

**PHONETICS READING ACTIVITIES: THE MONTESSORI WAY OF
TEACHING READING ENGLISH WORDS FOR PRIMARY-LEVEL
STUDENTS**

Best Practice

**Presented to the Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the Sarjana Pendidikan
Degree
in English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I Honestly declare that this thesis, which I have written, does not contain the work of parts of the work of the people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta Juli, 07 2024

The researcher,



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MOTTO

“If you expect disappointment, then you can never really get disappointed.”

-MJ

DEDICATION

I dedicate my best practice to my loving parents, Papa and Mama, for their support.

Despite the challenges, I completed this task, and I appreciate myself for striving.

Well done, Madina.

ACKNOWLEDGEMENT

In expressing my gratitude, I extend heartfelt appreciation to Allah SWT for the blessing and favors Allah granted to me and those who have been instrumental in shaping my academic journey and completing this thesis as an English Education major student at Universitas Islam Indonesia:

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Yogyakarta, 05 Juli 2024

A handwritten signature in black ink, appearing to read 'Madina'.

Madina Aulya Ariwibowo

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PHONETICS READING ACTIVITIES: THE MONTESSORI WAY OF TEACHING READING ENGLISH WORDS FOR PRIMARY-LEVEL STUDENTS

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ABSTRACT

This best practice examined the implementation of phonetic reading activities using the Montessori approach to teach English vocabulary to primary-level students at an international Islamic Montessori school in Cyberjaya, Malaysia. The implementation of the Montessori approach to phonetic reading, which combines phonetic symbols with reading aloud, involved movable alphabets, phonetic object boxes, and individualized instruction revealed both successes and challenges, with some students quickly grasping the concepts while others required additional support and demonstration. The research concludes that the Montessori teaching approach, particularly the phonetic reading method, is instrumental in developing young learners' reading skills. However, it suggests that adaptations may be needed to fully support all students, especially those who struggle with phonetic reading. This study provides valuable insights for educators implementing Montessori-based phonetic reading activities in primary-level English language instruction.

Keywords: Montessori method, phonetic reading, primary-level teaching, English vocabulary, international educatio

CHAPTER I

INTRODUCTION

1.1. Teaching Context

The international teaching practice was a part of completing the requirements to obtain a bachelor's degree in the English Language Education Department. As a pre-service teacher, I got the opportunity to be a Montessori assistant educator at an international Islamic Montessori School in Malaysia. During my internship there, I was assigned to assist home teachers in teaching, implementing, and facilitating academically and socially engaging activities for children based on their current developmental level and personal needs. The assisting activities are based on Montessori curriculum educator guidelines (North American Montessori Center, 2012), which state that the role of the teacher is to facilitate learning and guide students in self-directed learning and exploration at their own pace (Bennett, 2022) . Bennett (2022) also added that the teacher is responsible for designing the classroom environment to be rich in literacy materials, including various books, resources, and tools that support reading comprehension and vocabulary development. By providing access to diverse texts and resources, teachers promote a love for reading and learning in students. In the first week of the internship, I observed how the teachers teach English in a Montessori way. According to Lillard & Else-Quest (2006), Montessori education is a method of teaching that is characterized by multi-age classrooms, a unique set of educational materials, student-chosen work in long time blocks, collaboration, the absence of

grades and tests, and individual and small group instruction in both academic and social skills.

The characteristics of the Montessori method mentioned above align with my experience as a pre-service teacher at the international Islamic Montessori school. The students range from preschool to high school and are organised into multi-age groups. The school follows a system where each group has the same teacher for the same class and focuses on different topics. When students finish a topic, they can move on to the next one or help others. In line with Marshall (2017), in the Montessori educational approach, once a child has finished their task, they have the freedom to repeat the activity as many times as they like. Other children can observe and join in if the child is engaged in the task, encouraging collaboration. The child can continue working independently without interruptions for as long as they wish. Marshall (2017) added that this process of self-directed engagement with the material, correlated with the responsibility of setting up and tidying the materials afterward, are fundamental elements designed to enhance the child's concentration skills. By allowing children to choose their activities, engage in them repeatedly, and take ownership of the process from start to finish, Montessori education aims to develop the child's ability to focus intensely, maintain attention, and nurture a passion for learning. In the Montessori context, the preschool is divided into two classes, ages 4 to 6. The elementary school is divided into two parts: the lower elementary, which consists of 10-15 classes with students aged 6-9.

These students are further grouped into level 1, level 2, and level 3 before moving on to the upper elementary school, where the same system is applied to students level 4, level 5, and level 6. This system has also been implemented in high school. During my one-month internship, I spent three weeks assisting in English language subjects in primary school. The English curriculum included reading, listening, writing, and speaking. I primarily assisted in teaching reading, following the guidance of the homeroom teacher and the North American Montessori Curriculum (North American Montessori Center, 2012, pp. 14–16) .

