for example ‘Go get the map!’ and then the students get the map directly. Next ‘Go get the material!’ and then the students go get the material directly. So, itu merupakan salah satu penilaian speaking skill dalam aspek kognitif dimana anak telah mampu menginterpretasikan makna perintah guru. Yang kedua adalah aspek afektif, dimana anak senang bermain dan melakukan hal baru dan mereka tertarik pada aktivitas yang relevant bagi mereka. Yaah.. ini terdapat dalam metode Montessori, dimana anak diberi kebebasan untuk melakukan atau untuk bermain material Montessori yang dia inginkan sesuai dengan aktivitas yang relevant bagi mereka. Itu merupakan suatu penilaian. Dan yang ketiga adalah aspek psikomotorik, dimana anak dapat belajar melakukan sesuatu.

Mereka belajar Bahasa inggris dengan gurunya di sekolah atau dengan orang tuanya di rumah dan memiliki keterampilan dalam menggunakan Bahasa tersebut ketika sedang ingin berinteraksi dengan guru atau lawan bicaranya. So, dalam penilaian speaking skill untuk anak usia dini no need fluency, no need comprehension, no need grammar, pronunciation and vocabulary, because those are for adult or for primary students. That’s in my opinion”

“I think speaking skill assessment aspect for young learner that is needed are, first cognitive aspect where the child has interpreted the meaning of teachers’ direction. So,when the children has understood instructions from a teacher, for example ‘Go get the map!’ and then the students get the map directly. Next ‘Go get the material!’ and then the students go get the material directly. So, that’s the speaking skill assessment in cognitive aspect where the children has interpreted the meaning of teachers’ direction. Second is affective aspect, where

the children love to play and do new thing and they interest in relevant activity for them. Yaah.. this is in the Montessori method, where the child is given the freedom to do or to play the Montessori material they want in accordance with relevant activity. That's the point for assessment. Third is psychomotor aspect. Where the children can learn to do something. They learn English with their teacher in the school or with their parents at home and has skill in using English when they interaction with their teacher or interlocutors. So, in this assessment speaking skill for young children no need fluency, no need comprehension, no need grammar, pronunciation and vocabulary, because those are for adult or for primary students. That's in my opinion"

In the assessment speaking skill for young learner, six aspects of speaking skill assessment by Brown were not used. For young learner there were three aspects to assess their speaking skill. There are cognitive aspect, affective aspect and psychomotor aspect.

B. Data Analysis

After collecting the data from the three instruments the writer analyzed that the Montessori method is one of the methods that can be used to teach speaking for young learner. In Montessori method there were several areas including language area. Sandpaper letter and vocabulary card in the language area were commonly used to teach speaking for young learner. Those media can make teaching speaking easier. The following are the stage by stage of data collecting used the three instruments.

Lesson plan as a documentation was the first step collecting the data. Where the lesson plan to be a teachers' guide in teaching learning session. Lesson plan are made one until two weeks before the class with under headmaster supervision. Teacher used the lesson plan so that learning is planned and organized. While the writer used the lesson plan as a guide in observation classroom.

The interview session is taken after the class on the day two. There were six questions asked to the teacher. From the teachers' interview, obtained the data that The Montessori method have five learning area with carrying 'the follow child' concept. That is why, at *Rumah Ilmu* this method was adapted. The condition of the school which is in the middle of village, the teacher used *Bahasa* after used the English. So that the students understand what the teacher says.

This method is used so that the students would not get bored quickly when learning process but sandpaper letter and vocabulary card cannot be used in large class because very limited media size. Three aspects to assess for speaking skill for young learner, there are cognitive aspect, affective aspect and the last is psychomotor aspect.

Based on the data taken from three instruments step by step of the teachers' stage in implementing the Montessori method were the first, one until two weeks before the class starts the teacher prepared a lesson plan well. Where lesson plan is used for lesson planning as well as teachers' guide in teaching. Then the lesson plan is asked for approval from the principal. After obtained approval from the principal, the teacher prepares the material and media that will be used in learning process. When teaching, the teacher used well prepared material and media. With the initial 'the follow child' concept, in the learning proses as much as possible students will be made by the teacher to feel like they are not learning in the classroom. They would not get bored quickly. In assessment, there were three aspects to assess the student's speaking skill. The first one is cognitive aspect, second is affective aspect and the last is psychomotor aspect.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research finding, the writer discovered that Montessori is one of methods for teaching speaking that carries the ‘follow child’ concept, where the students are allowed to explore while under supervision and pay attention to the manner. Montessori method have five areas learning: Exercise of Practical Life or EPL area, math area, sensorial area, cultural area and language area. In language area there were learning media sandpaper letter and vocabulary card. Both were learning media that can be used for learning speaking skill. In addition, the teacher modified this method by using *Bahasa* after giving instructions using English.

The Montessori method made easier for teachers to teach. The learning media is also applicable and easier to implementing. But those learning media in the Montessori method cannot be used in the large class because limited size media. That is why the Montessori class contains only a few children. Between five until ten students per class. That is effective in learning for young learner, because remembering the child’s focus in learning is short time.

B. Suggestion

Montessori method was applicable for teaching young learner because that method was children friendly, simple and easy to apply for the teacher. The children do not feel under pressured; they feel like they do learn and enjoy. From

the conclusion, the writer has suggestions for teachers of young learners. Many children are overwhelmed with learning language using the old method, so use this method to make children are happy when they are learning English.

