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FACULTY OF EDUCATION
STATE UNIVERSITY OF MALANG

theme:
Improving the Quality of Education and Training
through Strengthening Networking

4-6 NOVEMBER 2016

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PREFACE

The International Conference on Education and Training (ICET), Faculty of Education, State University of Malang, 2016 took place in Malang, Indonesia, between 4 and 6 November, 2016. ICET is an international conference covering research and development in the field of education and training. The conference aims at creating a forum for further discussion for an education and training field incorporating a series of issues and/or related to quality improvement in education and training. Therefore, the call for papers was addressed to scholars and/or professionals of the field of eduaction and training. Driven by the fast-paced advances in the education field, this change is characterized in term of its impact on the education implementation.

During the conference, 4 keynotes speakers were held in order to advance and contribute to specific research areas in the filed of education. More than 250 pre-registered authors submitted their work in the conference. The ICET 2016 finally accepted and hosted 200 original research papers. All papers submitted to the conference were reviewed using a double-blind peer review process. The conference commite decided about the acceptance or not of the submitted papers, with the contribution of competence and expertised reviewers.

We would like to thank all members that participated in any way in the ICET 2016, especially: (a) the Inderscience Publisher for supporting and receiving the selected papers to be published as the Special Issues Edition of the International Journal of Innovation in Education; (b) the Co-organizing Universities and Institutes for their support and development of a high-quality conference; (c) the members of the scientific committee that honored the conference with their presence and provided a significant contribution to the reviewer of papers as well as for their indications for the improvement of the conference; and (d) all members of the organizing committee for their willing to organize the conferenece as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

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STRATEGY IN INTRODUCING ENGLISH TO EARLY CHILHOOD EDUCATION

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ABSTRACT

English is an international language that becomes universal which dominating the world wide communication in connecting and transfering knowledge throughout the world. It triggers assumptions that english mastery is a crucial need for people today, since english mastery allows people to expand their international connectivity easily. Language needs to be developed due to the growing stages which must be experienced by early childhood learners. The roles of language for early childhood learners are as a means for thinking, listening, speaking, reading, and writing. Through language, someone is able to convey the wishes and opinions to others. It becomes one of the matter of urgency since early childhood which soon need to be answered in revealing the wonder of knowledge through English. Strategies and sets of learning activity in introducing English since early childhood are required to fulfil the language development stage for children especially in English.

***Keywords**: English language education, early childhood, and learning strategies*

In the globalization, human resource are being force to fulfil skills including foreign language, one of them is English as an international language. If people are able to mastering english, they will mastering the knowledge, technology, and be able to communicate with others easily. Due to the important of english for indonesian, education leraning in Indonesia are competition in teaching english as one of skill that are need to be developed. Nowadays, an english course are being taught in elementary up to senior high school. Moreover, kindergarten either early childhood education are starting to introduce english to the students. Eventhough, english learning in the early childhood are being famouse since they learn their first language.

Based on the assumption that children are a fast learner than the adult (Santrok, 2007), a research done by Johnson dan Newport, 1991 (Santrock, 2007) shows the childhood, 3 until 7 years, Chineese and Korean immigrant who lived in America, their english skill ar better than the olders or the adult. Another research stated the effectiveness of mastering the foreign language since childhood by Mustafa (2007), that children who are mastering the foreign language are special in their intellectual, academic, speaking, and social. Moreover, Mustafa (2007) said learning a foreign language since childhood helps their growing proccess in learning their own languange and culture. It dues to they have more capable ability toward languange and foreign culture.

In the golden age, 0-6 years, children have many abilities in learning optimally and it will lead them to their growing development stages. In the golden age, children are able to absorb idea and knowldge or courses better than the adult since they have a chance to develop their ability. Therefore, golden age is a crucial time to find their potency. So, giving an education to the children are very important matters to help their growing process.

