

ACKNOWLEDGEMENTS

The present study entitled “**THE IMPLEMENTATION OF CO-TEACHING TO MULTI AGE OF SIX TO NINE YEARS OLD STUDENTS IN AN ENGLISH LESSON: A CASE STUDY AT MONTESSORI KIARA KARITAS**” is written as one of the requirements to accomplish the S1 degree of the *Sarjana Pendidikan* at Universitas Pelita Harapan, Karawaci.

The writer would like to express her deepest gratitude for the following people who had given unwavering support during the process and the completion of this thesis:

1. Dr. I Markus, as the first thesis advisor, who was willing to spare his time and had given inspirational ideas, unwavering encouragement, and guidance throughout the entire process of this thesis writing.
2. Dr. Agus Santoso, M. A. Ed, D as the second thesis advisor, who was keen and detailed proofreading as well as for his inspirational advices, support, encouragement, and guidance during the process and the completion of this thesis writing.
3. The management of Universitas Pelita Harapan (UPH) for giving her the opportunity to study for four years.
4. Gary Miller, Ph.D. as the Dean of Faculty of Education for inspiring the writer to be a good leader.

5. Dr. Agus as the current Head of English Department for guiding the writer.
6. All the lecturers at the English Department of Universitas Pelita Harapan: Hanna Suteja, S.Pd., Clara Evi Candrayuli Citraningtyas, M.A., Ph.D., Matthew David Myers B.A., M.A., M.B. Rini Wahyuningsih, Ph.D., Kimberly Myers, B.A., M.A., Irene Rebecca Angela Tobing, Yovita Aridita Utama., S.E., and many others whom the writer can not mention one by one for giving the writer all skills which are required to be a good English teacher.
7. All the staff of Universitas Pelita Harapan, especially in the Faculty of Education, Ms. Yovita, Ms. Sara, and Pak Bandryo.
8. The Staffs of the Library in Universitas Pelita Harapan who have helped the writer in the administrative things during the process of this thesis.
9. The writer's husband and children for their help and love. The writer would like to specifically thank the writer's husband who had been very understanding, patient, and supportive.
10. The writer's friend, Cindy, who had given encouragement and friendliness. Thanks for her mental support.
11. The writer's friend, Regina, who had been very supportive and thoughtful. Thanks for her keen proofreading during the writer's study period in UPH.
12. Students of English Department from batch 2005, 2006, 2007, and 2008 for becoming great friends to the writer from the first until the eighth

semester of her study in UPH, especially 2007 batch: Agnes, Dora, Eli, Michelle, Nadia, Novita, Regina, Renata, Reza, Sarah, Silvi, Vera, Ricky.

The writer will always miss all of her friends.

13. The Principals of the Montessori Kiara Karitas, Ms. Ari and Ms. Janti, for allowing the writer to observe the school.
14. The teachers of the Montessori Kiara Karitas: Ms. Dewi, Ms. Julia and Ms. Meilani. They have supported, and encouraged the writer. Thanks for their help.
15. The students of the Montessori Kiara Karitas who gave inspiration and made the writer learn from their surprising tenderness.
16. All the people that the writer couldn't mention their names here, whose help are meaningful.

Karawaci, May 26th 2011

Choi Myeong Ja

TABLE OF CONTENTS

ORIGINALITY STATEMENT OF THE THESIS.....	i
THESIS APPROVAL.....	ii
APPROVAL OF THESIS EXAMINER COMMITTEE.....	iii
ABSTRACT.....	iv
ABSTRAK.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xv
LIST OF APPENDICES.....	xvi
CHAPTER I. INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Research Questions.....	2
1.3 Purposes of the study.....	3
1.4 Significance of the study.....	3
1.5 Definitions of terms.....	4
1.6 Organization of the Report.....	4
CHAPTER II. LITERATURE REVIEW.....	6
2.1 Theoretical Background.....	6
2.1.1 Children Development.....	6
2.1.1.1 Physical Development.....	7

ix

2.1.1.2 Cognitive Development.....	8
2.1.1.3 Linguistic Development.....	10
2.1.1.4 Social and Emotional Development.....	11
2.1.2 Learning and Teaching.....	13
2.1.2.1 Multiage Students.....	13
2.1.2.1.1 Montessori Theory.....	16
2.1.2.2 Co-teaching.....	18
2.1.2.2.1 Cook and Friend's Six Approaches of Co-teaching....	21
2.2 Theoretical Framework.....	22
CHAPTER III. METHODOLOGY.....	25
3.1 Research Methods.....	25
3.2 Research Setting and Subjects.....	25
3.2.1 Research Setting.....	26
3.2.2 Subjects.....	30
3.3 Data Collection.....	31
3.3.1 Observational Records.....	31
3.3.2 Interviews.....	31
3.4 Data Analysis.....	32
3.4.1 Observational Records.....	32
3.4.2 Interviews.....	33

3.5 Procedure.....	33
CHAPTER IV. FINDINGS AND DISCUSSIONS.....	35
4.1. How the teaching was done to multi age students in the Montessori school..	35
4.1.1 Warm up.....	36
4.1.2 Circle Time.....	37
4.1.3 Montessori Time.....	38
4.1.4 Extracurricular.....	46
4.1.5 Lunch, Agenda, and Recess Time.....	47
4.1.6 Library Time.....	47
4.1.7 Pack up and Job.....	48
4.2 How co-teaching had been implemented in a multiage class in the Montessori school.....	48
4.2.1 Warm up.....	49
4.2.2 Circle Time.....	49
4.2.3. Montessori Time.....	52
4.2.4 Extracurricular.....	53
4.2.5 Lunch Time.....	54
4.2.6 Library Time.....	56
4.2.7 Pack up and Job.....	56
4.2.8 After Class.....	57

4.3 The advantages and disadvantages of co-teaching to multi age students in the Montessori school.....	57
4.3.1 The advantages of co-teaching to multi age students in the Montessori school.....	57
4.3.2 The disadvantages of co-teaching to multi age students in the Montessori school.....	60
CHAPTER V. CONCLUSION AND RECOMMENDATIONS.....	64
5.1 Conclusion.....	64
5.2 Limitations of the study.....	66
5.3 Recommendations.....	66
WORKS CITED.....	68
APPENDICES.....	A-1
Appendix A.....	A-1
Appendix B.....	A-7
Appendix C.....	A-8
Appendix D.....	A-9
Appendix E.....	A-10
Appendix F.....	A-11
Appendix G.....	A-12
Appendix H.....	A-13
Appendix I.....	A-14

Appendix J.....	A-15
Appendix K.....	A-16
Appendix L.....	A-17
Appendix M.....	A-18
Appendix N.....	A-19
Appendix O.....	A-21



LIST OF TABLES

4.1 Example of Students' Activities in One Day.....	45
4.2 The Mandarin Class Leveling.....	46



LIST OF FIGURES

Figure 2.2 Theoretical Framework.....	23
Figure 4.1 Map of the Classroom.....	40
Figure 4.2 Teachers' Seating Arrangement during lunch Time.....	55



APPENDICES

Appendix A. Interview Transcribing

Appendix B. Observational Records

Appendix C. Students' Information

Appendix D. Teachers' Information

Appendix E. Warm up Time Division

Appendix F. Circle Time Songs

Appendix G. Class Schedule

Appendix H. Materials (Masculine and Feminine)

Appendix I. Materials (Antonyms)

Appendix J. Montessori Materials (Math)

Appendix K. Students' Projects

Appendix L. Students' Jobs and Salaries

Appendix M. Reading Log's Questions

Appendix N. Materials (English grammar)

Appendix O. Pictures of the Classroom