

Analysis Of The Montessori Method In Beginning Reading Skills Of Indonesian Subjects In Of Students Sd Negeri 1 Jatiwaringin

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Abstract. The Montessori method is a method in the realm of child development education and is formulated based on Montessori theory. This method emphasizes the activities that are raised by the child by emphasizing the process of adapting the child's learning environment according to the stage of development. Mastery of reading skills in schools is one of the language competencies that must be taught. This study aims to describe how the Montessori method improves beginning reading skills in SD Negeri 1 Jatiwaringin students. This research method uses descriptive qualitative with data collection techniques in the form of oral, written test results, interviews and direct observation. The Montessori method seeks to help students develop cognitive, psychomotor, and affective abilities in students, by enabling children to learn according to their level of development.

Keywords: *Montessori method, Beginning reading skills, Elementary school students.*

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INTODUCTION

Education is a very important thing to shape and develop the potential that exists in every human being. Education is a conscious and planned effort in creating a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by them in the life of society, nation and state. (Law No. 20. Year 2003).

One of the efforts in the field of education that students can develop in their learning activities is to learn 21st century skills which include 4 C skills, namely creative thinking, critical thinking and problem solving, communicating (communication), and collaboration (collaboration). By having these skills, students are expected to be able to improve their quality in order to be able to compete in the current era of globalization.

For this reason, through education, humans can develop all aspects of their lives, including learning languages. Indonesian is one of the subjects that occupies an important position to be taught in schools. Language skills in the scope of education are divided into four aspects namely: listening skills, speaking skills, reading skills, and writing skills (Tarigan, 1995; Yanti et al., 2018).

Everyone needs to have reading skills. Reading skills need to be instilled from an early age because reading is a necessity. Reading is the heart of education (Farr in Annisa, 2017). In line with the opinion (Rahman, 2018:1), reading is a very important activity. Reading a lot makes one's skills to understand the text better, but reading is also a problem that has not been fully resolved, St. Yn (Yundayani, et.al., 2020). Slamet (2009: 98) says that reading requires skills because it requires continuous, continuous and serious exercises. According to Hartati and Cuhariah (2015 in Puja Bakti 2021) it is stated that reading is a process of pronouncing writing to get the content contained therein.

The initial reading process relates to the elements of written language which are learned and integrated into words. Suastika in Rahman (2020) states that reading at the beginning of the emphasis lies in the process of learning the sounds and letters of written language, syllables and letters. In order for students to be able to read fluently and accurately, students must master letter recognition, be aware of phonological and phonemic aspects, master alphabetic principles and have good vocabulary mastery, so that they can have the basic skills to understand the lessons they will learn. And in line with the opinion (Munawir, 2005: 134, in Adharina, 2016) reading is an auditive and visual activity to get the meaning of symbols in the form of letters or words which includes the process of decoding or technical reading and understanding processes.

Referring to the findings of Bowman (2013) who conducted research on the Montessori method by comparing two class groups in which one group was given the Montessori teaching method while the other group did not obtain the result that by using the Montessori method students could improve their reading skills. In line with the findings of Azkia and Nur Rohman (2020) who conducted research on the Montessori method in improving the beginning reading of low grade students, it shows that this method can improve students' reading abilities and students can also overcome limitations that exist in recognizing letters. This method can also be used to assist students in developing cognitive, affective and psychomotor abilities contained in students so that students can learn according to their level of development.

The Montessori method is a method that has been applied abroad for a long time but is relatively new in the world of education in Indonesia which in its studies is believed to be able to assist teachers in beginning reading learning. With its gradual and contextual syntax accompanied by concrete learning concepts, the Montessori method can be applied in beginning reading learning.

Based on the results of interviews with the class 1 homeroom teacher, the teacher said there were still a few difficulties in compiling assessment instruments and determining the right method for beginning reading skills and from the results of direct observations of students showing that the initial reading abilities of SD Negeri 1 Jatiwaringin students were different, students who already fluent in reading will be easy to follow the learning process. Conversely, students who are not fluent in reading will find it difficult to follow the learning process. This can result in learning outcomes that are still below average. Based on the existing problems the researcher wants to help the homeroom teacher in class 1 in compiling assessment instruments to analyze the extent to which students' understanding and accuracy of vocabulary in beginning reading includes: Understanding of language symbols (letters) vowels, Understanding consonant language symbols (letters), reading patterned words, reading words. And to examine what are the factors that hinder beginning reading in Grade 1 Elementary School.

