

## ABSTRACT

Setiawan, Niko Albert. (2018). *Students' Perceptions on the Implementation of Montessori Approach to Enhance Their Vocabulary in SMP BOPKRI 2 Yogyakarta*. Yogyakarta: English Language Education Study Program, Department of Language and Art Language Education, Faculty of Teachers Training and Education, Sanata Dharma University.

A lot of learning approaches are used and developed around the world. Therefore, it is needed to see and assess those approaches. This study focused on the Montessori approach. Michael Olaf Montessori Company (n.d.) says that "there are at least 4,000 certified Montessori schools in the United States and about 7,000 worldwide". Related with the English Language Teaching (ELT), researchers have indicated that vocabulary is central to language because it does not only build cognitive system of knowledge, but also the flow of the communication (Coady & Huckin, 1997; Zimmerman, 1994). Hence, this study is intended to know the students' perceptions on the implementation of Montessori approach to improve their vocabulary.

This study was conducted to answer two research questions. The first question is "how is the Montessori approach implemented in SMP BOPKRI 2 Yogyakarta?" The second is "what are the students' perceptions on the implementation of Montessori approach to enhance their vocabulary?"

The researcher used mixed method in this study. There were four research instruments in this research namely observations, questionnaire, Focus Group Discussion (FGD), and interview. The observations were conducted in grade VII and VIII. Then, the questionnaire was distributed to 11 students in those grades. After the students answered the questionnaire, the researcher conducted FGD to five chosen students. To obtain an accurate data from the teacher, a selected teacher was invited to participate in the interview.

Moreover, the researcher crosschecked the results from each instrument to triangulate the data. Two major findings were found. First, there are six implementations of Montessori approach in SMP BOPKRI 2 Yogyakarta, namely teacher's personal guidance, prepared environment, individual time, practices and mini researches, multi-grade collaboration, and internal learning motivation. Second, based on the findings, the students have positive perceptions on the implementation of Montessori approach to enhance their vocabulary, especially on the learning activities, teacher's personal guidance, and students' awareness, motivation, and interest.

Keywords: Montessori approach, adolescent, vocabulary, SMP BOPKRI 2 Yogyakarta.

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Banyak pendekatan pembelajaran yang digunakan dan dikembangkan di seluruh dunia. Maka dari itu, kita perlu untuk melihat dan menilai pendekatan-pendekatan pembelajaran tersebut. Penelitian ini berfokus pada pendekatan Montessori. *Michael Olaf Montessori Company* (n.d.) mengatakan bahwa terdapat sedikitnya 4.000 sekolah Montessori tersertifikasi di Amerika Serikat dan kurang lebih 7.000 sekolah Montessori di seluruh dunia. Para peneliti telah menemukan bahwa kosakata itu penting karena tidak hanya membangun sisi kognitif saja, tetapi juga meningkatkan kelancaran dalam berkomunikasi (Coady & Huckin, 1997; Zimmerman, 1994). Penelitian ini bertujuan untuk mengetahui persepsi para siswa terhadap penggunaan pendekatan Montessori dalam meningkatkan kosakata bahasa Inggris mereka.

Penelitian ini dilakukan untuk menjawab dua rumusan masalah. Rumusan masalah pertama, yakni “Bagaimana pendekatan Montessori diimplementasikan di SMP BOPKRI 2 Yogyakarta?”. Rumusan masalah kedua, yaitu “Apa saja persepsi para siswa terhadap implementasi pendekatan Montessori untuk meningkatkan kosakata bahasa Inggris mereka?”.

Untuk menjawab rumusan-rumusan masalah di atas, peneliti menggunakan metode campuran. Di dalam penelitian ini, terdapat empat instrumen yang digunakan, yakni: observasi, kuesioner, *Focus Group Discussion (FGD)*, dan wawancara. Observasi dilakukan di kelas VII dan VIII. Kemudian, peneliti membagikan kuesioner kepada murid-murid di kedua kelas tersebut. Selanjutnya, peneliti memilih lima murid untuk melakukan *FGD*. Untuk memperoleh data dari guru, peneliti mewawancarai seorang guru bahasa Inggris di SMP tersebut.

Selanjutnya, peneliti mencocokkan data yang didapat dari setiap instrumen untuk mentriangulasi data tersebut. Terdapat dua hasil yang ditemukan di penelitian ini. Pertama, pendekatan Montessori diimplementasikan di SMP BOPKRI 2 Yogyakarta dalam bentuk bimbingan pribadi, lingkungan yang disiapkan dengan baik, waktu pribadi, praktek dan penelitian sederhana, kolaborasi antar kelas, dan motivasi belajar internal. Kedua, para siswa memiliki persepsi positif terhadap implementasi pendekatan Montessori dalam meningkatkan kosakata bahasa Inggris mereka, khususnya pada aktivitas pembelajaran, bimbingan pribadi, dan kesadaran, motivasi, serta ketertarikan para siswa.

Kata Kunci: *Montessori approach, adolescent, vocabulary, SMP BOPKRI 2 Yogyakarta*.