

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

As an international language, English is now learnt by many more people across the world. As the consequence, there are developments of teaching English, especially to those whose first language is not English. Teaching English language involves the skills of listening, speaking, reading and writing. The oral expression can be acquired from listening and speaking meanwhile written expression can be acquired from reading and writing. One of the basic skills that is able to make the children become active and can construct new knowledge is reading because it is about comprehension. Linse (2006, p. 71) says, “Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher order thinking skills and is much more complex than merely decoding specific words”. Teaching reading for students who use English as a Foreign Language (EFL) is different from students who use English as a second language (ESL). In Indonesian context, it is probably more difficult to teach Indonesian students how to read in English.

But in Singapore National Academy, one of international schools in Surabaya, English is fully used in terms of both communication and classroom instruction, means that all the students and teachers communicate each others by using English as long as they are around school areas (class, canteen, office, etc). The handbooks and

all the story books for the students are written in English. There are two aspects why reading has to be taught in the Kindergarten level, biological and social aspects. Biologically, Kindergarten students are the children at the age of 4 to 5 years old, where these ages are a good time to stimulate their mind to absorb many things from their surrounding.

Biologically, the children ages 0-6 years old are in the part on his absorbent (conscious) mind, which will retain that sort of embryonic power of absorbing without fatigue. They can learn writing, reading, fundamental ideas of numbers, and many other things besides, spontaneously and without fatigue. (E.M Standing, 1957, p. 36)

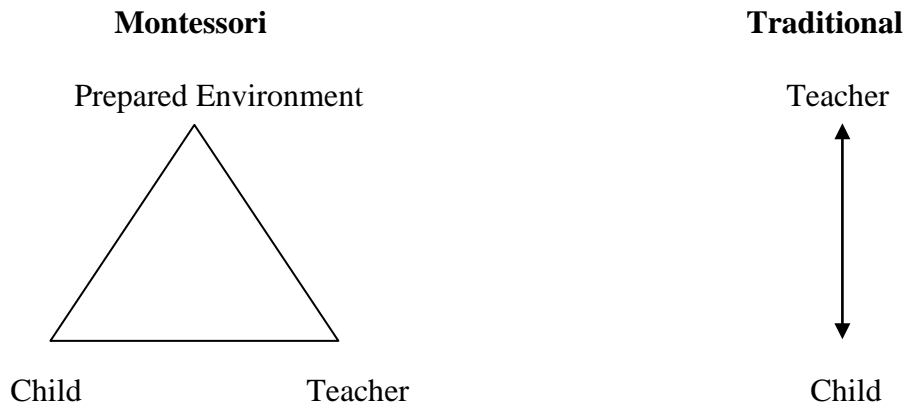
In social aspect, reading has already become one of integrated subjects to be taught at school that should be done until it gives a good result.

In school the teachers recognize clearly the attainment of competence in reading is a major objective which must be accomplished if the rest of the programs is to be effective. The school is supplied which textbooks in English, social studies, science, arithmetic, spelling, etc.; with reference of books such as an ever-increasing variety of story books and factual books. Until the children are able to use these tools of learning, their educational opportunities are limited. Children must learn to read so that they can read to learn.” (Harris, 1962, p. 22).

For those reason, the teacher takes the change to start teaching reading for kindergarten students.

Singapore National Academy is a school that adopts Montessori Method in teaching learning process. Montessori is a child-centered teaching method based on the child development theories originated by Maria Montessori who born in 1870 in a small town in Italy. This method assumes that children are born with intelligence, they simply learn in different ways and progress at their own rate. Montessori model

consciously teaches to be kind and peaceful. Montessori model is designed to recognize and deal with different learning style, helping the students learn to study most effectively. To make an analogue, Montessori Method can be shown as a triangle with three corners.