Urgency of english education for early childhood

Nowdays, english are important. Lot of parent want to give their children an english in early childhood. It is not an easy job to teach the early childhood about anything. Teaching english to early childhood are different ways in teaching teenagers or adult. In the early childhood, teaching english as an introductory. So, early childhood are being taught the basic of english through playing, it is playing by learning. By using this method, the early childhood are being calm, it makes them feel happy and cheerful so, they will be easier in receiving the lesson.

Learning English in early childhood only limited introduction and basics only. So, we as educators to teach them things that are very basic advance, for example letters of the English alphabet, numbers, assorted fruits, all kinds of animals, a variety of colors, and a little conversation simple and easy (such as good morning, how are you, etc.).

The active role of parents is very necessary in this case, in other words, parents are required to know a bit of English so they can buy a book on basic English and teach it to their children at home. Below are some of the reasons why children from an early age should be required to master the English language, among others:

1. The geographic factor becomes the first reason why Indonesia needs to learn English. Indonesia is surrounded by state-country the majority of the population uses English as a first or second language. These countries include Singpura, Malaysia, the Philippines, Australia, and others. By learning English will be easier for a person to communicate with another person if one day go abroad.

2. English should be studied because of its widespread use as an international languange communination. To be able to communicate with people of different cultural backgrounds and the State of the Union, English has become the main option that is often used in communication. Examples are easy to see there in the world of tourism. The tourists who travel abroad usually use English to communicate with local residents. In addition, English is also the official language of instruction in the world of transportation in the air and at sea.

3. The information contained in the world are also mostly using English as the language of publication. Can we take the example of the Internet, most of the sites on the internet information provider speak English. Not only on the Internet, books are also not a few who use the English language. With fluent in English would greatly assist children in exploring and accessing sources of knowledge from the media written and electronic media.

Learning English for Early Childhood Education aims to: 1) introduce English pronunciation skills. This is realized by means of: pronounce English vocabulary with the correct pronunciation, memorize each English vocabulary with meaning, singing songs in English, responding to instructions with actions or utterances lightly. The results of study showed when learning using pictures, games, and songs are integrated more effectively to teach English vocabulary for kindergarten children. Kids learn about the environment and absorbing knowledge through what they see and hear. In fact, 55 percent of children's knowledge gained from observation and hearing, so that the senses of sight and hearing is the gateway entrance of science into the child. Factors affecting the acquisition of vocabulary in preschool children include environmental factors and shelter, economic factors, factors of parental education, as well as the factors that come from the children themselves. The second objective, the education of English in kindergarten aims to develop language skills with measures. Topics of the discussion relating to matters that are within the context of the situation. In this case the students are encouraged to practice interacting with his partner, so that elementary students have no difficulty in pronouncing English because basically learning the language must be spoken and frequently practice to be flexible in pronunciation.

The role of the English language is very important for children about the global world is like, with one language, namely English, children can travel around the world, because the English language has been used in different countries even though as a second language as an official language in each country. English is a language that is very important in the international world, especially in the current era of globalization to communicate with other people in different countries. By mastering the English language, people will be able to log in and access the world of information and technology. With the introduction of English in kindergarten, the students will recognize and know English early. Thus, they will have a better knowledge base before proceeding to higher education level.

The third objective is improving child language acquisition. More and more people are able to communicate in English then the sooner the process of knowledge transfer. Kids can obtain two or more languages properly if there is a consistent pattern of social communication, such as with whom to speak anything, where speaking what, or when speaking of anything.

Stages in Learning English & Methods of Teaching English to Early Childhood

Teaching English gradually. Similarly, learning Indonesian children do not immediately learn to speak, read and write simultaneously. Before she could speak in Indonesian children must listen first Indonesian. If he had never heard such language, he may not be able to speak. It cause deaf children usually also automatically mute because he could not hear so it cannot imitate. So in essence, learning any language the same way. Here are the stages in learning English for children, namely:

1. Listening. Besides heard us speaking children can also learn how to read to hear the story in English, chanting simple or by watching DVDs and VCDs in English. But for the beginning of knowledge, select the words few and simple.

