INTRODUCTION TO ENGLISH LANGUAGE IN EARLY CHILDHOOD EDUCATION

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Abstrak

This study aims to describe the learning of English vocabulary recognition which includes: Material concept of the introduction of English language applied and how to master English language skills and how to apply early childhood English recognition strategies 6 to 8. This study uses descriptive methods with a qualitative approach. The subjects of the research is the leader and teachers. The setting of the research in Smart School Baubau. The method of Data collection uses observation, interview, documentation. The results showed: 1) In the application of the English introduction learning concepts namely,alphabets, verbs, adjectives, names of animals, names of human body, name of day, months, names of colors, name of family, o'clock, names of fruits, name of accupation, name of shapepronoun, introduction and this concept is easy to understand and interesting for children ". 2) children's English skills, namely children can master vocabulary about the concepts of Alphabets, Verbs, Adjectives, names of animals, names of human body, name of day, months, names of colors, name of family, o'clock, names of fruits , name of accupation, name of shape, pronouns, introduction. 3) Strategy for introducing English learning through habituation using English, basic vocabulary pronunciation accompanied by pictures memorizing the words, games through games, puzzles and language recognition English through singing and story telling.

Keyword: Introduction to English language, Early childhood

INTRODUCTION

Education is an effort to provide exemplary, guidance, motivation, and teaching to shape personality changes in individuals from not having the character of being a person of character, not knowing being aware, and developing all aspects of its development, both in the cognitive, physical, social emotional aspects, religious morality, and language. Ki Hadjar Dewantoro (Sudjiono, 2009: 126) said that teachers and parents in providing education to their sons and daughters must have three concepts, namely: *Ing ngarso sung tulodo*, meaning that teachers and parents are role models for their children, *Ing madyo mangun karso,* also as a mentor in providing teaching and *Tut wuri handayani*,

teachers and parents always provide motivation and encouragement to encourage children to develop their potential . Education can be obtained from several elements, namely education through family, community and school environment. These three components have a very important role in influencing changes and development of children.

Parents and teachers should provide the right education at an early age or often referred to as the golden age. According to NAEYC (Morrison, 1988: 4), early childhood is a child from birth to 8 years old. At this age the child has 80% potential to absorb information from his environment. This age is mentioned in many terms. Montessori (1995) explains that early childhood is a time when children have thoughts that are easy to absorb or are called absorbent minds. Early childhood is an age where children easily absorb information, especially through language in their environment. Montessori (Suyadi, 2014) says that early age children have sensitivity to language or are called sensitive of language. Language is a communication tool for everyone, including children. The first language that children recognize is mother tongue According to Vigotsky (Santrock, 2009), states that language is critical for cognitive development. Language provide a means for expression ideas and asking questions and it provides the categories and concept for thinking. Therefore, language acquisition is a process that takes place in a child's brain when he obtains the first language or his mother tongue. In order to speak well and fluently, children need intensive and gradual training. Child language development occurs since the child is born until the child goes into adolescence. This means that the child will be easy to master the language both in mother tongue and second language (second language) through good guidance, direction and support.

According to Otto (2015: 33), in the view of nativis emphasizes the ability of human birth (basic nature) which is responsible for language development. Linguist, Noam Chomsky, is considered the main theorist who is always associated with nativis. Chomsky (Beverly Otto, 2015: 33), argues that all humans basically have the capacity to acquire language, because of the cognitive structure that processes language differently from other people's stimuli.

Brunner (Beverly Otto, 2015: 38) in his view, the development of children's language emphasizes the role of "nurturing" and sees learning occurring based on stimuli, responses, and assistance that occur in the environment. A child is considered as "tabula rasa" and learning occurs because of the relationship built from the response stimulus, and the events that occur after the response behavior mean that language is learned as a result of the relationship. This view is known as the interactionist theory which focuses on the primary role of social cultural interaction. In its development it can be said that children get language through their efforts when interacting with the world around them. Vygotsky's latest research emphasizes the role of social interaction in language development. Vygotsky's basic premise (Beverly Otto, 2015: 40) is that language development is influenced by the community in which a person lives.