1.2.Consideration to Implement Phonetic Reading Activities

Bennett (2022) stated that strong reading skills help improve critical thinking, vocabulary, and spelling, benefiting students in other subjects. In the classroom. Lillard & Else-Quest (2006) also found that in terms of academic performance, children who go to Montessori performed better on standardized tests of reading by the end of Montessori kindergarten, while children who go to Montessori elementary school wrote more creative essays with complex sentence structures. I observed that Montessori education utilised phonetic reading, which focuses on teaching the sounds of speech and their written representation. This statement is supported by Bennett (2022), who defined phonetic reading as an approach to reading instruction emphasising the relationship between letters and their corresponding sounds. In phonetic reading, students are taught to decode words by sounding out each letter or letter combination to pronounce the word accurately.

The phonetic reading approach captivated me, and I plan to incorporate it in my future teaching since, according to Bennett (2022), it improves students' understanding because the teacher demonstrates how the word sounds until the students catch on to fusing sounds. The demonstration also fosters students' knowledge in spelling the words given by hearing the phonetic symbols that the teacher demonstrates. Through phonetic reading, students learn the written representation of the word as well, which makes students able to construct the word they hear (Bennett, 2022).

CHAPTER II

CONSTRUCT

2.1. Montessori Approach to Teach Young Learners

The Montessori curriculum is designed to be suitable for children from infancy to adolescence. Montessori programs for infants and toddlers aged 0-3 provide a nurturing environment that supports the child's development through exploration, sensory experiences, and language development (Harahap, 2022) . Harahap (2022) also added that the primary program (3-6 years old) is often the most well-known stage of Montessori education. In Montessori primary program, children engage in hands-on learning activities, develop practical life skills, and explore various subjects using Montessori materials. In the elementary program, children aged 6-12 continue their Montessori education with a more in-depth exploration of subjects and opportunities for independent research and collaboration. Lastly, some Montessori schools offer adolescent programs (12-18 years old) focusing on real-world experiences, community engagement, and preparing students for higher education and adulthood. The purpose of Montessori in every stage of children's endeavor is to align with students' needs at their prime age. Eventually, the Montessori curriculum will fulfill children's growth and development. Sundari (2020) has provided evidence that children between 3 and 6 years old show signs of brain development during sensitive periods when they show interest in and respect for the adult world. They tend to imitate and emulate adults, including their parents and teachers. Zierdt (2007) found that the Montessori method of education, developed

by Maria Montessori, has gained popularity worldwide, with many schools in various countries adopting this curriculum. She added that the method emphasizes self-motivation, auto-education, and creating an environment conducive to natural learning. This approach has been implemented in schools across different nations, reflecting the global recognition of its effectiveness in fostering holistic development in children. (Zierdt, 2007). Sundari (2020) also added that children aged 4 to 6 have significantly developed acute tactile senses. Eventually, they are ready to acquire reading and math skills.

The international Islamic Montessori school where I interned follows the Maria Montessori curriculum and currently implements The North American Montessori Center (NAMC) as the guide for teaching the students. According to Marshall (2017), Maria Montessori conceptualized the Montessori educational method into six key elements:

1. Prepared Environment: Classrooms in Montessori are carefully created to support children's intellectual, physical, emotional, and social development through active exploration, choice, and independent learning.
2. Learning Materials: Montessori developed manipulable objects to aid children in learning sensorial and academic concepts such as mathematics, literacy, science, geography, and history.
3. Self-Directed Engagement: Children in Montessori classrooms have the freedom to choose their activities and engage with learning materials independently, fostering autonomy and self-motivation.

4. Concentration: The Montessori method emphasizes activities that allow children to work on tasks for extended periods without interruption, promoting the development of concentration skills.
5. Individualized Pace: Children can advance through tasks according to their own speed, enabling personalized learning experiences and addressing individual needs and interests.
6. Multi-Age Grouping: Montessori classrooms often have mixed-age groups, promoting collaboration, peer learning, and a sense of community among students.

These elements aim to create a supportive and enriching learning environment that nurtures children's natural curiosity, independence, and love for learning. (Marshall, 2017) Montessori education aims to nurture well-rounded language skills by utilizing active learning strategies in the syllabus. This approach also seeks to foster a positive attitude towards reading and language learning and empower children to become confident and proficient communicators (Sundari, 2020).

2.2. Montessori Approach to Teach Reading for Young Learners

The Montessori approach to teaching reading to young learners is based on a curriculum founded by Maria Montessori. Initially, it was designed for special needs students because, in the early 1960s, traditional education was not meeting their needs. However, as society became more educated about teaching special needs students, the Montessori curriculum was adapted for general use (Marshall, 2017). In addition, Buldur & İclal (2021) found that the Montessori method of reading and writing education, directly and indirectly, supports children's

development in terms of phonological awareness, print awareness, alphabet knowledge, and receptive language-vocabulary knowledge.

As for the stages of teaching reading to young learners, Maria Montessori uses and emphasizes the classification of teaching reading into two categories:

Early preparation activities and reading activities (Harahap, 2022). In the Early Preparation Activities stage of learning to read with the Montessori method, several specific activities and materials are used to prepare children for reading (Harahap, 2022). Harahap (2022) added that these activities focus on building foundational language skills and enhancing the child's ability to understand and categorize information. In addition, this activity aims to prepare young children to read.

