

# Proceedings

## **The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership**

Theme : Education Innovation in Globalization Practice

22 September 2020  
Postgraduate School - Universitas Negeri Medan



Supported by :



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**Schedule of The 5<sup>th</sup> Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020**  
**Postgraduate School, Universitas Negeri Medan**

**22 September 2020**

<b>(Indonesian time)</b>	<b>Activities</b>	<b>PIC/Moderator</b>
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	<b>Opening Ceremony</b> 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: <b>Prof. Dr. Syawal Gultom, M.Pd</b> (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 <b>Prof. Emmanuel Manalo</b> (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 <b>Dr. Susan Ledger</b> (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 <b>Prof. Dr. Ekkarin Sungtong</b> (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 <b>Assoc. Prof. Yuri Uesaka</b> (The University of Tokyo - Japan)	
<b>12.05 – 13.30</b>	<b>Break</b>	
<b>13.30 – 15.30</b> (pm)	<b>Parallel Session 1</b> <b>(divided to 19 parallel rooms)</b>	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	<b>Parallel Session 2</b> <b>(divide to 19 parallel rooms)</b>	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5<sup>th</sup> Annual International Seminar on Transformative Education  
and Educational Leadership (AISTEEL 2020)**

**Preface**

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga  
Rahmad Husein  
Juniastel Rajagukguk**

### *Table of Content*

<b>Title And Authors</b>	<b>Page</b>
The Effect of Learning Models and Motion Ability on Learning Outcomes of Volleyball Passing Skills for Class VIII Students of Junior High School 6, Academic Year 2019-2020 <i>Ihsan Azhari Hasugian; Julaga Situmorang; Abdul Hasan Saragih</i>	1-5
The Effect of Everyone is a Teacher Here Learning Model and Learning Style on The Economic Learning Outcomes <i>Swara Kasih Kartini Putri; Saidun Hutasuhut; M. Nasir</i>	6-10
The Effect of Learning and Creativity Models on the Economic Learning Outcomes of Grade XI Berastagi High School Students <i>Wisnu Saputra Sembiring</i>	11-16
The Effect of Learning Methods and Courage Towards The Outcomes of Learning Physical Education Students Class V Public Elementary School in Sub-District Tanah Jawa <i>Dewi Hamda M. Sirait; Albadi Sinulingga; Agung Sunarno</i>	17-22
Development of Exercise Variations Race After Lay Up Basketball <i>M.Anas Surimeirian; Tarsyad Nugraha; Rahma Dewi</i>	23-25
Development of Dribble Training Variations in The Basketball Extracurricular Club in State High Schools of Medan City 2020 <i>Riski Iman Siregar; Ardi Nusri; Agung Sunarno</i>	26-29
Development of Interactive Learning Media Basketball Games in Subjects Physical and Sports Health Education <i>Andes Martua Harahap; Imran Akhmad; Hariadi</i>	30-37
Speech Function in The News Broadcast of the Radio Kardopa Medan <i>Syukur Selamat Gulo; Amrin Saragih ; Sumarsih</i>	38-44
External and Internal Conjunctions in the News Story Text of the Jakarta Post <i>Novita Sari; Amrin Saragih; Anni Holila Pulungan</i>	45-49
Analysis of Chemical Practicum Guides for Learning Evaluation Based on the National Education Standards <i>Arfiena Fitria Berutu; Iis Siti Jahro; Marham Sitorus</i>	50-53
An Analysis of Students' Scientific Attitude on the Topic of Bryophytes in State High Schools of the Langkat Regency <i>Muhammad Syukri; Ashar Hasairin; Fauziyah Harahap</i>	54-57
Karonese Language Shift of Young Generation <i>Tita Nirmaliya Ginting ;Siti Aisyah Ginting; Anni Holila Pulungan</i>	58-62
Interruption in the Conversation on Corbuzier Youtube	63-66