Based on several theories above, it can be concluded that language development in children is an ability possessed by children in their knowledge called the language acquisition device (LAD) so as to make it easier for children to organize their own language structure. On the other hand, the development of language is the result of children's interaction with those around them. These two elements are very important to be considered and developed according to the stages of development.

Based on the theory English as a second language (English the second language) can be introduced to children

from an early age. English is a second language that must be introduced through simple concepts and appropriate and interesting strategies for children in learning. Introducing English from an early age is the right step along with the demands of the times that are being faced by this generation of nation. The increasingly rapid development of science and technology demands future generations to compete at both national and global levels that are required with English language skills. In the current science and technology era educators and parents must have a good ability to equip their sons and daughters with knowledge in order to have competitiveness.

Periodic developments in the era of globalization and science and technology are not balanced by improving the quality of educational resources that are adequate and equipped with quality education can have a negative impact on child development. The quality of good education really requires the competence of reliable educators who are able to educate according to the level of child development or referred to as Development Appropriate Practice (DAP). The environmental phenomenon of early childhood education is currently lacking in introducing English to children. The concepts of English language programmed and the strategies in their implementation still need to be improved. It is realized that early childhood education institutions are guided by teachers who are not from an English education background so that support and training need to be improved. The introduction of a second language or English in early childhood must be appropriate and in accordance with the stages of child development. According to Coople & Bredekamp (2006), children's learning must be considered based on three things: age, interest and interest, and social and cultural environment. This means that the introduction of English to children from an early age must be adapted to the abilities and interests and the programmed concepts are familiar with the child.

Based on the theory and phenomena in the field, I conducted this research on institutions that have conducted English learning for early childhood. The results of interviews and observations at this school that for 13 years having opened an English language program for children aged 6 to 8 years resulted in many generations who had good English skills. Programmed concepts are very basic and strategies for implementing them are easy and interesting. With this concept, teachers and parents can develop basic English learning for their sons and daughters at home and in the school environment.

This study aims to obtain information about 1) the concept of the introduction of English which is applied to children aged 6 to 8 years in the Baubau Smart School. 2) the implementation of English language recognition strategies for children aged 6 to 8 years in the Baubau Smart School. 3) How is the ability to master English early childhood 6 to 8 years at Smart School of Baubau city

THEORETICAL FOUNDATION THE NATURE OF EARLY CHILDHOOD

Early childhood is a child aged 0 to 8 years. Children at this age are a critical development period or referred to as the golden age. Children at this age need the attention of serious parents to develop their potential. According to NAEYC (Morrison, 1988: 4) early childhood is a child from birth to 8 years old. At this age the child has 80% potential to absorb information from his environment. While Suyanto (2005: 1) referred to as early childhood is a child with ages 0 to 8 years. Children of this age have different characteristics with children in their age. As stated by John Locke (Morrison, 1988: 43) that children can say "the child was born like the blank tablet" means that children are born like blank paper, for the environment children will shape it into a good person. If parents do

not give serious attention to child growth and development, then the child will experience delays and obstacles in their growth and development. With the ability of the child to be able to adapt to obtain knowledge and construct it. As stated by Vigostky (Ratus, 2014: 24) views early

childhood as an adaptive person who is able to communicate and interact with his social environment. Vygotsky emphasized to educators and parents to understand the concept of ZPD (zone proximally development) and scaffolding. This means that during a child's development there is a very critical or potential period that can be used by parents to develop optimal children's potential with help or support (scaffolding).

Language Acquisition Theory

The theory that uses as the base to language acquisition *are Nativis theory*. This theory emphasizes human birth (the nature of which is responsible for the development of language. This theory is proposed by Noam Chomsky (Ingram, 1989) arguments argued that humans basically have the capacity to acquire language, because of the cognitive structure that processes language differently obtained from the stimuli of others.In the nativis's view, children learn language by exploring the structure of their language. This process of excavation is thought which is aided by the innate mechanism from birth.This default mechanism is called the language acquisition device (LAD), through this device allows children to process and learn language through innate knowledge of grammar classes, the foundation of internal structure, and the ways in which language is used. *Cognitive theory*, this theory emphasizes that language is acquired as maturity occurs and cognitive abilities develop. When the nativis view emphasizes language is innate from birth, while Jean Piaget in cognitive theory assumes that cognitive development is a "prerequisite and foundation of language learning". *Behaviorism theory*, this theory emphasizes

that the role of "nurturing" and seeing learning occur based on stimuli, responses, and assistance that occur in the environment, a child is considered as "tabula rasa" and learning occurs because of a relationship built from stimuli, responses, and events that occur after behavior is responded to, language is learned as a result of the relationship. *Interactionist theory*, this view emphasizes that children get language through their efforts when interacting with the world around them. Vygostky in (Otto, 2016) emphasizes the role of social interaction in vygostky's basic premise language development is that language development is influenced by the community in which a person lives; higher social functions are socially formed and culture is transmitted.