According to Harahap (2022) the activities consist of:

a. Picture Classification

This activity involves presenting children with sets of cards containing pictures that are categorized into specific groups. Children learn to identify, name, associate, and distinguish various objects or concepts. This activity helps children organize their thoughts and develop vocabulary skills. It is essential for learning reading and writing skills. Students need to define and organize pictures into clear and simple categories. They can then name the images and distinguish the related and unrelated ones.

b. Speech Activities

Speech activities in the Montessori method involve engaging children in conversations, storytelling, and language-rich interactions. By encouraging children

to express themselves verbally, these activities help develop language fluency and communication skills.

c. I Spy Game

The "I Spy" game is popular in Montessori classrooms, where children practice observation and descriptive skills. In this game, children take turns describing an object they see using specific language cues, such as color, shape, or size. This game helps enhance vocabulary, attention to detail, and descriptive language skills. It also trains students to hear the component sounds in all spoken words. The purpose is for students to be aware of the sounds in spoken language. For example, the word "Cat" is not pronounced "see-ah-tee" but turns into "kee-eh-teh" to make it easier for students.

d. Sandpaper Letters

The sandpaper letters are essential for developing writing and reading skills. They help students connect the sounds of speech with written symbols. After completing early preparation activities, students can confidently express their thoughts and write down all the new vocabulary they have learned. This helps them naturally recognize and understand the words when reading.

The activities in the Early preparation stage are created to lay the foundation for reading readiness by enhancing children's language development, vocabulary, and cognitive skills. Engaging in these Early Preparation Activities makes children better prepared to transition to more advanced reading activities in the Montessori curriculum.

When the student is capable enough in doing early preparation activities, they can continue to reading activities that consist of:

a. Phonetic Object Boxes

The teacher will give the students a box of phonetic objects and labels for this activity. The students will read the labels and find the corresponding objects.

b. Action Cards

The card conveys a verb or an action through written expression. The students will perform it without any assistance, and the words are spelled the same as the phonetic spelling.

c. Reading Folder

This folder helps students learn various spellings in the standard English language. In other words, this activity enhances students' vocabulary through phonograms or letter sound combinations containing more than one grapheme or phoneme.

d. Puzzle Words

Puzzle or sight words are words that readers learn to recognize instantly without figuring them out phonetically. Sounding them out phonetically does not work well since these words do not sound like their spelling suggestions. Common sight words are I, the, a, said, what, know, etc.

e. Book Corner and Library

Each class must have a book corner and a small library to foster students' love of reading. The books' topics could be anything students find exciting and enjoyable. The environment of the corner also plays an important role; it has to be comfortable and quiet.

As mentioned above, the teacher introduces students to phonetic object boxes in the reading activities, which is the first step for students transitioning from early preparation activities to reading activities. Phonetic object box activities correlate with what the school where I did my internship implements for its students who are still learning to read.

2.3. Conceptual Framework of Teaching Phonetic Reading

According to Tamene (2016), a conceptual framework is a basic structure that helps research by outlining the main components and relationships relevant to the study. It provides a roadmap for conducting the research effectively. Thus, for this best practice, a conceptual framework for teaching phonetic reading is needed to be included.

As Maria Montessori stated in *The North American Montessori Center Guideline for 6-9 Language Arts book* (North American Montessori Center, 2012, p. 15), Phonetic reading is an activity for beginner students who have never tried reading in a Montessori way. It is designed for preschool students but can also be implemented for first-grade students who did not attend Montessori preschool or still have reading difficulty. To begin, teachers can use the movable alphabet, by engaging in hands-on activities with the Movable Alphabet, children actively participate in the learning process, which can enhance their understanding and retention of language concepts (Beagle, 2020).

Start by focusing on sounds that the student already knows and then introduce the blending of phonemes, the individual units of sound in speech, into

two or three sound combinations, such as "sa...t", "sa...g", and "sa...p". As soon as possible, move on to two phoneme blends, such as ba...nd, se...nd, and po...nd, and graphemes, the letters that represent one phoneme. For example, the graphemes "c" and "s" correspond to the phoneme si; the grapheme "c" also corresponds to the phoneme "k." The teacher needs to model the method of sounding words out and continue until the student has caught on to fusing sounds.

When the student knows enough phonetic sounds, the teacher should move him/her to phonogram reading. Phonogram reading is the following activity to prepare the student for reading. It is given to the student when the student has mastered phonetic reading. Phonograms are letter-sound combinations containing more than one grapheme or phoneme, such as sh/ ch/ ea/ ow/ ee, etc.

The statement above is in line with Lubis et al. (2023), who agreed that phonetic reading is highly effective for young learners as it helps build a strong foundation in understanding the relationship between letters and sounds, improving decoding skills for enhanced reading fluency and comprehension. It also enhances pronunciation skills, boosts confidence, supports language acquisition, and fosters phonological awareness crucial for developing strong reading and spelling abilities. Consequently, phonetic reading is valuable for young learners to develop essential literacy skills and language proficiency.

Regarding phonetic reading, the North American Montessori Center book for 6-9 (North American Montessori Center, 2012, p. 15) defined phonetic reading activity as an innovation combining phonetic symbols and reading aloud. A phonetic symbol visually represents a speech sound or phoneme in a language, transcribing

spoken sounds into written form. Based on the International Phonetic Alphabet (IPA), each symbol represents a distinct sound in human languages. These symbols enable accurate description and study of language sounds, supporting pronunciation, phonetic transcription, and linguistic analysis for linguists, language learners, and educators (Lubis et al., 2023) .