2. Speaking. Once the child is often heard in English, children can be encouraged to speak in simple sentences. Apply 30 minutes a day as a family to speak in English. The withdrawal of children under five who are just starting to talk, children also start speaking in English language only one word for example car when you want a toy car. Then develop into short sentences, like I want the car.

3. Reading. There are two common methods to teach children to learn to read in English that is the whole language approach and phonic. whole

language approach is a method of learning to read by making the language as a whole are not separated. Learning to read should also be in accordance with the context. This method is more emphasis on the meaning of a word. For example, when seeing the word cat (cat) child immediately told that it read "ket" and it means the cat. Normally children learn to read by the system remembers (memorize) words that have been mentioned. The advantages of this method is faster child can read but will have difficulty when it came to writing the word on purpose, especially words that are long enough. Phonic is a method of learning to read through the letter sounds with how to spell one by one suppose cat (cat) means spelled keh - e - tea and read "ket". Every word in the dust into letters. Because children learn through a spell then takes longer to read. But excess easier when children have to write down the words he heard. To facilitate children learn to read should select books appropriate to their level. Suppose children just starting to read, select books that consists of only one word suppose the first page there is a picture underneath the apple and the words This is Apple. After that could be tried with other words suppose I like banana. Children can create their own books like it or get it through reading A to Z.

4. Writing. This is the most difficult stages in learning English because there are many rules that must be obeyed. Usually the Indonesian people would have difficulty speaking in English. Actually it is not because it can not, but because of fear of being wrong. Yet even if we are wrong to say the arrangement of a few sentences or incorrect grammar was our speaker will understand. But that's not writing, when we do a lot of grammatical errors and spelling how it could be people who read us do not understand what we write. Because of this relatife hard, then write into the final stage. Do not rush to teach grammar or writing if the child has not mastered the three previous stages. To teach Grammar should be done implicitly through the book that contains sentences that same pattern. Let's say if the first page contains the sentence past tense next few pages also patterned past tense. So after a few repetitions children can get an idea of the sentence when it used the past tense. If children are taught grammar explicitly that with a lengthy explanation about the past tense complete with formulas that must be memorized then the child will be confused and end up afraid to write. Such as when speaking children should start with writing a single word, then one short sentence, and then one long sentence, then a paragraph and so on. Maybe later without you realizing suddenly the child is able to write a book in English.

Various methods can be used for learning English early childhood, among others:
1. Method of TPR (Total Physical Response Method)

This method was developed by James Asher, a professor of psychology at California State University San Jose. This method is the appropriate method to teach English at an early age where children prefer learning activity directly related to physical activity (physical) and movement (movement). In this method, Asher said that more frequent or more intense stimulation of memory a person is given the stronger the memory associations connected and easier to remember (recalling). Memorizing is done verbally with the motion activity (motor activiy).

Asher also concluded that the role of emotional factors are highly effective in children's language learning, language learning means to engage with mobile games combined with singing or storytelling will be able to reduce the pressure of one's language learning. He believed that with joy in the child (positive mood) will give a good impact on the children's language learning.

Learning examples of this method are as follows: when introducing a word stand up (stand up) all the children stood up while listening (listening) said stand up and pronounce (speak) the words that stand up. Here we as educators do not need to insist on the introduction of written language (written language) even though we can occasionally write these words but not a necessity. Then we can strengthen the introduction of the words while singing songs and moving the appropriate command:

Every body sit down, sit down, sit down
Every body sit down just like me
Every body stand up, stand up, stand up
Every body stand up just like me

Activity introduction of English with this method is expected to take place continuously and gradually, especially with learning by attracting so that children can be happy and cheerful will maximize the child's ability to learn a second language so it would appear Indonesian children who are fluent in English.