<i>Devi Rahmawyta Sitompul; Sri Minda Murni; Anni Holila Pulungan</i>	
Analysis of the Determinan of North Sumatra Cofffe Exports to the United States Error Correctional Model Approach <i>Rimelda Rona Sar; M. Nasir; Muhammad Fitri</i>	67-70
The Implementation of Deception Strategy Used by Fahri Hamzah as an Indonesian People’s Representative Council in the Political Debate <i>Astari Rara Sandy; Sumarsih; Meisuri</i>	71-73
The Flouting Maxim in Social Interaction Expressed by The Characters in Zakeut Edition of Eumpang Breuh Movie <i>Asmaul Husna; Sumarsih; I Wayan Dirgeyasa</i>	74-77
How Children Acquire Lexical Acquisition <i>Dwi Astarini</i>	78-81
Translation Method in Web-Toon: True Beauty as Digital Comic by Yaongyi <i>Fitri Anisah Sitorus; Rahmad Husein; Sri Minda Murni</i>	82-86
Naturalization in Translation of English Accounting Terms into Indonesian <i>Anita Basrah; Anni Holila Pulungan; Rahmad Husein</i>	87-90
Types of Rudeness in the Classroom Context <i>Siti Sahuri; Sri Minda Murni; Rahmad Husein</i>	91-95
The Influence of Agriculture and Industry Sectorson GRPDin Serdang Bedagai Regency <i>Zuhari; M. Fitri Rahmadana; Arwansyah</i>	96-100
Analysis of Input Production of Rice <i>Hazlansyah Ramelan; Arwansyah; Rachmat Mulyana</i>	101-104
The Effect of Functional Training and Balanced Nutrition on Increasing Vo2max and Reduction of Percent Body Fat in Women Members of New Life Gym <i>Fery Juanda; Hariadi; Ardi Nusri</i>	105-107
The Translation of Cultural Words in Novel the Associate <i>Farah Frayenisari Sutara; Anni Holila Pulungan; Syahron Lubis</i>	108-112
Analysis of the Effect of Macroeconomic Variables to Joint Stock Price Index with Monetary Policy as Moderating Variables in Indonesia <i>A. Mahendra; Dede Ruslan; Sirojuzilam; Irsad</i>	113-118
Students’ Multilanguages Acquisition <i>Wikiaprian Pinim; Rahmad Husein; Siti Aisyah Ginting</i>	119-126
Pastap Game Development for Learning Badminton of the Mild Mental Retardation <i>Mulia Romadi Harahap; Sanusi Hasibuan; Isa Hidayati; Hariadi; Friska Indria Nora Harahap</i>	127-130

Types of Elicitation on Students' Engagement in Learning English <i>Wilda Novri Anisah; Rahmad Husein; Masitowarni Siregar</i>	131-133
Flouting Maxim of Humor in Digidoy Comic Strips <i>Yanti Hidayani Hasibuan; T. Silvana Sinar; Rahmad Husein</i>	134-136
Improvement of Mathematical Communication Skills and Student Learning Motivation Through Realistic Mathematics Education Approaches <i>Sari Arta Simanjuntak, Waminton Rajagukguk, Yulita Molliq Rangkuti</i>	137-140
Taboo Words in Rap Song Lyrics <i>Nurul Khoiriyah Hasibuan; Amrin Saragih; Rahmad Husein</i>	141-143
The Technique of Montessori Method to Investigate Reading Achievement at Preschool <i>Sofiah Rahmah Nst; Rahmad Husein; Masitowarni Siregar</i>	144-146
Analysis of Academic Supervision of Principal to Improve Teachers' Basic Teaching Skills at SMK Swasta Harapan Mekar 2 Medan <i>Fahmi, Prof. Dr. Zainuddin, M.Pd, Dr. Irwandy, M.Pd</i>	147-150
Ritual Ngumbah Keris in Javanese Society (Study on the Javanese community in the Kuala Silo Bestari sub-district, North Tanjungbalai district, Tanjungbalai City) <i>Syuhady Witana; Ichwan Azhari; Pujiati Chalid</i>	151-153
The Effect of Literature Circle and Students' Interest on Students' Reading Comprehension Achievement <i>Siti Soleha; Rahmad Husein; Zainuddin</i>	154-158
The Development of Game Based on Basic Motion Learning Model in SD Brigjend Katamso Medan <i>Iswanta Ginting, Haradi, Sanusi Hasibuan</i>	159-162
Types of Intertextuality in Opposite Editorials Related to the Vice Presidential Candidates Debate Topics 2019 <i>Elsi Revita Hasibuan; Anni Holila Pulungan; Sri Minda Murni</i>	163-168
Lexical Metaphor Used in Awaken the Giant Within for Transforming Lives of Students <i>Henri Dunant Biha; Rahmad Husein; Anni Hollila Pulungan</i>	169-171
Analysis of Factors Affecting Rice Imports in North Sumatera <i>Adiguna Dwirusandi; Dr. Arwansyah, M.Si.; Dr. Fitrawaty, M.Si.</i>	172-175
Types and Functions of Fillers Used by Indonesian Celebrities in Seleb English Youtube Videos <i>Ella Marissa Pardede; Amrin Saragih; Anni Holila Pulungan</i>	176-180
Analysis of Labor Demand and Supply in North Sumatra <i>Muhammad Alhasymi Matondang; Dede Ruslan; Indra Maipita</i>	181-185