From the description above, the researcher was encouraged to conduct research with the title "READING SKILLS FOR BEGINNING OF INDONESIAN SUBJECTS IN ELEMENTARY SCHOOL STUDENTS". Of course, these reading skills must be trained and taught so that students are able to understand what they read. Learning to read can begin with initial reading activities in low grades which are then continued with learning to read comprehension in high grades.

METHOD

The method used in this study is a qualitative descriptive method, which is research that is intended to investigate the circumstances, conditions or other matters already mentioned, the results of which are presented in the form of a research report, in this study the researcher does not change or add to the object or research area. The research was conducted on 20 grade I students at SDN 1 Jatiwaringin, Perenggean District, East Kotawaringin Regency, Central Kalimantan Province.

DISCUSSION

1. The Montessori Method

The Montessori Method Maria Montessori was a pioneer figure who discovered the Montessori method. In this case the Montessori method is based on the theory of child development. The Montessori method is a method that is applied to children who are in lower grades, this method is part of the development of educational theories which are accompanied by theories of child development. Basically this method prioritizes the stages of child development.

The method emphasizes more on the activities shown by the child with the help of materials or tools that are designed and emphasizes the process of adapting the child's learning environment according to their level of development. In this case the physical activity that is carried out plays a very important role in helping the process of absorbing learning concepts and gaining practical skills.

In this case Montessori stated that education must go according to the development of children based on a certain age by paying attention to the stages of individual child development (Montessori, 2008). Montessori identified the general developmental period into three parts:

- a. Absorbent mind (0-6 years).
In this period of absorbent mind, children are able to absorb information quickly and create understanding concepts through environmental experiences, use language, and emerge slowly refined, and continuously developed
- b. Age period 6-12 years (second period),
Montessori is referred to as the period of childhood
- c. Age period 12-18 years (third period). The third period, along with the teenage years, there is a considerable physical change and towards perfect maturity. During adolescence, each individual will try to understand their social and economic roles by trying to find their position in society.

2. Beginning Reading

Tzu in Ahmad Susanto explains that reading is an ability to translate a letter symbol into a sound combined with several words, so that the words that have been composed can be learned and understood (Susanto, 2011).

As for Steinberg in Ahmad Susanto, he explained that early reading is a reading activity that is taught programmatically to children, focusing on complete and meaningful words in the child's personality, through the concept of games and various interesting activities used as intermediaries in the learning process.

Based on some of the opinions above, it can be understood that reading the beginning in this paper is an effort made by children to pronounce each symbol (letter) which is taught in a designed way through activities and activities that are interesting to children as learning intermediaries.

As stated by Rubin in Slamet regarding the activities carried out in the practice of teaching reading, including: (1) phoneme awareness (language sounds), (2) speech improvement (3) the relationship between letters is a prerequisite for being able to read, (4)) distinguishing sounds is important in language acquisition, especially reading, (5) memory ability, (6) distinguishing letters, (7) left and right orientation, (8) comprehension skills, and (9) vocabulary mastery (Slamet, 2014). Learning to read in elementary schools is intended for grade 1 because this class is included in the low class category in Indonesian language subjects which prioritizes aspects of improving reading skills and initial writing skills. while for the high class emphasizes improving oral and written communication skills. Beginning reading in learning to read well is learning to read based on children's needs by considering the abilities that children already have.

3. Stages of Beginning Reading

In the early stages that were carried out were interviews with the Class 1 Homeroom teacher about Beginning Reading lessons, and about the assessment instruments. The researcher's interviews concluded that the teacher experienced some difficulties in making assessment instruments and determining the appropriate method for beginning reading. As well as students having difficulty when reading vocabulary and reading consonants of a text are not understood, so that they have difficulty spelling sentences. Most of the students seemed disinterested, sleepy and inattentive when the teacher gave them reading texts.

The indicators used as guidelines for the oral test instrument using a checklist observation sheet include:

Table 1. instrument using a checklist observation sheet include

(1) Ability to pronounce vowel sounds	Be Read a i u e o	Reads	Score
(2) The ability to pronounce consonant sounds	Read: b c d f g h j Read: k l m n p q r Read: s t v w x y z		
(3) Ability to spell 1 consonant letter and 1 vowel letter	Read: Ba, Ca, Di, Ku, Tu, Ja, Bo, La, Mi, Pi		

