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Susanti¹ | **THE EFFECT OF USING MONTESSORI METHOD AND DEMONSTRATION METHOD ON STUDENTS' ACHIEVEMENT IN PRONUNCIATION AT PRIMARY 1 STUDENTS OF NAKAMURA SCHOOL MEDAN**

Abstract

Pronunciation is one of important aspects in English and one of the necessary components of oral communication. The purpose of this research is to find out Montessori Method and Demonstration Method effect on students' Achievement in Pronunciation at Nakamura School. The method of this research based on experimental quantitative research doing with using a number, statistics process and structure. The population of this research will use to the primary 1 students of Nakamura School Medan. The writer used simple Random Sampling that is subset of individuals 9 a sample (chosen from a larger set 9 a population), each individual is chosen randomly and entirely. After collecting and analyzing the data, it was found that the lowest score of pre-test in experimental group was 20 and the highest score was 40 and the mean of pre-test was 30.00 and after administrated the method of Montessori method, the researcher found the lowest score of students' pronunciation was 40 and the highest score was 80 and the mean of post-test was 61.43. It means that there was 20 (40-20) difference of the lowest score in pre-test and post-test. The mean score of the pre-test was 30.00, and the post-test is 61.43 ($61.43 - 30.00 = 31.43$). It can be concluded that the students' scores in pre-test of experimental group was smaller than post-test, which was using Montessori method. The lowest score of pre-test in experimental group by Demonstration method was 10 and the highest score was 30, and the mean of pre-test was 22.86. After post-test was administered, the lowest score in experimental group was 50 and the and the highest was 80 and the mean of post-test was 61.43. The lowest score significantly improved. It means that the difference of the score was 50 ($100-50$). It also happened to the highest score, 80 improved to 100 ($100-80 = 20$). It means that the difference of the score was 30. The mean of pre-test was 22.86 and post-test was 61.43 ($61.43 - 22.86 = 38.27$). It can be concluded that the students' score in the experimental group which was taught by applying Montessori method was significantly different and the students' score in pre-test of experimental group was smaller than post-test, which was Demonstration method.

Keyword: Pronunciation, Montessori Method, Demonstration Method.

Abstrak

Pengucapan adalah salah satu aspek penting dalam bahasa Inggris dan salah satu komponen penting dalam komunikasi lisan. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Metode Montessori dan Metode Demonstrasi terhadap Prestasi Pelafalan siswa di Sekolah Nakamura. Metode penelitian ini didasarkan pada penelitian kuantitatif eksperimental yang dilakukan dengan menggunakan angka, statistik proses dan struktur. Populasi penelitian ini adalah siswa SD 1 Sekolah Nakamura Medan. Penulis menggunakan Simple Random Sampling yaitu subset dari individu-individu yang berjumlah 9 sampel (dipilih dari himpunan yang lebih besar 9 suatu populasi), setiap individu dipilih secara acak dan seluruhnya. Setelah mengumpulkan dan menganalisis data, ditemukan bahwa skor pre-test terendah pada kelompok eksperimen adalah 20 dan skor tertinggi adalah 40 dan rata-rata pre-test adalah 30,00 dan setelah diberikan metode metode Montessori, peneliti menemukan skor terendah pengucapan siswa adalah 40 dan skor tertinggi adalah 80 dan rata-rata post-test adalah 61,43. Artinya terdapat selisih 20