Some of the theories above, it can be concluded that the development of language in infants and children is the innate ability that children have in their brain called (language acquisition device, LAD), making it easier for children to organize their own language structure. On the other hand, the development of language is the result of the interaction of

children with those around them, these two elements are very important to be considered and developed according to the stages of development.

Basic Concept of English

In learning English for children must be adapted to the stages of children's development. In the stage of child development that needs to be considered is the child's age, interests and environment. The concept of learning English that can be given is certainly basic and easy to understand for early childhood. According to the Susi concept (2012) that can be introduced for early childhood, namely: Names of animals, Names of Body Members, Name of Fruits, Greeting, Name of Days, Month, The Numbers, Colors, Occupation, Pronouns, Introduction.

While McIlwain (2009) suggests that learning English for children is

oriented to vocabulary vocabulary, namely: animal concepts, plants, fruits and numbers accompanied by pictures. According to Cooper (2007) Units of language learning in early childhood can be given the following concepts: My Body, Animals, Food, School / The Classroom, Transportations, The House The World Around Us (tree, street, sho), The Weather , The Family, Clothes. While Copland and Sue Garton (2012) suggested that in English learning children can be given basic concepts such as basic vocabulary, and alphabets. Based on some of these theories, it can be concluded that, in the introduction of English learning for early childhood is basic English. Basic concepts can be easily understood and mastered.

Strategy to introduce English

In the process of learning English the introduction of early childhood must be appropriate. the right method will arouse children's enthusiasm and motivation to learn. Some experts suggest the rare introduction of English to early childhood is Copland and Sue Garton (2012) suggested that to introduce English the teacher could introduce it through Acting songs, Story-telling and games. While Cooper (2007) suggested a number of rarities, namely: 1) Use English as often as possible, so the child is used to it: 2).Try to make children understand what you say; 3). Allow children to answer in the first language, and repeat with the second language what is said; 4).Teach children basic vocabulary words, not sentences; 5). Teach slowly with a lot of repetition, give plenty of time to try; 6) The material provided must be interesting, so the child is interested in learning; 7).Use games, and involve children for interested children; 8). use songs, because through children's songs can learn vocabulary, grammar and rhythm and 9). Use stories, because with stories can be given real experiences through stories.

Based on several theories above, it can be concluded that in the learning process the teacher should choose the right strategy, fun and adapted to the child's developmental stages, namely the child's age, children's interests and interests, and the child's environment and culture. With the right strategic children can understand easily and are interested in learning English recognition.

METHODS

This study uses a type of field research with a qualitative approach, namely research methods based on phenomenological philosophy, used to examine the condition of natural objects. In qualitative research, the researcher is a key instrument, data source sampling is done by purposive sampling technique, which aims to obtain data on subject and found in the field. Collection techniques with triangulation (combined), data analysis are inductive / qualitative, and research results emphasize meaning rather than generalization.Researchers use qualitative research methods because their research is carried out under natural conditions and considers that social reality as something that is holistic or intact, complex, dynamic, meaningful, and symptomatic relationships are interactive. Research is carried out on natural objects, namely objects that develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of the object. This method is also used to obtain in-depth data, a data that contains meaning (Sugiyono, 2010: 14-15). Thus the researchers will get meaningful data from the implementation of the strategy for the introduction to early childhood English in Smart School of Baubau City.