(1) Ability to pronounce vowel sounds	Be Read a i u e o	Reads	Score
(4) the ability to spell 1 vowel 1 consonant	Read: As, Is, In, Em, Om, Us, Am, En, Or, Im		
(5) Ability to spell open syllables (consonants-consonants).	Read: Mic, The, Jam, Pir, Net, Jas, Bis, Tas, Jok, Bar		
6) Ability to spell open syllables (consonants-consonants-vowels)	Read: . Kutu, Tisu, Bata, Laci, Sapu, Meja, Buku, Gula, Tali, Kaki		
(7) Ability to spell different open syllables (consonants-vowels-consonants-vowels).	Read: Kasur, Lalat, Semut, Jeruk, Sawah, Becak, Gajah, Jaket, Karet, Gitar		
(8) Ability to spell closed syllables (consonants-vowels-consonants)	Read: Wortel, Gembok, Satpam, Kulkas, Bantal, Masjid, Kertas, Pinsil, Dokter, Kompor		
(9) Ability to spell syllables that contain (consonant-vowel - consonant-vowel - consonant-vowel)	Read: Kecapi, Sepeda, Boneka, Gurita, Kebaya, Perahu, Gereja, Kelapa, Lemari, pepaya		
(10) Ability to spell syllables (consonants-consonants - consonants-vowels)	Read: Bamboo, Kursi, Panci, Garpu, Pintu, Kunci, Tempe, Panda, Mandi, basmi		
(11) Ability to spell syllables (consonant vowels - consonant vowels)	Read: Piring, Guling, Kacang, Hidung, Burung, Kucing, Terong, Gunung, Kaleng, Sarang		

Furthermore, the researcher wants to examine the ability to read the beginning of spelling using the Montessori method steps (Zahira, 2019) as follows:

1. Introduction to phonics (sounds/sounds of letters) of vowels and consonants.
 - Vowels: a, i, u, e, o.
 - Consonants: b, s, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.
2. Read open syllables that end in vowels.
 - cakes (kvk)
 - eye (kvkv)
3. Read the consonant series in the middle of the syllable.
 - mb: axis, twin, bamboo.
 - mp: lamp, four, chopsticks.
 - nd: tent, marble, spoon.
 - nt: ink, rent, thunder.
 - ks: meatball, mercury, taxi,
 - nc: lock, ring, peak.
 - nj: ninja, twilight, tiptoe.
 - kt: doctor, cactus, nectar.

- rt: carrot cards, paper.
 - rb: turban, published. Napkin.
4. Read the consonant series at the end of the syllable and in the middle of the syllable.
- Ang, ing, ung, eng, ong: roasted bananas, birds, tiles, holes
 - Nga, ngi, ngu, nge, ngo: recite, talk, talk.
 - Nya, nyi, nyu, nye, nyo: mosquito, singing, turtle, silent, mistress.
5. Reading diphthong syllables.
- au: island
 - ai: smart
 - ei: strawberries

In each syllable reading exercise, the child is introduced to pictures and writing from the syllable pictures and then goes to the word list with one picture representation of the earliest word. Then proceed to read a few syllable sentences.

Preview Stage:

The teacher gives with pictures and writing from the syllable picture of the reading text that is given at the initial stage. The assessment is carried out by giving questions according to the Montessori guidelines and methods in the form of questions. Then the assessment is based on aspects of the accuracy of writing the correct pronunciation spelling.

Based on the results of the answers from 20 students, who scored between 90-100 there were 15 students who scored between 80-89 there were 2 and 3 students who scored between 70-79, these results are listed in the table below:

Tabel 2. Written Test Scores

Value Range	Total students	Percentage (%)
90 - 100	15	80
80 - 89	2	10
70-79	3	10

Students focus when the teacher gives reading text questions, then students also become more active during the stage of reviewing the results of their notes and even an attitude of competition arises among students to find more information from their colleagues. they become more motivated to make more complete and better records.

Interviews were also conducted with students about learning to read beginning with the steps they had taken. Students stated that learning in this way was more fun because they could understand and be able to read, spell and determine vowel and consonant sentences according to the method that had been given.

CONCLUSION

Based on the results of the research, it was found that the initial reading ability of grade 1 students at SDN 1 Jatiwaringin would be seen based on the students' knowledge of letters. If students are able to recognize various consonants and vowels well and fluently, it will help make it easier for students to spell. And conversely, if students are not able or their knowledge of vowels and consonants is still low, students will have difficulty entering the next stage, such as starting to spell from simple syllables to difficult syllables for students.

The steps with the Montessori Method are basically the same as other methods because they still involve the role of the teacher and students. However, the Montessori method focuses on students with the aim of developing skills and students' creativity. By carrying out stimulation monitored by the teacher, it will focus on teaching and learning activities so that children are able to develop optimally, and can increase student understanding.

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