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(40-20) nilai terendah pada pre-test dan post-test. Nilai rata-rata pre-test adalah 30,00 dan post-test adalah 61,43 ($61,43 - 30,00 = 31,43$). Dapat disimpulkan bahwa nilai siswa pada pre-test kelompok eksperimen lebih kecil dibandingkan post-test yang menggunakan metode Montessori. Nilai pre-test terendah kelompok eksperimen dengan metode Demonstrasi adalah 10 dan nilai tertinggi adalah 30, serta nilai rata-rata pre-test adalah 22,86. Setelah dilakukan post-test, skor terendah pada kelompok eksperimen adalah 50 dan skor tertinggi adalah 80 dan rata-rata post-test adalah 61,43. Skor terendah meningkat secara signifikan. Artinya selisih skornya adalah 50 ($100-50$). Begitu juga dengan skor tertinggi, 80 meningkat menjadi 100 ($100-80 = 20$). Artinya selisih skornya adalah 30. Nilai rata-rata pre-test adalah 22.86 dan post-test adalah 61.43 ($61.43-22.86= 38.27$). Dapat disimpulkan bahwa nilai siswa pada kelompok eksperimen yang diajar dengan menggunakan metode Montessori berbeda secara signifikan dan nilai siswa pada pre-test kelompok eksperimen lebih kecil dibandingkan post-test yang menggunakan metode Demonstrasi.

Kata Kunci: Pengucapan, Metode Montessori, Metode Demonstrasi.

INTRODUCTION

Language is a system of communication used by a particular country or community. Language, as an instrument of human collective thought, was the human power that transformed the raw environment into civilization. While all humans possessed the general power to absorb and acquire language, a particular language was the key element in defining and making a particular human group distinct. Language skills can be taught early, where language skills are a means to communicate both verbally and in writing through interaction with the environment. According to Richards, et al (1986:130), language is viewed as a vehicle or tool for communicating messages and meaning. Language is used in a group of civilization. To mastering the language, we have to understand and learn about four skills of important that has relation one another. English is a part of language which has important thing for most people.

In English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. All skills in English are essential because all these skills relate to each other. Most of people only need English as a speaking skill. English speaking skill is important to be able to practice in the wide world of work. According to Nunan (2005:47), Speaking is important in children's overall language development in which children learning English as their native language spend time developing speaking skills. Speaking skills serves students to be able to communicate their opinion, feeling and expression and no limitation of different native language, culture, and country. Speaking is part of pronunciation, when students speak in English they have to be able to pronounce the word or the sentences.

Pronunciation is one of important aspects in English. Celce-Murcia (1996: 8) states that intelligible pronunciation is one of the necessary components of oral communication. As a foreign language, English is considered difficult to pronounce since there are differences between the symbol and it sounds. In many cases, students understand the meaning but find difficulties to express the word on spoken language, because it is very different between how to spell and to pronounce the word. As stated by Harmer (2000: 183) "Made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English". It means that the better of pronunciation and the better we understand the meaning. Pronunciation is also the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). In real-world speaking, pronunciation is just one among many things that we have to think about. Vocabulary, grammar, the ideas we want to express, and the appropriate degree of politeness and formality also occupy our attention. When students speak in English, they have to master how to pronounce the words to make other people understand what the students talk about. Students should have good pronunciation so that what they express can be heard clearly and understood by people they interact with. They can understand that words having different stresses have different meaning and sentences can have meaning according to how the intonation is uttered. According to James (2010), acceptable pronunciation can be understood based on the following basic levels. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences.

Based on then writer's observation as a teacher of Nakamura School, the expectation of pronunciation on students at Nakamura is not suitable to the explanation above, as foreign language learners, students often find problem with pronunciation when they speak, read, or listen to English words. It might be caused by internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, aptitude, and intelligence, while the external factors come from outside of the learners, such as the situation and condition of the environment, learning materials, and the teacher's ability in handling the English teaching learning process. When they try to have a conversation that includes the sound, however, it's much more difficult to keep producing it correctly, they can't pronounce the sound fuently. The existence of these problems, it is appropriate for educators, including teachers to think of the right method of learning to read, because the learning method is one of the determining factors in the success of a learning program.