Double et al. (2019) suggest incorporating phonics into reading teaching is more effective than reading alone in improving reading ability. Educators should integrate phonics instruction in reading activities to enhance students' literacy skills. meanwhile, reading aloud is orally presenting written text to an audience, typically done by a teacher, parent, or proficient reader to benefit listeners, especially young children or language learners. It involves reading text aloud with proper pronunciation, intonation, and expression to enhance comprehension, language skills, and engagement with the material.

Reading aloud is a valuable educational tool to promote literacy, language development, vocabulary acquisition, and overall communication skills in individuals, particularly in educational settings such as EFL contexts (Gurdon, 2019). Hence, the association of the two turns into phonetic reading implemented in Montessori curriculum schools such as the International Islamic Montessori school in Cyberjaya, Malaysia, where I did my pre-service English teacher's internship.

CHAPTER III

IMPLEMENTATION OF THE TEACHING PRACTICE

3.1. Teaching Practice

During my internship, I implemented phonetic reading in the reading classes for primary-level students. Specifically, phonetic reading was used for students in lower elementary, aged 6-9 years old, who were still in the process of learning to read. These students were at level one and/or behind-year. The students are L2 learners, and their native language is Malaysian. They are familiar with the alphabet in Malaysia, and their reading fluency in the Malaysian language and English is the same because both languages use the same alphabet. The students already have enough knowledge of the alphabet, as there are stages they have to go through before doing phonetic reading in the reading activities stage. As mentioned in Chapter 2.2, "Montessori Approach to Teach Reading for Young Learners", the early preparation activities are the activities where the students are prepared to read. Because of that, the students are familiar with the alphabet and are ready to learn reading by doing phonetic reading.

My internship took place from August to September 2023, during the transition from Quarter three (Q3) to Quarter four (Q4), as indicated in the appendix. For the behind-year students, the topic was the Green Series, which covered phonograms, vowel combinations, and silent letters.

The first reading session occurred on the 21st of August. The student I assisted was Nawal (pseudonym) in behind-year of lower elementary, aged six. Behind-year is the level for students who encountered difficulties adjusting to the Montessori curriculum, and Nawal is one of the students and she was still learning to read fluently. Montessori classes are student-centred, and the material and media are already prepared on the shelf. Therefore, the role of the teacher is to observe and assist. I assisted the students individually by conducting one-to-one sessions as a

part of the Montessori curriculum, which emphasizes auto-education learning. This statement is supported by Sundari (2020), who says that Mariam Montessori utilizes the "auto education" concept in the Montessori approach. This teaching method enables students to engage in tasks driven by their desire, motivation, and persistence. The fundamental principle of auto education is rooted in the belief that instincts provide human development and learning according to individual needs. As a result, students prepare the materials and select the learning environment during the pre-teaching stage.



Figure 3.1. The first phonetic reading session with Nawal

As shown in Figure 1, Nawal wanted to learn to read using a mat on the floor. Thus, she called me for some assistance. Nawal learned phonetic reading and phonograms with the help of a movable alphabet. The student learned the phonogram “ow.” The first thing to do was organise the pictures individually for the teacher and the students. Next, the teacher will pronounce each picture as clearly as possible so the student can arrange the correct word next to the image. The highlighted phonograms “ow” must use different colours, such as green, to ensure the student pays attention to the targeted phonograms. Then, after the students had arranged the words correctly, the teacher asked them to read them using phonetic sounds first. For example, for “cow,” the student will read “keh-ah-weh,” and then it becomes /'kaʊ/. We can look at the Figure 1. Nawal misspelled “brown” into “brauwn.” However, the teacher should not point out the mistake immediately; instead, the teacher must repeat the word slowly and clearly, such as “brrr-ow-n.” Put more stress on the incorrect spelling until the student corrects herself. Repeat the same method until it is all done. Moving on to the next step, the teacher asked the student to check the answer sheet provided and self-correct if needed. The last step is for the teacher to ask the student to write what she has learned in her journal.



Figure 3.2. The second phonetic reading session

The second phonetic reading occurred in a different class on the same day, 21 August 2023: Yarah (pseudonym) was also in behind-year of lower elementary school. Similar to Nawal, Yarah was still learning how to read fluently. She learned the phonogram “sh”. Yarah prepared the book and cards with the same steps Nawal learned. Then, I assisted her by speaking aloud the objects one by one. For example, for brush, I have to speak it in the phonetic way, “br-a-sh” as in /brʌʃ/ and put the stress on the targeted phonograms “sh.” Thus, Yarah will form the words with the help of the movable alphabet. The green alphabet is for the targeted phonograms, and the yellow is for the rest of the words. The next step was finding the pictures provided next to the word “brush.” Yarah would read the word with the phonetic symbols, as I demonstrated. Then, she will read aloud the word normally. It went the same for the following words: dish, fish, wash, and trash. Yarah has no difficulty arranging the words or when I asked her to read them using the phonetic symbols.