This research activity was carried out at Smart School which is located at Jalan Bataguru No. 71 City of Baubau. The reason for choosing Smart School as a research location is because students in these institutions generally have good basic English mastery skills, this is evidenced by the number of children who are able to

recite Alphabets, names of animals, names of human body, name of day, months, names of colors, names of fruits, pronoun, introduction easily and children in Smart School can spell every word properly. Then the researchers also saw children could greet (greeting) with English, so researchers were interested in examining the strategies used in the introduction of English to early childhood. There is no research on the strategy of introducing English to early childhood at Smart School. One of the non-formal education institutions that organizes English for early childhood. The procedure for research time includes identifying problems that occur in the field, then asking research questions and preparing research guidelines. Next, collect data to produce and test analytical reports. This research was conducted for three months starting from July 2018 to September 2018.

In the examination the data uses two forms of triangulation, namely triangulation of sources and techniques. Source triangulation is used to test the credibility of the data by checking the data obtained through several sources. Source triangulation is done by comparing the interview data with what observations obtained from the interview results adjusted to the situation and the activities of the teacher and comparing the results of interviews with related documents.

This study uses different technical triangulation in collecting data, namely interviews, observations and documentation if the information obtained from the three techniques is different, the researcher needs further discussion about the information.Data analysis carried out during data collect ion and after data collection is used to draw conclusions, so that it can describe in depth the strategies of introducing English early childhood 6 to 7 years in Smart School. Three types of data analysis and collection activities themselves are cyclical and interactive processes. A researcher must be ready to move between 4 axes, namely data collection, data reduction, data presentation, and conclusion drawing during data collection. Furthermore, moving back and forth between reduction activities, data presentation and drawing conclusions during the remaining time of the study.

RESEARCH FINDING AND DISCUSSION
Basic Concepts of English Language Learning

Based on the results of interviews the concept of learning in early childhood must be adjusted to the stages of child growth and development. Early childhood is at the concrete preoperational stage meaning that children learn through symbols and in real or concrete ways. The concepts of English learning are adapted to the growth and development of children. The concept of English introduced to children is the introduction of alphabets, name of animals, name of days, month, years, verbs, adjective the numbers, colors, name of sports, name of fruit, objects in the house, pronouns and so on. The concept of learning given to children has been considered and adapted to the characteristics of early childhood development. The material presented is familiar material that exists in the child's daily life so it is easy to absorb.

The finding of the interview are reinforced by observations on the learning process of children who are enthusiastic about learning English with the concept of alphabets. In the learning process the teacher asks the child to read together (reading alphabets) and then the child is asked to recite and memorize A, B, C, D, E, F, G, H, I, J, K, L, M, N, O , P, Q, R, S, T, U, V, W, X, Y, Z.

English ability Children aged 6 to 8 years

Based on finding of the interviews in the introduction of basic English for children, teachers at Smart School already have learning guides at each level. Each child will be taught at level I and will go up to the next level when he has graduated or completed the exam at the level. Students

are given a handbook for learning and taking home. At the initial level the material provided is basic and simple material that can be easily understood by students. As a finding of subsequent interviews, students learn English with basic concepts such as, alphabets, names of animals, names of human body, name of day, months, names of colors, name of family, o'clock, names of fruits, pronoun, introduction and this concept is easy to understand and interesting for children.

The finding of the interviews were strengthened by observation of children aged 6 to 8 years, when learning children it was easy to recite and memorize alphabets, even singing My ABCD songs. Besides child alphabets learning names of animals, names of human bodies, names of days, months, names of colors, and names of fruits can be spelled quickly and precisely for example, APPLE ((ei) (pi) (pi) (el) (i). On the other hand the child can pronounce many vocabulary words such as, apple, this is my apple, Good morning, Good day, Good afternoon, Good evening, Good luck, Good night, Have a nice dream, It's time to go home, See you tomorrow , Good bye, Hi / Hello. besides, students are able to count from 1 (One) to 100 (one hunred). The students also work on exercises correctly such as: matching the words, Speeling games, Listening, Writing, and Filling the Missing words.

Habitual action in English

This strategy is used in learning activities in Smart School which aims to foster habits, train child mentality reading ,speaking, writing skills, listening and developing vocabularies. The introduction of English which is carried out with routine activities includes: speaking and answering greetings, asking questions, apologizing when doing wrong, eating and drinking in English. This method is carried out at the beginning of the child coming to school, learning activities, at rest, and at the end of learning activities.