Culturally Loaded Words and Phrases in Nevermoor Translated into Bahasa Indonesia <i>Noni Indani</i>	186-189
The Effect of Word Wall Strategy and Students' Interest on English Vocabulary Mastery <i>Siti Fadhilah Siregar; Anni Holila Pulungan; Sri Minda Murni</i>	190-195
Analysis of Regional Financial Independence, Economic Growth Rate of Human Development Index in 34 Provinces in Indonesia <i>Tiur Roida Simbolon; Fitriawaty; Indra Maipita</i>	196-201
Development of Thematic Learning Media For Comics for Beautiful Themes of Diversity My Country to Improve Results Student Learning in Fourth Grade of Public Elementary School 028071 Binjai City <i>Indra Maulana Harahap; Hidayat; Ratih Baiduri</i>	202-213
Expressive Speech Acts in Up in the Air Movie <i>Gusti Rahayu Manik</i>	214-217
Development of Android-Based Learning Media Subject for Class X Drug Matters in 1st Besitang State Senior High School <i>Andi Akbar Suparto; Tarsyad Nugraha; Sanusi Hasibuan</i>	218-220
The Influence of Teaching Style and Student Perception on the Outcomes of Passing Learning in The Volley Ball Game in SMP Negeri 4 Laguboti <i>Martin Edward Manik; Rahma Dewi; Budi Valianto</i>	221-223
The Effect of Teaching Approaches and Linguistic Intelligence on the Students Achievement in Reading Comprehension <i>Muhammad Ilham Adha; Berlin Sibarani; Didik Santoso</i>	224-228
Development of Interactive Learning Media in Character Formation Kindergarten <i>Natalia Noveri Tarigan; Hamonangan Tambunan; Samsidar Tanjung</i>	229-234
Analysis of the Ability of Metacognition of Students of SMAK Country Samosir in Solving Problems Apply Learning Guided Discovery <i>Siita Tamba, Bornok Sinaga, Syafari</i>	235-240
The Influence of PAIKEM Strategy on Reading Interests of VII Grade of SMP Negeri 2 Siberut Selatan <i>Eirene Siagian; Abdurahman Adisahputera; Wisman Hadi</i>	241-246
Development of Local Characteristics Learning Text Learning Media in Indonesian Language Learning in Kartika I-2 SMA Private Vocational School <i>Herza Alwanny; M. Oky Fardian Gafari; Abdurrahman Adisahputera</i>	247-256

# The Technique of Montessori Method to Investigate Reading Achievement at Preschool

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**Abstract**-Montessori is a method of education that is based on self-directed activity, hands on learning and collaborative play. This research intends to identify the technique applying in Montessori method to investigate reading achievement at Medan Montessori preschool. Montessori method was aimed to know children achievement to reading. The participants of this study were two teachers. The theory that used is from Tahzeem (2015) stated that the Montessori curriculum introduces writing before reading, whereas the traditional school model introduces children to reading before writing. This study revealed that the frequency of Matching letters with sounds (45%), Phonic approach (25%), Sandpaper (30%). The most frequent technique of reading used which reached in Montessori method is Matching letters with sounds is 45%. It shows that the teacher more often using the matching letters with sounds technique in reading.

**Keywords:** *Montessori Method, Qualitative Research, Reading Achievement*

## I. RESEARCH METHOD

Oemar Hamalik (2001: 79) stated that education is a process in order to influence students to be able to adapt themselves as best as possible to the environment and thus will cause changes in themselves that enable it to function strongly in people's lives. Therefore, the successful of education is not only seen from the academic value but can be seen through how a child makes a good attitude in the community.

Teaching is the process of meeting people's needs, experiences and feelings, and intervening so they learn certain things, and go beyond what is given. The purpose of teaching is how science can be convey well to students. Education must be run by a professional educator and an expert in their field. The educators must have an interesting way to make the students understand with the teaching material and teaching method. According to Aydın (2013) teaching material development is significant in meeting learners' needs and then based on Hightower (2011) the effectiveness of teaching methods on students learning have consistently raised considerable interest on the thematic field of education research.

Harmer (2007) stated that children's understanding is not from explanation, but from what they see and hear, and

importantly has opportunities to be discuss. Children more understanding when interact with physical activity rather than giving the full explanation in teaching learning process. Because the difficulties in teaching EYL is to get their focus and interest. Regarding this, an EYL teacher must full attention. One of the methods used for preschool children is the Montessori Method.