Teaching English By Using Song

This method is one method to teach English using chants / songs segai medium. Given English is a foreign language in Indonesia, of course, the learning process requires appropriate and effective approach. The success of English learning in early childhood is strongly influenced by the ability of a teacher to present the process of teaching and learning interesting and fun for children. Not just

with the singing alone but singing is accompanied by the music will help the learning process in children. Because music can enrich spiritual life and provide a balance of life in children. Through music, people can express their thoughts and feelings of his heart and can control the emotional aspect. The singing is part of the music. In essence, singing for children is as follows: a) Emotional language, where the singing child can express his feelings, a sense of fun, funny, awe, emotion.b) Tone languages, as can be heard, sung, and communicated.c) Language motion, motion on singing depicted in bars (motion / beats regularly), the rhythm (motion / short length irregular beats), and the melody (high-low motion).

Advantages teach English using the singing is as follows: a) Through songs will motivate children to enjoy learning English. b) With singing children be happy and easier to understand teaching materials are delivered. The ability of teachers to choose songs and create movement in accordance with the age of the child's development will have an impact on the success of the process of learning English in early childhood. c) Through songs and a variety of learning activities, educators can foster the child's interest to be happy and to learn, even a child can make it easier to understand the material presented. d) Kids made fun, do not get bored, and are interested in following the learning process. With the singing of a child will be faster practicing a material submitted by educators. In addition, a child's ability to hear (listening), singing, creativity (creative) can be trained in this way.

Teaching English By Using Games

Learning English using games as a medium has keutungan as follows: a) Delivery of material can be homogenized. By using game media in learning activities, then there will be uniformity in the interpretation of the educator subjects of the subjects that will be delivered to children. b) The learning process more interesting. Media game consists of visual elements (can be seen), audio (audible) and motion (to interact). So, this media can arouse children's curiosity, educators, allowing the child to touch the object of study subjects, helping them concretize something abstract and so on. c) Child's learning process more interactive. The element of AI (Artical Intelegence) or artificial intelligence in the media game, there will be a two-way communication in which the questions appear randomly on the computer screen and the child will answer that question. With the high computer at programming AI, the game is made to be more complex, tailored to the abilities of the child. An example is a simulation game. d) The amount of time learning and teaching can be reduced with the game media, the educators do not need to spend a lot of time to explain the material. With the media game, children can train themselves by interacting with the media on a matter which game they want to learn. e) The quality of children's learning can be improved. Besides being more efficient in the teaching-learning process as described above, the media game can help children absorb the subject matter ssecara deeper and intact. This is due to the media game more interesting because there are elements of visual and audio but also interactive which makes children can interact with the game program on a subject. An example is a quiz game. f) The process of learning can happen anywhere and anytime. Increasingly rapid technological development, enabling the child at this time can have a laptop at a cheap price. This device has the advantage can be taken anywhere and can be used anytime. Media games are usually shaped interactive CDs that can be used anytime. So the media game as a learning medium can be used anytime and anywhere. g) A positive attitude of children towards learning materials as well as to the learning process itself can be improved with the media, teaching and learning process more interesting. This can increase the love and appreciation of children to science and learning process.h) The role of educators can be changed to a more positive and productive. First, educators do not need to repeat their explanation when this medium is used in learning. Secondly, by reducing verbal descriptions (oral), educators can pay more attention to other aspects of learning. Third, the role of educators is no longer just a "teacher", but also a consultant, adviser or manager of learning.

Teaching English By Using Stories

Learning English can also be done by reading a short story in English. By reading the sentence perkalimat English but are still easy to understand will greatly help your children understand the story of the English language. Implementation steps of learning English with storytelling as follows: a) Prepare media, props and if necessary an educator must memorize the story first. b) Create an atmosphere that is fun, convenient, and makes children curious about the stories we read. c) Before telling a story, make an appointment with a child with the words "Do not anyone asked before she completed the story. If anyone wants to ask postponed yes ".d) Well read stories with passion and as attractive as possible. e) Once finished reading the story ask the child to repeat what we tell you.f) And if anyone asks welcome

5. Opening and Closing Classes in English

By opening and closing with English classes will be more fun and make children more enthusiasm in the learning process. This method can also help children to learn English. E. Material & Variety of Teaching and Learning English For Early Childhood English material accidentally presented to facilitate the participants in practicing in their respective places. In early childhood, the material being taught as follows:1) Phonic (Recitation)2) Vocabulary (Vocabulary). 3) The phrase every day. 4) English Song. 5) Music and Movement (Music and Movement) 6) Story Telling. 7) Games, 8) Poe. 9. Etc ...