Based on the problem above, the writer suggested to apply some methods to improve the students' pronunciation at Nakamura School. A good method is a method that could made active children continue to develop their knowledge independently, of course the method of learning to read in kindergarten has its own characteristics. One method of early learning is the Montessori method. According to Hainstock (2008,32), Montessori method is a form of learning that uses an individual approach, where children lead or organize their own learning, utilizing learning media that can be monitored and improved, if wrong by themselves, the teacher simplified monitors and oversaw capacity and style child. This method is designed to stimulate children's interest in learning, explore all the potential and abilities of children both physically and psychologically. Montessori method especially reading, allowed children to read (literate) gradually. Props or games designed to support abstract learning through sensory experience. Interaction with props could introduced, strengthen children's memories of letters and words and provided concrete foundations for building abstract knowledge. Children continued to be challenged with interesting and increasingly complex material and training, paying attention to the uniqueness of each child and avoiding formal schooling until the child's learning foundation is truly solid.

Demonstration method could be helpful for teacher in teaching how to read for kindergarten students. According to the Barton, et al. (1976: 157), the demonstration method; when properly selected and used, may be very effective. It is not universal method; however, demonstration method is most likely to be successful (1) in teaching operative skills (2) in developing understands, (3) in showing how to carry out new practice, and (4) in securing the acceptance of new and improved ways of doing things. After the demonstration has been applied in teaching learning process, students developed more understanding of a procedure or steps in doing something.

Based on the explanation above, the writer would like to conduct a research entitled: The Effect of Using Montessori Method and Demonstration Method on Students' Achievement in Pronunciation at Primary 1 Students of Nakamura School Medan.

METHOD

The method of this research based on experimental quantitative research doing with using a number, statistics process and structure. It was use to compare two types of treatment by using two ways of observation, they were pre-test and post-test. In the design, the samples consist of two classes, the experimental group would teach how to handle the pronunciation of students through Montessori method and Demonstration method. The writer chose two classes of Primary 1 Students of Nakamura School which is at the same number of students. The classes are divided into experimental group and control group. The population of this research will use to the primary 1 students of Nakamura School Medan. The writer used simple Random Sampling that is subset of individuals 9 a sample (chosen from a larger set 9 a population), each individual is chosen randomly and entirely. Simple random sampling is the basic type of sampling, the principle of simple random sampling is that every object has the same possibility to be chose, there were two classes for sample, the sample of this study are 21 (7 students in each class) students on the P1 students at Nakamura School. The instrument of research The data would be collected by giving the reading test (oral test) in Montessori method and Demonstration method as an instrument. The students would test by asking them to read aloud their own text and practice activities in groups. The writer would test the vowel and consonant. The scoring system would be taken by the writer. The research procedure described the teaching learning process in experimental group and

control group. The procedure for collecting data were divided into three part, they are: pre-test, treatment, and post-test. After collecting the data from the test, the data would be calculated by using t-test. The following procedures will be implemented to analyze the data: Scoring the students' speaking test, Tabulating their score in two tables, first for the control groups' score and second for experimental scores. Scoring the percentage of the students' score, Score frequency table is used to know the most score achieved by the students and percentage of the students' score.

RESULT AND DISCUSSION

After collecting and analyzing the data, it was found that the lowest score of pre-test in experimental group was 20 and the highest score was 40 and the mean of pre-test was 30.00 and after administrated the method of Montessori method, the researcher found the lowest score of students' pronunciation was 40 and the highest score was 80 and the mean of post-test was 61.43. It means that there was 20 (40-20) difference of the lowest score in pre-test and post-test. The mean score of the pre-test was 30.00, and the post-test is 61.43 ($61.43 - 30.00 = 31.43$). It can be concluded that the students' scores in pre-test of experimental group was smaller than post-test, which was using Montessori method.

The lowest score of pre-test in experimental group by Demonstration method was 10 and the highest score was 30, and the mean of pre-test was 22.86. After post-test was administered, the lowest score in experimental group was 50 and the and the highest was 80 and the mean of post-test was 61.43. The lowest score significantly improved. It means that the difference of the score was 50 (100-50). It also happened to the highest score, 80 improved to 100 ($100-80 = 20$). It means that the difference of the score was 30. The mean of pre-test was 22.86 and post-test was 61.43 ($61.43 - 22.86 = 38.27$). It can be concluded that the students' score in the experimental group which was taught by applying Montessori method was significantly different and the students' score in pre-test of experimental group was smaller than post-test , which was Demonstration method.

