

APPLICATION OF PICTURE & PICTURE MODEL IN INTRODUCING ENGLISH VOCABULARY (NUMBER) AT EARLY CHILDHOOD

(Case Study in term of Motivation Aspect)

Ratna Purwanti
Universitas Lambung Mangkurat, Banjarmasin
ratna.purwanti@ulm.ac.id

Abstract: The golden age is a sensitive period that is very important for children to develop all aspects of development such as language, one of which is English so they can compete in the global world while growing up. Introducing activity must be carried out with a learning model that is and are concrete so that children can understand what is meant for example the picture and picture model learning. This study aims to describe how the contribution of the application of picture and picture model in introducing English vocabulary (number) at early childhood to increase children's motivation. The research approach used is qualitative with the type of case study (case study). Data collection using in-depth interview, observation and documentation. The result showed that the application of picture and picture model in introducing English vocabulary (number) contribute to the improvement of children's motivation such as children's attention during activity (attention), children's interest in English (interest), trust the child's self in knowing English vocabulary (confidence) and the satisfaction with fun learning (satisfaction). This research can be used as input for the teacher to create English learning that can increase children's motivation in class.

Keywords: *Picture and picture model, English, early childhood, motivation*

INTRODUCTION

Early childhood education can be interpreted as a form of education that aims to facilitate the growth and development of children optimally and comprehensively, such as cognitive, affective, psychomotor, language, socio-emotional and spiritual development (Suyadi and Ulfah, 2013: 17). In line with the opinion of Mulyasa (2014: 34), the process of human development as a whole has begun since the fetus in the mother's womb and entering the golden age (golden age) until the age of six years is a sensitive period for children because the development of intelligence has experienced a very significant increase that should not be missed this is important because at this time there is the maturation of physical and psychological functions that are ready to respond to the stimulation that comes from their environment.

Sutapa, P., & Suharjana, S. (2019) involving children in play activity Early childhood education is taken before basic education, it is an important role because a person's potential is formed and developed in this period since childhood is considered a golden age. Then Susanto

(2017:126) at the age of 4-6 years, the child's language development is getting better, the child can understand the talk of others and can express his thoughts within certain limits, the child will ask him everything that he sees, with the child's cognition developing rapidly and the desire of children to learn is very high then children learn through asking and communicating. Furthermore, Kurnia (2019:2) to develop the language skills of children aged 5-6 years can be developed through the media.

Language is very important to be instilled from an early age so that a child has good language skills when he grows up (Fadlillah, 2012:46). Then MUIN, F. (2008) language is not only regarded as a means of communication but it is a means of communication that has some characteristics. Zubaidah (2004) states that children's language development that is at the age of 4 years children can use language with the correct structure and with a vocabulary of 1400-1600 words, and children at the age of 5-6 years have the correct language order, in Language development The teacher must have knowledge about language development and how to develop language. Susanto (2011: 73) aspects of developing language begin with sound imitation, then closely related to the development of intellectual and social abilities.

Children go through certain periods in their development and are easier to learn, the most sensitive period of language in a person's life from birth to six years (Sujiyono, 2012:103). According to Suyanto (2008:7), the theory of first language development or mother tongue acquired by a child is at the age of two which serves to make a change in aspects of cognitive development. Because language is a tool for children to open up opportunities to do things and organize information through the use of words. Therefore, it is often found children who talk to themselves when playing. Rachmawati & Kurniati (2010:22-23) children who are intelligent in the field of language, can speak faster than their peers.

Based on the description above, early childhood is a sensitive period that is very important for children to develop all aspects of early childhood abilities such as language development. Language development as one of the basic abilities that must be possessed by every child, because language is needed in communication. Language learning is crucial for children before six years of age through interactions conducted by children both with the family environment, neighbours and at school with teachers and friends. Therefore the role of teachers in schools must be wrong in observing every aspect of children's development related to their sensitivity.