The finding of the interviews were corroborated by observations that showed that before entering the children's study room, it was accustomed to say and answer greetings, ask (Question in English), apologize when doing wrong (apologize), eat and drink, recite and memorize English apphabets, names of animals, names of human body, name of day, months, names of colors, name of family, o'clock, names of fruits, pronoun, introduction.

Memorize Vocabulary

Based on the finding of the interview that this strategy is used in learning activities in Smart School that aims to develop children's memory, student's vocabulary, reading (speaking), speaking (speaking), writing skills, listening and able children identify between words and objects. Introduction of English by memorizing vocabulary, among others: name of animals, name of day, month, greeting, color names (names of colors), names of organs (name of body members), clock recognition (o'clock). This vocabulary is affixed with images so that children easily understand it and recite it. This method is carried out on learning activities, at rest, and at the end of learning activities.

Observation results during the indoor learning process, children are instructed to recite the basic vocabularies. There are also children who recite in front of the greeting class, including "good moring, good day, good afternoon, good evening (good night and many other vocabulary words. In vocabulary pronunciation) The child is adjusted to the stages of development, the child is only given 4 to 5 words to pronounce, the children's material

Exercise through Game, Puzzle, Story telling.

Based on finding of the interview this strategy was used in learning activities in Smart School which aims to develop interest in learning, children's memory,

student's vocabulary, reading (reading), speaking (speaking), writing skills, listening (listening) and the child is able to identify between words and objects. The introduction of English which is carried out with exercises through games, puzzles, story telling, among others:

Exercise through Games

Based on finding of interviews through game training, children were given exercises such as numbers , namely: numbering numbers with the number of objects, animal concepts (matching) between animals and their names, comparing food and animals. In the alphabetical concept the child spells out every word given and the other concept. in the concept of human body members the child matches the body and name of the body, constructing the organs of the human body. The finding of observations of children during the indoor learning process, children know vocabulary through games. Children enthusiastically construct human organs in game form and also conversation.

Training through Puzzles

Based on finding of the interview Exercises Through puzzles, children are given exercises such as the concept of numbers, namely: finding numbers in puzzle boxes, animal concepts children find animal names in puzzle boxes, fill the puzzle box down or across. On. the concept of body organs (human body members) children find body organs in the puzzle table, fill the puzzle according to the name of the body organ both horizontal and down (down).

Observation results during the indoor learning process, children know vocabulary through, puzzle. Enthusiastic children working on puzzle exercises find color names in puzzle boxes, day names and other concepts.

Exercise through Singing and Strory Telling

Based on the finding of interviews for the introduction of English, through singing, children are given training, among others, on the concept of numbers, namely: singing one and one songs about numbers. In the alphabetical concept children sing my ABCD songs and other songs. Based on finding of the interview. The children enthusiastically sang my ABCD.

DISCUSSION
The Concept of English Learning

The finding of this study are corroborated by the study of Chuang (2001) concluding that English learning materials for children are designed with many vocabulary words familiar to children, making it easier for children to understand them. The results of this study are strengthened again with the opinion of McIlwain (2009: 2) suggests that learning English in early childhood is by basic vocabulary accompanied by pictures including: names of animals, name of fruits, numbers. Teaching English in early childhood must be adjusted to the stages of child development. According to Copple & Bredecamp (2006) learning in early childhood must be adapted to the stages of child development or Developmentally Appropriate Practices (DAP), namely the design of learning activities that must be adjusted to the level of development of the child. DAP involves the age of the child, the personality of the child, must be in accordance with the environment and the cultural context of the child. Thus the learning of English given to children must be in accordance with the age of the child, their interests and learning have relevance to environmental and cultural conditions. While Piaget (Papalia, 2009) early childhood is at the preoperational stage (2-7 years) children at this stage obtain information through symbols in their environment.

Noam Chomsky explained that humans basically have the capacity to acquire language, because of the cognitive structure that processes language differently

from other people's stimuli. In the view of nativis, children learn language by exploring the structure of their language. This excavation process is thought that is aided by the innate mechanism from birth. This default mechanism is called the language acquisition device (LAD), through this device allows children to process and learn language through innate knowledge of grammar classes, the foundation of internal structure, and the ways in which language is used.