After finishing the reading activity, she wrote it in her book and journal.

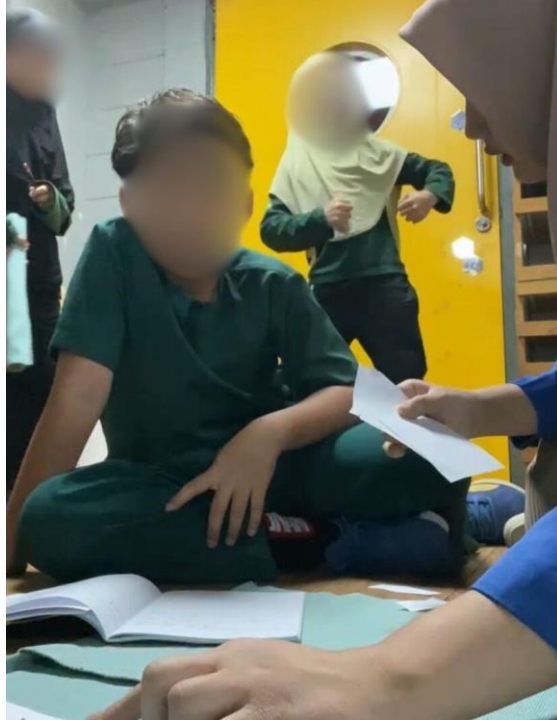


Figure 3.3. The third phonetic reading session

The third phonetic reading was with Adam (pseudonym). It was done on the next day, 22nd of August 2023. Adam was in the series of phonograms, “ow,” the same as Nawal (the first student I assisted). Differing from the previous students, Adam was still clueless about what he needed to prepare and what to do first. The teacher needs to guide him step by step. I asked him to take the movable alphabet, the book, and asked him whether he preferred to learn on the mat or on the table. Adam preferred to learn on the mat. I began to speak-aloud the word. The first word was gown /gaʊn/ on the first attempt; He did not catch what I was saying. I repeated it several times until he could form the word gown /gaʊn/. Eventually, he misspelt the word “gown” into “gaun”. When I asked why Adam wrote “gaun” instead of “gown,” his answer was, “It is because he heard it as “gaun” and the phonetic

symbol for a gown is /gaʊn/.” which is true, but I told him that we should learn the original form as well. It was not his first time learning to read, yet he was unsure when to use the phonetic symbol and the word's original form. We moved to the following words: cow, owl, crown, clown, and brown. Adam has understood the rhythm of how to read the word phonetically and how to write it down. He learned that the phonogram “ow” is /aʊ/; therefore, every word pronounced as /aʊ/ is written with “ow”. In vice versa, if there is any word with “ow,” he has to read it /aʊ/. He finished the phonograms “ow” series without any problem afterwards.

During three reading sessions focusing on phonetic symbols, I assisted three students during the reading activities stage. The activity that I implemented was the phonetic object boxes activity, as explained in Chapter 2.2. The teacher provides students with a box of phonetic objects and corresponding labels in this activity. The students then match the labels with the corresponding objects. According to the guidelines explained in The North American Center 6-9 language arts book (North American Montessori Center, 2012, p. 15), the phonetic objects and labels are randomised, allowing students to select the series and phonograms themselves.

Through this activity, students could learn the phonograms /aʊ/ and /f/. The students have not only mastered the targeted phonograms but also demonstrated the ability to pronounce the words accurately according to the International Phonetic Alphabet (IPA). Additionally, rather than simply memorizing the words, the students have acquired a deep understanding of them. This statement aligns with Lubis et al. (2023), as cited in Chapter 2.3. They agreed that phonetic reading is

beneficial for young learners as it helps establish a strong foundation for understanding the relationship between letters and sounds, improving decoding skills for better reading fluency and comprehension. However, it became evident that some students needed help with specific phonetic reading. For example, a behind-year student like Adam who struggles with phonetic reading. Hence, fully adopting the guidelines may require the teacher to provide additional demonstration and assistance to the students so that they can complete the phonetic reading session successfully. To address this, I proposed categorizing each phonogram into a distinct series. This approach allows students to focus on learning one phonetic symbol at a time, practicing it until they have mastered it before moving on to the next.

3.2 Reflection

The international teaching practice program has proven valuable for my future endeavours. During my internship, I encountered several essential takeaways that gave me much to deliberate. Firstly, there is still much to be learned about teaching phonetic reading in a Montessori approach for pre-service teachers like myself. I had to learn during the internship since I had not received formal training in this area. Fortunately, my major in English Education includes an Introduction to Pronunciation course that covers phonetic symbols, which prepared me with the knowledge needed to understand and pronounce each phonetic symbol.

Secondly, I faced a challenge when a student needed help to capture the concept during a reading session using phonetic symbols. Given that limited schools implement reading using phonetic symbols, it is normal for young students around 6 to find it difficult. However, with proper guidance from the teacher, students can comprehend that the goal is to pronounce words correctly, eventually making reading more accessible for them in the future. When I encountered this difficulty, I explained to the students that they were learning the rhythm of the words that day. For example, words with "ow" should sound like /aʊ/ and the words provided are associated with one another. I am content that the students understood the lesson, finished it, and even progressed to the next series during the reading sessions. The students could self-correct their mistakes, express confidence in moving on to the following words, and question their answers if they doubted their correctness.