Language has a very important role in human life, namely as a means of social communication. But sometimes communication becomes limited because of differences in languages between countries, so it requires a unifying language or an international language understood by every country namely English. English is an international language which is also a language that is widely taught and controlled by many developed countries in the world. According to Suyanto (2008:1) the importance of English for children and teachers who have strategic knowledge in teaching English, and have the reliability of communicating in English, which in Indonesia is a Foreign Language. Furthermore, Gusrayani (2014:1-8) English is an international language which is also a language that is widely taught and mastered by many developed countries in the world, in Indonesia many people speak English for children from an early age, by not translating their meaning, just pointing the intended meaning or something concrete activity.

It can be concluded that a country that master English, can be said to have entered the era of globalization and can establish various kinds of international relations with other countries. This is the reason more and more people are trying to learn English well to be able to compete globally and introduce English early on to children. Early childhood is a sensitive period or sensitive period for children to introduce aspects of language (English). Therefore, in introducing English to early childhood must be done with concrete activities, so that children can understand what is meant.

The teacher must be more creative and innovative in teaching and learning English according to the needs and characteristics of the child, the teacher must be able to manage activities carried out in class well and directed, the thing to remember is that the child is still thinking concretely, must trigger the teacher to try to concretize abstract language (Gusrayani, 2014: 4). Kasmadi (2013: 42) creates a pleasant atmosphere of teaching and learning activities for children is the ability required of teachers in preparing classroom learning, especially teachers who teach early childhood children are advised to use various learning resources. Then, Wibowo (2017: 53) learning models based on interests, such as learning experiences for children individually. In line with the opinion of Al-tabany (2011: 11) learning models for PAUD children must pay attention to the characteristics of the child and what competencies will be achieved, interaction in the process of learning activities as well as media/tools and assessment. Lubis, A. H. (2018) teacher use many different approaches and methods in the process of sharing, receiving, and processing for the sake of language quality improvement

There is a need for creative and innovative learning from teachers, for example in choosing or determining learning strategies, choosing tools or media, create such place by choosing the appropriate method, using interactive media, and creating positive language atmosphere to present meaningful learning (Pura, D., & Asnawati, A., 2019; Putri, W. D., Nasirun, M., & Suprpti, A., 2017; Hermaniar, Y., & Palupi, T. W., 2019). Then the resulting study Widyastuti, S. (2018) found that highlights the role of language as a way of thinking, judging and assessing.

It can be concluded that the teacher must be creative and innovative to design activities so that children can be interested in the introduction of English to children must be supported by qualified human resources (teachers) in other words, improving the quality of human resources can have a positive impact on the success of the English language recognition process in children. Based on the results of preliminary observations and interviews conducted by researchers to group B teachers and principal, the researcher obtained information about the condition of group B children. Most children have a mother tongue that is almost the same language, Banjar, which they get from language habituation in the family (home) environment. so children sometimes find it difficult and less interested when they are introduced to English. Triyogo, A., & Syaprizal, S. (2019) the language that got by children are different between one to others, such as mother tongue and nationality.

Therefore, teachers and principals agreed to develop a picture and picture learning model in introducing English vocabulary (number) for children in learning. This learning model is expected to be able to make children motivated to follow the introduction of English with concrete and interesting activities through the media (pictures). The resulting study Islamiah,

N., & Nurhasanah, N. (2019) by using serial pictures can improve the ability of English speaking students.

Picture and picture model are cooperative learning model that prioritize the existence of groups by using picture media that are paired or sorted into logical sequences. This learning model relies on images as concrete media in the development process. This picture is a major factor in achieving development indicators. Images are very important to be used to clarify understanding, through images children know things they have never seen (Kurniasih & Sani, 2016: 45-46). Then, Muliawan (2017: 215-216) model of picture and picture children are asked to arrange pictures that have been prepared sequentially, so that at the end of learning a general and overall picture is obtained according to the theme of the learning material that the teacher wants to convey.

Asmawati (2014) the role of media in communication learning in early childhood is the concept of concrete, the media as a channel for delivering messages from teachers to early childhood, with the hope that messages through concrete media such as early childhood get knowledge, attitudes and skills. Furthermore, Kustandi & Sutjipto (2011: 41) the advantages of drawing media from picture and picture models are concrete, more realistic compared to other media, clearly in any field, especially for early childhood.