English is taught material should match the existing theme in the kindergarten curriculum. The themes are taught also need to be developed as attractive as possible so that children easily catch what has been taught by the teacher, the theme of the material in English for early childhood, among others:

1. Yourself (My body / Five Senses)
My body of Five Senses
Head (Head) Eyes (Eye)
Hair (Hair) Nose (Nose)
Cheek (Cheek) Oral (Mouth)
Hand (Hand) Ear (Ear)
Legs (Foot) Skin (Skin)

2. My family (Core Family Members)
My family
Father (Father) grandmother (Grandmother)
Mother (Mother) uncle (Uncle)
Brother (Brother) Bibi (Aunty)
Sister (sister) Cousin (Cousin)
Grandfather (Grandfather)

3. Animals
Carnivora Herbivore Omnivore
Dog (Dog) Ox (Cow) Chicken (Chicken)
Lion (Lion) Goat (Goat) Duck (Duck)
Tiger (Tiger) Rabbit (Rabbit) Rat (Mouse)
Bear (Bear) Deer (Deer)

4. Natural Environment (my garden)
fruit Vegetable
Apples (Apple) Spinach (Spinach)
Oranges (Orange) Carrots (Carrots)
Wine (Grape) Cabbage (Cabbage)
Papaya (Papaya) Beans (Bean)
Banana (Pisang) Potato (Potato)

5. Social Environment (Profession)
Profession
Teacher (Teacher) Machinist (Machinist)
Police (Police) Master (Helmsman)
Doctor (Doctor) Judge (Judge)
Farmer (Farmer) Army (Army)
Fisherman (Fisherman) Pilot (Pilot)

6. Objects Around (Vehicle)
Vehicle
Bicycle (Bicycle) Train (Train)
Motor (Motorcycle) plane (Plane)
Becak (Pedicab) Ship (Ship)
Cars (Car) Trucks (Truck)
Bus (Bus) Helicopters (Helicopter)

7. Culture (The Beautiful)
Worship place
Masjid (Mosque)
Church (Church)
Pura (Temple)
Temple (Shrine)
Vihara (monastery)

8. Objects Universe
Objects Universe
Star (Star)
Moon (Moon)
Sun (Sun)
Planet (Planet)
Meteor (Meteor)

To provide a good education in early childhood must understand their characteristics and determine the needs in accordance with the level of their development. Thus we can provide activities that fit their needs and in an appropriate manner as well. In accordance with the world of early childhood, they learn through play (learning through play) and play is a learning process for them (playing is learning), then we give them activities to be in a way that suits their world is playing. English learning activities for kindergarten are as follows: a) Games and Songs with action. Games and songs that follow body movements. b) Total phisycal response activity. The activities were followed by physical movement as a whole. c) Tasks that involve; coloring, cutting and sticking.Tasks that involve coloring, cutting and sticking. d) Simple repetitive stories. Simple story repeated. e) Simple question and answer simple question and answer activity

CONCLUSION

Education English as a first foreign language in Indonesia would be ideal to start from an early age, especially before they hit the age of 12 years. Early childhood is children ages 0-8 years of age, especially children at kindergarten. At that age range is the golden period of development of a child's language ability. They've been able to learn any language as native speakers so during this period should be utilized as well as possible. Learning English at an early age children should still hold to the principle of learning through play

and interest in children, so that the learning process can run up as expected without departing from the rules of learning in early childhood and remained true love for the mother tongue.

Variance methods, materials, themes and types of activities in the implementation of English language learning as early childhood learning can be developed according to the needs and the level of achievement in the language development of each child in accordance diversity and culture of the child's residence.

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