The Montessori Method was created by Dr. Maria Montessori (1870 - 1952), an educator and physician from Italy who did make an effort to develop the most effective educational philosophy for children. Maria Montessori constructed a philosophy of psychological development where she believed children would follow if they are given freedom in our appropriate environment, and also they possess natural tendencies that enable them to fulfill their own optimal development.

## II. LITERATURE REVIEW

### A. *Defenition of Montessori*

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. Montessori is the one of unique method for young learners. Montessori have the materials to improve children interesting to study. This paper focus to reading skill technique in Montessori.

Reading is introduced in a three-tier approach, focusing on three-letter words consisting of consonant, vowel, consonant words such as cat at the beginning level. Maria Montessori discovered that introducing writing before reading is the most efficient and effective way for students to learn how to read. She also discovered an explosion into writing occurs before reading before the child can ever read what he/she has written.

In Montessori education, the child commonly learns how to write before he reads. The child has less difficulty constructing a word that he is analyzing and thinking of than reading, because reading has an additional dimension of difficulty; it is a synthesis of the sounds in a word that are in the mind of someone else. In the Area of Reading, the child has learned through many Sound Games that words are made

of sounds, he knows the sounds and symbols of the letters, and is beginning to break down many words into sounds.

Montessori (1967) stated that The child names and lays out the cards, and then reads each label and matches them to the correct card. When finished, the child is able to use the control cards to check his own work. It is at this point that the child is intensely interested in reading and labeling his environment.

Ryan (2015) stated that a child who if starts reading first instead of writing, they will only be familiar with the words they often hear. Although this child is familiar with a few words but it will not be the same as a child who starts by reading first. As a first lesson, it is better for children to write their own letters, so they can arrangement the letter their want. And then, began to read the letters who they wrote and compiled. It is an organic process, and can be found that children are most successful when reading and writing are intertwined in this way

#### B. The Technique of Reading in Montessori

Montessori (1967) stated that Reading is forms a part of an abstract intellectual culture. It's mean that interprets ideas acquired by graphic symbols and is acquired only later. Traditional schools teach the students the alphabet and many key words before an expectation of writing and this different with Montessori school.

Tahzeem (2015) stated that the progression of learning to read that is :

1. The process of matching letters with sounds. It is simply an exercise in rote memorization.
2. Montessori teachers approach reading and writing simultaneously and base their lessons on the phonic approach.
3. Teacher use sandpaper to tell the children some letters. Sandpaper have the benefits to improve children's multy-sensory, letters in sandpaper give the children opportunities to be introduced both to the letter shape and sound. As children hear the sound of the individual letters while they trace their shape outlined in sandpaper.

Tahzeem (2015, p.7) stated that the Montessori curriculum introduces writing before reading, whereas the traditional school model introduces children to reading before writing. It is important to note that there is a spectrum and many traditional classrooms that support a balanced literacy approach are inviting "kid writing" or "phonetic writing", after some phonics and sight word experience in Kindergarten and Grade . However, classrooms in traditional school do not have the specific literacy support activities introduced at an earlier age that characterize the writing before reading Montessori environment.

### III. RESEARCH METHOD

This research using descriptive qualitative research design. Cresswell (2012:16) states that qualitative research explores a problem and provides detailed understanding of a central phenomenon. Based on this understanding, the research comprises of data that will be described and interpreted to get the larger meaning of the findings.

The data of this study collect by using observation, interview and document technique. Ary, Jacobs and Sorensen (2010) describes that observation is the basic method for gaining the data which is used to complete the description of behavior in spesific settings. While interview is used to gather the data from people from their opinion, beliefs and feelings.

### IV. RESULT AND DISCUSSION

After analyzing the data, the data are classified based on the aspects of translation quality. There are 3 aspects of technique of Montessori Method to investigate reading achievement at preschool were adapted from Tahzeem (2015). They are sounds (50%), Phonic approach (20%), Sandpaper (30%).

TABLE I. THE RESULT OF TECHNIQUE MONTESSORI METHOD TO INVESTIGATE READING PRESCHOOL

The Aspects of Technique of Montessori	Frequency	Percentages (%)
Sounds	9	45 %
Phonic	5	25 %
Sandpaper	6	30 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

### V. CONCLUSION

The dominant aspects of technique that found in *Montessori Method to Investigate reading preschool* was sounds. The average score of sounds technique was 50%.It means, the children can more easily to reading is use sounds technique.

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