The DAP implication above, gives us a clue how the kindergarten and elementary English teachers should design their learning. The nature of preoperative children requires the teacher to design learning that is learning by doing (learning by direct practice / An example, teaching doing). Learning must also be concrete (authentic / real / not abstract) because they are only able to digest the real things. For example, introducing vocabulary to children must begin with objects close to them. When in school, for example, the closest vocabulary is the school environment and objects around it.

The finding of this study supported by Yamin's research (2017) concluded that in early childhood, emphasis should be placed on learning English in the most basic and most needed elements of language, namely: vocabulary, pronunciation, simple grammar, and simple conversation. Thus one thing that should always be remembered by the English teacher is the importance of paying attention to child development and creating a comfortable situation that arouses interest and motivation to learn English.

English language skills

Based on the finding of interviews, observation and documentation it is known that the child's English language skills in the Smart School Baubau include: vocabulary pronunciation, reading (writing), writing, pronunciation, spelling and listening. Children can pronounce alphabets, names of animals, adjectives, nouns, verbs, names of human bodies, name of days, months, names of colors, clock and names of fruits. Each word can be spelled quickly and precisely. In addition, children can also do exercises correctly, such as matching the words, Speeling games, Listening, Writing, and Filling the Missing words.

The finding of this study reinforced the opinion of Garman & Paul (1997) that early childhood have the ability to obtain vocabulary from various basic English concepts. Early childhood needs to be given the right stimulus. Given that early childhood is a child in the developmental stage is often called the problematic age, complicating and asking age Montesori (2014: 184) explains that early childhood is a sensitive or sensitive period. That is, in this sensitive period, children are sensitive to language or sensitive to language. so that children at this age easily and quickly absorb the language heard and taught by their parents and teachers. Children at this age are very easy to absorb or called Absobent Mind. This means that children at this age are very easy to absorb various information from their environment. The family, school and community environment has a very important role in improving children's growth and development.

Strategy for Introduction to English

Based on the finding of the research, it can be seen that the strategies used in introducing English language in Baubau Smart School are Habituation (Habitual action in English), Reciting vocabulary and pictorial, Exercise through Games, Puzzle, Exercise through singing and strory telling in the classroom and outdoor outside the classroom.

Habitual

Habituation is one of strategy that used in developing various aspects of child development. One of them is the second language (English). Through habituation

children can foster habits (habitual), train child mentality, reading, speaking (speaking), the ability to write and listening and develop good vocabularies. Introduction of English which is carried out with routine activities, among others: say and answer greetings, (good morning, good day, good afternoon, good luck, good bye). The teacher familiarizes the child by asking in English (Question in English) "How are you to day ?, what is your name ?, can you spell your name?. Familiarizing children with English can increase the child's courage to actualize themselves by using expressive language skills, improving children's receptive language skills, and expanding knowledge, insight and vocabulary. According to Moon (2008) one method of learning English for children is habituation in using simple English. The results of research by Kloumann, at al (2012) concluded that developing children's English through habituation in communicating with children using basic English. Cooper (2017) explained that children in daily activities can use basic English, namely: Requests for help; please help me, please tie my laces, please open this,, Greetings; hello, how are you? What's your name, good morning / good afternoon. Requests for things; please may I have ...?, please may I go to the toilet? Colors, Numbers, Actions (bend, wiggle, wave ..., Emotions, Instructions. With refraction of English in children's activities it can develop the acquisition of children's vocabulary.

This strategy was coined by Pavlov (Brooks, 2011) called classical conditioning theory. This theory emphasizes for educators to always give repetition of habituation to children from something unknown so that children are able to be independent. This means that if the child is accustomed to the school environment and his daily activities with English, then the child will easily understand the material. Ki Hadjar Dewantoro (Sujiono, 2009) with the concept "Ingarso Sung tulodo,". Teachers should be role models, examples, exemplary before their students, always giving teaching and habituation.

Memorizing the Vocabularies

Based on finding of the research, one of the strategies used to introduce English to early childhood is through vocabulary pronunciation. By vocabulary pronunciation, the child can add vocabulary, pronunciation and writing. Spoken vocabulary includes: name of animals, name of day, month, familiar nouns, adjectives, verbs, greetings, names of colors, name of body members, name of sports and name of fruits. The vocabulary given is basic words and is close to the child's life. The teacher asks the children to mimic the words spoken listen and reapet can the teacher say something and the child listens. After the teacher says the child's vocabulary is asked to repeat what is said by the teacher the goal is so that the child can know the pronunciation (pronunciation) and then the child is pronounced as much as 4 to 5 words in accordance with the development of students, the child will continue when mastering the word given.