In the future, I plan to incorporate phonetic reading using the Montessori approach into my career. In my area, Yogyakarta, there are few Montessori schools and they are expensive. As a solution, I intend to provide Montessori English online courses that contain various Montessori curricula. I also plan to offer classes for parents so they can implement Montessori methods at home with their children. My goal is to make Montessori education accessible to everyone, with a focus on phonetic reading due to its significant benefits for students.

CHAPTER IV

CONCLUSION

The Montessori curriculum, designed for children from infancy through adolescence, emphasizes exploration, hands-on learning, and real-life implementation. It promotes self-motivation, independence, and practical life skills across different stages to meet students' developmental needs. The Montessori approach aims to create a nurturing environment that supports students' development through a well-prepared setting, self-directed activities, and multi-age groups. By prioritizing students' growth and fostering a love for learning, Montessori education prepares individuals for future challenges, demonstrating its effectiveness and adaptability.

In addition, the Montessori teaching approach for young learners, particularly the phonetic reading method, which combines the phonetic symbol with reading aloud, has been instrumental in building a foundation for them and enhancing their language proficiency, literacy skills, and overall comprehension. The phonetic reading activity has proven effective in teaching young learners to read words, but assistance and demonstration are necessary for struggling students.

Finally, the international teaching practice program has given me important insights into teaching phonetic reading in a Montessori approach. It has equipped me with the confidence to guide students in their reading journey, encouraging self-correction and confidence in learning. This experience has been valuable for my future as an educator, and I am enthusiastic about applying these principles as I continue to grow in my teaching career.

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APPENDICES

Appendix 1

International Teaching Practice to Malaysia – Madina Aulya Ariwibowo E-

Portfolio:

<https://sites.google.com/students.uui.ac.id/internationalteachingpractice/home>

Appendix 3

Topic for English Language for Lower Elementary:

ENGLISH LANGUAGE – ELEMENTARY				
	Q1 (Feb-March)	Q2 (April-May)	Q3 (June-Aug)	Q4 (Sept-Nov)
Behind Year	Pink Series (3 letter words)	Blue Series (Consonant blends and short vowel sound)	Green Series (Phonograms, vowel combinations, silent letters)	Reading Fluency (Understanding of reading phrases or sentence, appropriate pronunciation & intonation)
Year 1	Green Series (Phonograms, vowel combinations, silent letters)	Reading Fluency (Understanding of reading phrases or sentence, appropriate pronunciation & intonation)	Parts of Speech (PoS) -Nouns -Articles -Adjectives	Parts of Speech (PoS) -Verbs -Prepositions
Year 2	Mechanics of Writing -Capitalization -Full Stop -Question Mark	Research Skills Simple Sentence Analysis Creative Writing	Parts of Speech (PoS) -Adverbs -Pronouns -Conjunctions -Interjections	Word Study (Compound Word, Prefix & Suffix, Antonyms & Synonyms, Homographs)
Year 3	Mechanics of Writing -Exclamation Mark -Apostrophes -Comma -Quotation Marks Literary Elements	Parts of a Paragraph Writing Paragraphs Writing Poetry with Similes & Metaphors Spelling Practice Cursive Writing	Countable & Uncountable Nouns Comparative and Superlative Adjectives Comparative & Superlative Adverbs	Past & Future Tenses Reading Comprehension Distinguishing Facts from Opinion Sequencing Events Proofreading Free Writing Exercises from Writing Prompts

Appendix 4

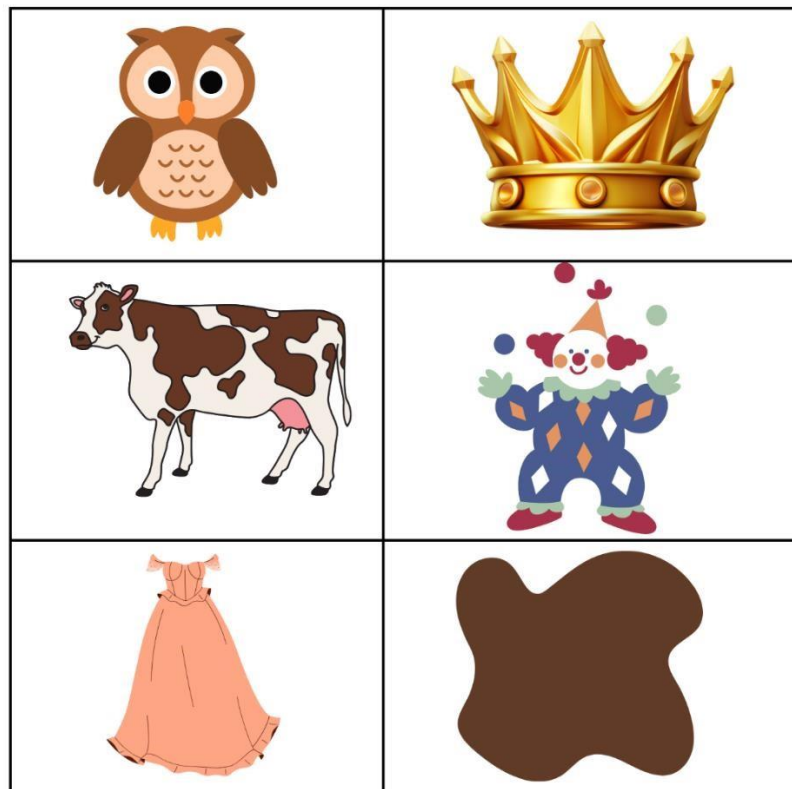
Teaching Schedule:

Intern's Name: Medina												
	1 7.45 - 8.45	8.45 - 9.15	8.45 - 9.45	2 9.45 - 10.45	3 10.45 - 11.45	4 11.45 - 12.45	12.45 - 1.30	1.30 - 2.00	5 2.00 - 3.00	6 3.00 - 4.00	4.00 - 4.30	4.30 - 5.00
1												
2												
3	Mon.	Breakfast/Dhuha AIAM		English UIZ			Lunch AIAM		English SIH		Teatime AIAM	
4	Tues.	English DIK			English SIH		Lunch AIAM		English SIH		Teatime AIAM	
5	Wed.		Breakfast/Dhuha AIAM		English DIK		Lunch AIAM		English SIH		Teatime AIAM	
6	Thurs.	English SIH		Breakfast/Dhuha AIAM			Lunch AIAM		English ADAA		Teatime AIAM	
7	Fri.	English HIY			English SIH	Maulid			English UIZ		Teatime AIAM	
8												
9												
10												
11		Main Task:										
12												

Appendix 5

Teaching Material Phonemes “ow”:

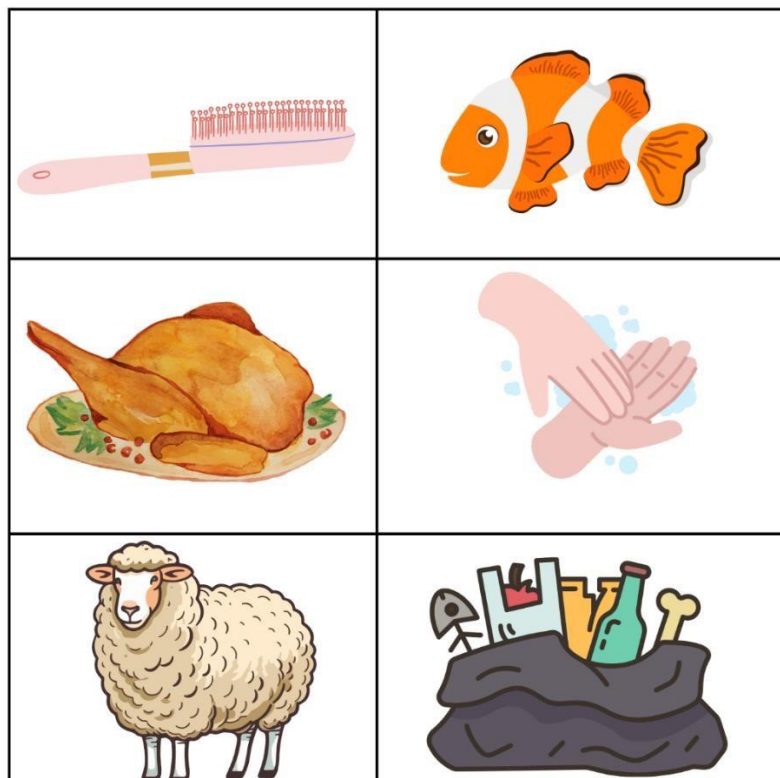
owl	crown
cow	clown
gown	brown



Appendix 6

Teaching Material Phonemes “sh”:

brush	fish
dish	wash
sheep	trash



Appendix 7

North American Montessori Center Language Arts Book Page 14-16:



READING ASSESSMENT

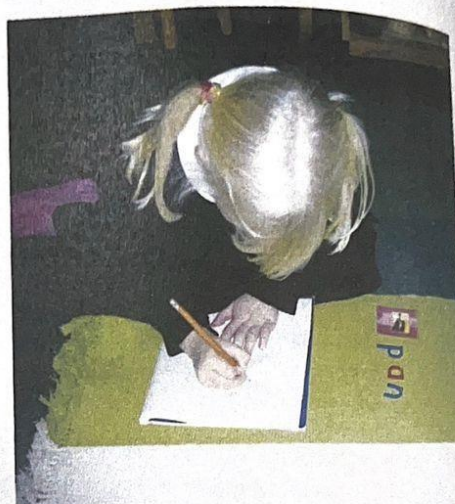
Students coming from a Montessori preschool into an elementary class will already have been introduced to **phonetic sounds**, the sounds of speech and their written representation, **phonograms**, letter-sound combinations containing more than one grapheme or phoneme such as ake (make, take, cake), and **puzzle words**, sight words that cannot be sounded out in the usual manner. While many of these students will be fairly fluent readers, there will be some who still need to continue with the early reading material well into the first year of the elementary program.