APPENDICES

INSTRUMENTS

1. Lesson plan

LESSON PLAN

Monday, 30 November 2020

Time	Activity	Procedure
Before school	Greet students	Smile to each students, show them where to put their backpack
5 min.	Attendance	Call their name out, welcome students again with a smile
15 min.	Circle time	Sing a song, make a journal
30 min.	Language area	Using media the Sandpaper letter
10 min.	Feedback	Review about the material and give the students feedback

LESSON PLANS

Thursday, 1 December 2020

Time	Activity	Procedure
Before school	Greet students	Smile to each students, show them where to put their backpack
5 min.	Attendance	Call their name out, welcome students again with a smile
15 min.	Circle time	Sing a song, make a journal
30 min.	Language area	Using media the Vocabulary card
10 min.	Feedback	Review about the material and give the students feedback

2. Classroom Observation

In this part, the writer uses the lesson plan as a document to know whole the learning process. The table below is observation check list based on the lesson plan as a guidelines' writer does the observation.

Sand paper letter

No	Activities	Yes	No	Note
1.	The teacher shows the sand paper and sound it using the phonic.			
2.	The teacher invites the children to do the same.			
3.	The teacher gives the review and the feedback to the children.			

Vocabulary cards

No	Activities	Yes	No	Note
1.	The teacher shows the vocabulary cards and sound it.			
2.	The teacher invites the children to do the same.			
3.	The teacher gives the review and the feedback to the children.			

The guided of classroom observation above use to observe and identify the learning process of how is Montessori method apply in teaching speaking for young learner. The writer will taking note while the teacher teaches using the sandpaper letter and vocabulary cards.

3. Interview

The interview session is used to know how the teacher use the Montessori method in teaching speaking for young learner. The interview will conduct after the writer does the observation classroom. The writer has provided the question to ask the teacher.

Research Question	Indicators	Questions
How is Montessori applied in teaching speaking to young learner.	The teacher use the Montessori as a method in teaching speaking for young learner.	<ol style="list-style-type: none"> 1. Apa yang dimaksud metode Montessori menurut pandangan sebagai pendidik? 2. Bagaimana cara/step Bapak/Ibu menggunakan media <i>Sandpaper letter</i> dan <i>Vocabulary card</i> untuk mengajar keterampilan bahasa pada anak usia dini? 3. Apa kesulitan Bapak/Ibu dalam menggunakan media tersebut? 4. Bagaimana solusi Bapak/Ibu dalam mengendalikan kesulitan tersebut? 5. Apa tanggapan anak anak ketika belajar dengan media belajar tersebut? 6. Dalam berbahasa Inggris untuk anak usia dini apakah di perlukan 5 aspek penilaian <i>speaking skill</i> seperti <i>fluency</i>, <i>comprehension</i>, <i>grammar</i>, <i>pronunciation</i> dan <i>vocabulary</i>?



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: kip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN

Nomor : 253/SK/D/FKIP/II/2021

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.
- Memperhatikan : Pendidikan Universitas Pakuan.

MEMUTUSKAN

- Menetapkan : Mengangkat Saudara
- Pertama : 1. Dra. Atti Herawati, M.Pd
2. Istiqlalah N. Hidayati, M.Pd

Sebagai pembimbing dari:

Nama : SYIFA FADLINA

NPM : 031114005

Program Studi : PENDIDIKAN BAHASA INGGRIS

Judul Skripsi : THE IMPLEMENTATION OF MONTESSORI AS A METHOD FOR TEACHING SPEAKING TO YOUNG LEARNER

- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
 Pada tanggal 03 Februari 2021
 Dekan,

Dr. Entis Sutisna, M.Pd.
 NIP : 1. 1101 033 404

Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2383/WADEK I/FKIP/II/2021

22 November 2020

Perihal : Izin Penelitian

Yth. Kepala Sekolah Rumah Ilmu
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : SYIFA FADLINA
NPM : 031114005
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 30 November s.d. 1 Desember 2020 mengenai: THE IMPLEMENTATION OF MONTESSORI AS A METHOD FOR TEACHING SPEAKING TO YOUNG LEARNERS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Sandi Budiana, M.Pd.
NIK : 11006025469

BIBLIOGRAPHY

- Brown, H. D.(2004). Language Assessment: Principles and Classroom Practices.San Fransisco State University.
- Daniel, J. (2018). The Whole-Brain Child. New york
- Galinsky, Elen and Judy D. (1988). The Preschool Years, New York : The Random House Publishing Group.
- Harris, D. (1974). Testing English as a Second Language. New York: Mc. Graw. Hill Book Company.
- Maria, M. (1949). The Absorbent Mind. Italy
- Maria, M . (1936). The Secret of Childhood. Italy
- Nation, P. (1997).Vocabulary size, text coverage and word lists” . In : Schmitt, N. & McCarthy, M.(eds.) Vocabulary: Description ,Acquisition and Pedagogy. Cambridge University Press.
- Paramita, V. D.(2006). Jatuh Hati Pada Montessori. Yogyakarta : B First
- Simone, D. (2019) . The Montessori Toddler : A parent’s Guide to Raising a Curious and Responsible Human Being. New York
- Sugiyono. (2011) . Metode Penelitian (Pendidikan Kuantitatif, Kualitatif dan R & D). Bandung : Alfabeta