The finding of Tyaningsih's (2016) study concluded that introducing vocabularies by using them in the sentence of the target language to build context. Use body language (facial gestures / expressions) and modification of emphasis or intonation to help children understand the meaning of vocabulary that is in focus. To start, introduce children to five verbs that are close to them such as: eat, drink, want, watch, like. Then focus on using these words in sentences continuously within a certain period of time until the child is considered to have mastered it. Then, just add the next five words again.

Exercise through Game, Puzzle, Story telling

Based on finding of this research strategy is used in learning activities in Smart School which aims to develop children's learning interests, children's memory, student's vocabulary, reading ,

speaking, writing skills, listening and the child is able to identify between words and objects. The introduction of English which is carried out with exercises through games, puzzles, story telling, among others:

Exercise through Games

Based on finding of research to develop children's English through a lot of game training, children are given exercises such as numbers namely: numbering numbers with the number of objects, animal concepts matching between animal images and the name is, make a difference between food and animals. In the alphabetical concept the child spells out every word given and the other concept. In the concept of body organs (human body members) the child matches the organs of the body and its name, constructs the organs of the human body and the concept of color matching with its color and name. Besides (matcing) the father (filling the missing words) that is complete the missing words and matching the time. Moon (2008) explains that children can get to know English vocabulary through a lot of exercise, both games and puzzles. The results of this study are supported again by Halliwel's opinion (1992: 69) one of the strategies in developing children's vocabulary (vocabulary) is to spell the game training a lot, which is to contrast words with pictures.

Training through Puzzles

Training through puzzles, children are given training, among others, on the concept of numbers, namely: finding numbers in puzzle boxes, animal concepts children find animal names in puzzle boxes, fill the puzzle box down or horizontally. On the concept of human body members, name of colurs, name of sports, children find the names of organs, color names, sports names in the puzzle table, fill in the puzzle according to the name either across or decreasing (down). Halliwel (1992: 87), one of the strategies in developing

children's vocabulary (vocabulary) is to practice many in the form of puzzles.

Crossword puzzle game method that is applied to Smart School children, in the delivery of learning material or the process of learning English can improve activity, cheerfulness, ability to write, pronunciation of sincerity, cooperation, understanding of material, and acquisition of vocabulary.

Practice through singing

One method / method of teaching English by using songs / songs as a medium. Given that English is a foreign language in Indonesia, of course the learning process requires an appropriate and effective approach. The success of learning English in early childhood is strongly influenced by the ability of a teacher in presenting the process of teaching and learning activities that are interesting and fun for children. In line with the existence of a child who likes to sing and move, motion and song are one of the most appropriate approaches if used as a means of presenting the process of learning English in early childhood. Presenting a learning process that is interesting and fun for children by not leaving a good and correct English language rule. Through singing, children are given exercises such as numbers, namely: singing one and one songs about numbers. In the alphabetical concept children sing my ABCD songs and other songs. Yamin's research (2017) concluded that songs can motivate children to prefer to learn English, children become happy and easier to understand the teaching material presented. The ability of teachers to choose songs and create movements that are appropriate to the child's developmental age will also have an impact on the success of the process of learning English in early childhood. According to Hernanderz (Hilda, 2009: 96) in early childhood proper English learning is through songs. Songs can also be uplifting so that children are motivated to study English more actively.

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Song is used as a technique in the process of learning English. The song has various elements in it so that it can be used as a method to develop children's vocabulary. High pitch provides an opportunity for children to practice listening comprehension. Changes in the rhythm or rhythm of the song encourages the child to continue learning English. Through children's songs, not only develops both languages (second language), but children's art and creativity.

Exercise through strory telling

Based on finding of research at Smart School, one of the strategies used in introducing vocabulary in early childhood is through stories. In concept of story telling the teacher often reads children stories about animals to develop the child's ability to pronounce, and listen to listening and vocabulary building. In the storytelling method the teachers have several steps, namely: Selection of the story, the language delivered must be simple so that it is easy to understand, the child sits in a circle, intonation in reading the story, asking the contents of the story to the child.