In traditional method, there is only one relation between teacher and child, and mostly teacher is more active than the child during learning process. In Montessori method, there are three points that support and connect each others, the point that makes different is about prepared environment. In the prepared environment, the Montessori work is divided into five areas, and those are:

1. Practical Life
2. Sensorial Arts
3. Mathematics
4. Cultural Arts (Botany, Zoology, History and Geography)
5. Language (Reading, writing, speaking)

However; the writer focuses only the observation on reading major. In fact, the interesting point that happens in this school is about starting to teach the children in

kindergarten 1 level how to read in English. This school teaches the children to read as the beginner and chooses phonics reading as the way in teaching to read and introducing them about letters and sounds to help the students to get easier understanding. Phonics reading is a concerned with teaching letter-sound relationship only as they relate to learning to read (Heilman, 2002, p.1). As stated by Seldin (2008), phonics is the way of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and especially syllables. It is based on letters and sounds. Phonics reading is a road map to reading and the code to deciphering the written word. Once children know phonics they should be able to read anything. Also, phonics helps the children become independent, because when they know how to use phonics it means that they can identify many words in text without any help from the teacher.

For the beginner, the most difficult part of teaching reading is how to make the children perceive and remember the word symbols. Teaching reading for kindergarten as the beginner might be delivered in a simple and fun way. There are many kinds of teaching material which are useful to teach reading. The materials provided can be one as a fun way to teach the children in a fun way, and also encourage them to be more active as they have visualization in mind. The materials provided in schools are usually designed to meet the needs of a majority of the students (Staiger, p.61). Professional materials for teaching are often available from ministers of education or teaching teacher-training institution. Because SNA school is adopted Montessori, thus the teaching materials basically are provided under the Montessori materials.

Besides material, the other things that are being a consideration are teacher and the teaching techniques used in delivering lesson to the students. Teaching techniques are variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, p.16). Different teachers have different techniques in different level they teach of. Here, the teacher plays crucial role. The way they implement the techniques, it might help the students to learn and get better understanding about what the lesson about. In this study, the writer would like to investigate more about the teaching techniques used by the teacher to teach kindergarten 1 students in Singapore National Academy School.

## **I.2 The Statement of the Problems**

Based on the background above, this study intends to answer the following questions:

1. What are the teaching techniques to teach reading in Montessori School?
2. How those teaching techniques are applied?

## **I.3 The Objectives of the Study**

Through this study, the writer would like:

1. To describe what teaching techniques to teach reading are in Montessori school.
2. To describe how those teaching techniques are applied.

#### **1.4 Significance of the Study**

It is hoped that the result of the study will give contribution to the teaching of reading in Kindergarten level. It is also expected that this study will give useful information about the techniques that used in teaching reading in English not only in International School, but in public schools that put reading as the individual subject and use Indonesian in its instruction. The writer also hopes that it will be one of the examples that can inform the local teacher of English subject on how they can teach reading in English.

#### **1.5 The Scope of the Study**

This study focused on the implementation of Montessori Method in teaching reading being used by one of the teachers at Singapore National Academy in kindergarten level. This study is only conducted at Kindergarten 1 Ruby class, whose teachers are Miss Genessee Sunglao as the head teacher, Miss Sisca and Miss Dyah as the co-teachers. There are 14 students whose age is around 4 to 5 years old.

#### **1.6 Definition of key terms**

In order to avoid misinterpretation and misunderstanding, some terms commonly used in this thesis are explained as follows:

a. Phonics

As stated by Seldin (2008), phonics is a the way of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and

especially syllables. It is based on letters and sounds. Phonics reading is a road map to reading and the code to deciphering the written word. Once children know phonics they should be able to read anything.

b. Teaching Techniques:

Brown (2001, p. 16) stated that teaching techniques are variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

c. Teaching Reading

Teaching children how to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. (Linse, 2006, p. 69).

d. Kindergarten Students

Kindergarten students can learn fast and seem to remember everything. They are excited about learning something. Because they are so quick to learn, teachers will take this opportunity to teach the students to read. It is easy to do and they can absorb everything that the teachers teach them. (Staiger, p. 55)