Discussion

The purpose of this study is to know that applying Montessori method and Demonstration method have significant effect on students' pronunciation skill. Relating to the purpose of this study, the researcher applied the method and the study found that applying Montessori method and Demonstration method have significant effect on students' pronunciation skill. There was different effect between applying conventional method, in using Montessori method and Demonstration method on students' pronunciation skill. The researcher presented the data by using tables that could be seen in chapter IV. The table showed the result of the study. In the table, the researcher showed the score of students in control group and experimental group. The score of students in control group can be seen in pre-test and post-test, and then the score in experimental group by applying Montessori method and Demonstration method also could be seen in the table. The researcher separated the table of control group, Montessori method and Demonstration method. Based on the data above, both of the methods are similar and have more significant effects on students' pronunciation. It can be seen from the result of the study.

By applying Montessori Method the students could pronoun and communicate the word orally. In applying Montessori method, the students could understand the sound of the word in different symbols.

In conducting this research, the researcher applied two major steps, those were pre-test and post-test. In pre-test the researcher gave assignment to the students to give their argumentation of the topic and gave score to the students. The researcher knew the students' pronunciation skill after scoring the students' pronunciation skill by giving the tasks in the class. After knowing the scores of students in pre-test, the researcher gave solution by applying methods. After teaching the students by Montessori method and Demonstration method, the researcher gave post-test to the students. The conversation are scored by the researcher to get the students' score and then it would be known that applying Montessori method and Demonstration method affected the students' pronunciation.

After conducting the research, the researcher stated that using Montessori method and Demonstration method are very appropriate to be applied by the English teacher at SD NAKAMURA SCHOOL to the students' pronunciation. English teachers have to motivate the students, explain clearly about the topic. The findings of this study also could be made as the reference to conduct the next

research at SD NAKAMURA SCHOOL, especially when other researchers want to conduct research of students' pronunciation problem. The students also could apply Montessori method and Demonstration method in speaking skill, and it would be easy to understand that topics by applying the appropriate methods.

CONCLUSION

Action research is a research design that has, as its main goal, to improve students' pronunciation. The first step is to recognize a 'wondering' and as is the case in this study, enter into an active participant role within the research. The most reliable way to know how well an educational approach (Montessori Method) will work in context with young children is to apply it and demonstrate with it. Researcher reflexivity was an important part of this project, as it is in most education settings. It is a common practice among educators at all levels of education, even if the specific terminology is not known. Reflections allow for critical consideration of the education being provided, and occur spontaneously throughout lessons as well as through more formal means, in the reflections. Maria Montessori herself, encouraged teachers to conduct such research and did not view the roles of teacher and researcher as being in opposition to one another. The study employed the Montessori Method to teach basic vocabulary and comprehension practice through modelling language and repetition. A mixed methods approach was taken for data collection as a means of seeking validity in the study. Grounded theory was then used to code the data and identify key themes therein. Because of the variety of data collected, the presentation of data also varied. We turn now to the individual language journeys of the participants gathered through 'observations,' field notes, and reflections.

This thesis is similar to the language journeys of the participants in this study. It is not linear and no definite answers have been provided. Salman Rushdie, one of my many favourite modern writers of fiction, is credited with having said 'throughout human history, the apostles of purity, those who have claimed to possess a total explanation, have wrought havoc among mere mixed-up human beings.' As stated before, this study is intended to be a first step in implementing pronunciation within a particular educational context. The explanations and discussions herein are incomplete and sometimes fractured. We are imperfect, but it is our responsibility as global citizens to improve schools or institutions when and where we can. In a world that tends to value the end result in education more than the process, it was of the utmost importance to demonstrate here that both the end result and the learning process can be given equal importance without jeopardizing one or the other.

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