The finding of this study corroborated by Yamin's (2007) study concluded that learning English can be done in various ways, one of which is by reading English short stories. By reading sentences in English but which are still easy to understand will greatly help us in understanding the English language story. The steps to applying English learning by telling stories are as follows: 1).Prepare media, teaching aids and if necessary a teacher must memorize the story first; 2). Create an atmosphere that is fun, comfortable and makes children curious about the news that we will read;3). Before telling a story, make an agreement with the child. Nobody asks before;4). mother completes the story. if there are ibuk children who want to ask, please postpone it first. Then read the story with enthusiasm and as interesting as possible; and 5).After finished reading the story, ask the child to repeat what we told. Then if anyone asks is welcome.

Reading stories is one of the strategies to introduce English to early childhood, by which teachers should have steps in reading stories. According to Abdul Majid (2013) the steps that must be considered by the teacher in the storytelling are :

a. Selection of stories, in the selection of stories (story telling) the teacher should have a story that is interesting for children, in accordance with the child's age, interests and familiarity in the life of the child.

b. Preparation before entering the class, the story to be conveyed is how to be provided before the class starts, so that the teacher and students have time to discuss the discussion first.

c. Pay attention to the student's sitting position, the student's sitting position becomes important in the story method, because it makes it easy for the child to listen and pay attention to the teacher. the right position in the story is gathered around the teacher in a semicircular position.

d. In story telling the teacher should pay attention to the language of the story by using words that are easily understood by the child and close in their lives.

e. Intonation of the teacher, at the beginning of the story the teacher should start with a calm voice, then harden it a little bit according to the storyline.

f. Voice imitation, in reading the story to the child the teacher must be able to mimic the voices in the story, namely: animal sounds, the sound of water, the sound of lightning and the flowing .

a. The finding of the study were corroborated Kloumann, at al (2012)

concluded that developing children's English through stories (story telling) using basic English. The results of this study are corroborated by the research of Bretherton L, Cini E, et al. (2015) concluded that children can develop English vocabulary through the support of parents and teachers in reading stories. Early childhood is the age of gold where the child has 80% of his ability to absorb various information obtained, the most basic is the concept proposed by Noam Chomsky when he was born has the potential to easily obtain the language of his environment called Language Acquisition Devices (LAD) . The results of this study were corroborated by Ira Miranti's research, et al. (2015) that the activity of teaching English vocabulary through the song media in PAUD Al-Amin Cibeureum Cisarua Bogor can provide a good stimulus for teachers as pursuers and students as students. Song media is an alternative in carrying out teaching and learning activities that are fun, cheerful and easy to understand. It is undeniable that the song media has a big impact in developing vocabulary skills for students in PAUD.

Based on the finding of research and this theory the teacher and parents have a strong foundation for developing the child's potential, both cognitive, motor physical, social emotional and especially the acquisition of language. One of the methods applied in the Baubau Smart School in introducing and developing the vocabulary of children (vocabulary building) is through the storytelling method.

CONCLUSION

At the kindergarten and elementary school level, the teachers should introduce English learning to the most basic and most needed elements of English, including: Vocabulary about the introduction of alphabets, name of animals, greeting, pronouns, name of days, month, years, the numbers, colors, o'clock, name of sports, name of fruits, the objects in, names of family the house, basic conversations. verbs, adjective. The concept is emphasized on pronunciation, memorization and simple conversation.

Besides the elements of the language, one thing that should always be remembered by the English teacher is the importance of creating a comfortable situation, giving and arousing interest and motivation to learn children's English. Therefore, if children learn English from the beginning, they should learn in pleasant situations in the hands of competent teachers, so that they become their capital to learn English at a more advanced level. The basic concept and role of the teacher becomes important when applied through interesting methods. In Smart School of Baubau in the introduction of English early on uses several methods, namely habituation using English (Habitual action in English), memorizing basic vocabulary accompanied by pictures (memorizing the words), exercises through games, puzzles (Exercise by the game, puzzle) and the introduction of English through singing, and telling stories (singing and story telling). The concept of basic English and the role of the teacher and the right method can improve children's learning motivation in knowing basic English from an early age.

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