The best way to determine a student's reading level is for the teacher to do an assessment within the first two weeks of the new school year. For this, it is best to use materials the student is already familiar with, such as the movable alphabet from the 3-6 classroom curriculum. The teacher simply places a letter on the mat and asks the student to give its sound. When it is determined that a student knows the phonetic sounds, then the teacher can continue to move from the simple to the complex, starting with phonetic words and sentences, puzzle words such as "the" and "a," and then phonograms.

When the student's reading level becomes apparent the teacher should not go any further with the assessment. It is important to stop while the student still feels good about all that she/he has accomplished so far. Halting and stumbling through words

will only frustrate the new reader and quite possibly turn her/him off of reading. Once the assessment is complete the teacher can plan where to begin the child's work.

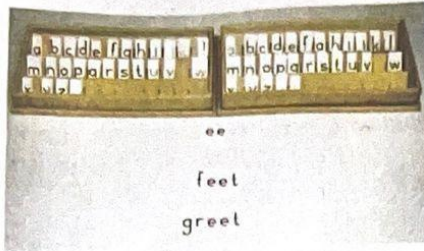
STUDENTS WHO NEED HELP WITH READING



Most Montessori students begin learning phonetic sounds at the age of three. Not every child will master phonetic reading at the same time. For the first year elementary student who is still acquiring phonetic sounds, it is important for the Montessori teacher to help her/him progress as quickly as possible.

The NAMC 3-6 Language manual provides activities for reading development as briefly described in the following text.

Grammar and word study work can run parallel to the early reading activities.

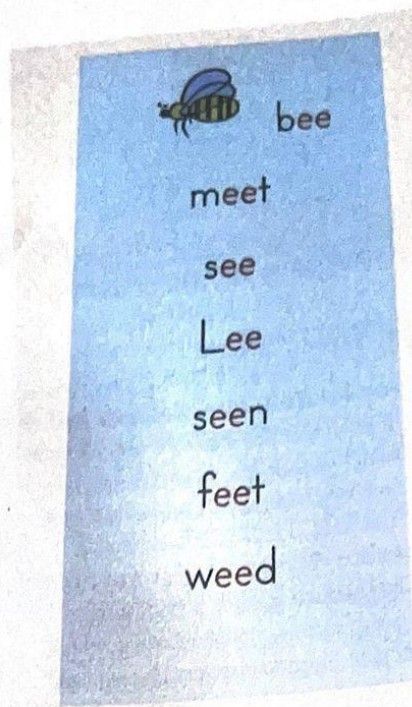


Phonetic Reading

To start, use the moveable alphabet because it is material already familiar to the student and it also enables the non-reading student to express himself/herself in writing. Use sounds the student already knows and begin to blend phonemes, single units of sound in speech, into two or three sound combinations. Example: sa...t, sa...g sa...p. As soon as possible move on to two phoneme blends, such as ba...nd, se...nd and po...nd, and **graphemes**, the letters that represent one phoneme. Example: the graphemes "c" and "s" correspond to the phoneme /s/; the grapheme "c" also corresponds to the phoneme /k/. The teacher needs to model the method of sounding words out and continue until the student has caught on to fusing sounds. Whenever using the moveable alphabet, it is important that the teacher write in the student's journal, for reading practice alone or with another student. When the student knows enough of the phonetic sounds, the teacher should move him/her on to phonograms.

Phonograms

When a student is well on her/his way to phonetic reading, begin introducing **phonograms**, letter-sound combinations containing more than one grapheme or



phoneme such as ake (make, take, cake). Start with the most common ones such as: sh, ch, ea, ai, ow, ee, oo and so forth. These activities begin with the moveable alphabet and sets of matching pictures that are meant to highlight one phonogram at a time. The phonogram must always be highlighted in red (or another color) to bring it to the student's attention. Each time a new phonogram is given, provide the student with a list containing the phonogram she/he is to practice reading. To start, choose words with some phonetic letters, as in ship, shut, shop, shin and so on. It is important to remember that phonograms are not only a preparation for reading, but for spelling as well.

Common Sight Words

I	the	a	said
are	what	you	your
thought	know	through	climb
fare	could	to	straight

Sight Words

Sight words are words that readers learn to recognize instantly without having to figure them out phonetically. There are two reasons why sight word (sometimes referred to as puzzle word) learning is essential. First, many of these words do not sound like their spelling suggests, and sounding them out phonetically does not work well. Secondly, understanding sight words that occur frequently can accelerate a child's reading speed, which improves comprehension.

Note to the teacher

In addition to phonetic reading material, phonograms and puzzle words, there are many additional ways to prepare students for reading. The following are two suggestions:

- **Command Cards:** Once a student has mastered reading phonetic words, she/he is ready to read sentences. Prepare a series of command sentences: the first set contains a single action (example: "Hop on the spot."); the second set contains two related actions (example: "Hop on the spot and sit on the spot."); the third set contains three or more actions, not necessarily related. Similarly, prepare sentences that use words with phonograms the students have learned.
- **First Books:** There are many commercially prepared sets of phonetic books and books that introduce one phonogram at a time. They should be introduced as soon as the student is reading words and sentences comfortably. The NAMC 3-6 Language manual details a reading program using the Primary Phonics booklets.