Introduction of English for early childhood can be applied for example vocabulary numbers (concepts of numbers 1-5) in English. Indrijati, H. (2016: 174-175) the concept of numbers includes all aspects related to arithmetic that can develop potentials such as imagination, creativity, intelligence, children's interest talents, for example in language development, vocabulary and communication skills.

Based on the explanation above, through the media images from the picture and picture model can create a pleasant atmosphere of activities, through the media of the images provided by the teacher, the activities carried out become more concrete and motivate children to find out. Then the resulting study Prihastuti, A. (2017) found that the students found it difficult to understand English vocabularies so they needed fun learning media to motivate themselves. According to Usman (2013: 276) motivation is the desire to make something that exists in an individual to stimulate doing something or like something. So, it can be concluded because with something new and the child has never seen and done before, it makes them curious about the activities to be carried out, the child becomes more motivated by seeing the picture because the child likes something unique, and increasingly likes English. The purpose of this study is to describe how the contribution of the application of picture and picture model in introducing English vocabulary (number) at early childhood to increase children's motivation.

RESEARCH METHODOLOGY

The research approach used is qualitative with the type of case study (case study). Setyosari (2013: 50) states that qualitative research is a researcher in doing his research using observation techniques, interviews or interviews and other data collection methods to present the subject's responses and behaviour. Qualitative research is the focus of attention with a variety of methods, which include interpretive approaches that mean finding meaning and naturalistic

towards research subjects, or in other words focus on humans and their interactions in social contexts (Putra & Dwilestari, 2012: 67). Then Dimiyati (2013: 13) emphasis on qualitative research is on the process.

Sugiyono (2013: 24) case study or case study is a type of qualitative research, where researchers conduct in-depth exploration of events, processes, activities of one or more people. So, this research is intended to collect, analyze, and interpret some data related to one particular phenomenon, namely the description of the contribution of the application of the picture and picture model in the introduction of English to early childhood to increase children's motivation.

Participants and Settings

This Data collection uses in-depth interview instruments, observation and documentation. All of these instruments serve to gather information about the description of the contribution of the application of the picture and picture model in the introduction of English to early childhood to increase children's motivation.

Instrument

Data collection uses in-depth interview instruments, observation and documentation. All of these instruments serve to gather information about the description of the contribution of the application of the picture and picture model in the introduction of English to early childhood to increase children's motivation.

Data Collection Procedure

Data were collected using in-depth interviews, observation and documentation. First, interviews with teachers and principals. Interviews are used to get information about learning models used in English introduction. Second, observations were made to gather information about the description of the contribution of the application of picture and picture models in the introduction of English to early childhood to increase children's motivation. Then, to support the data taken from interviews and observations of this study, this study uses documentation to obtain children's English skills in introducing vocabulary (number) in the form of assessment.

Data analysis

Data were collected using in-depth interviews, observation and documentation. First, interviews with teachers and principals. Interviews are used to get information about learning models used in English introduction. Second, observations were made to gather information about the description of the contribution of the application of picture and picture models in the introduction of English to early childhood to increase children's motivation. Then, to support the data taken from interviews and observations of this study, this study uses documentation to obtain children's English skills in introducing vocabulary (number) in the form of assessment.

RESULT AND DISCUSSION

School Description

Location or place of research carried out in kindergarten At-tibyan, Central Banjarmasin District, located at Jl. Dahlia Vegetable Garden No. 17 RT. 13 Mawar, Banjarmasin Tengah District, South Kalimantan Province. At-tibyan Kindergarten is under the Guidance Foundation, the Muhibbullah Foundation which is chaired by Hj. Norliani. At-tibyan Kindergarten consists of thirteen teachers, one person serves as the principal of At-tibyan Kindergarten. The number of children who were subject in group B in At-tibyan Kindergarten was 15 people consisting of 9 girls and 6 boys. Activities carried out at At-tibyan Kindergarten, Central Banjarmasin District takes place 6 (six) times a week, from Monday to Thursday and Saturday from 08.00-10.30 and Friday from 08.00-10.0

Based on data obtained through an interview with Principals and At-tibyan Kindergarten Teachers, he said that English is an international language, very important for us especially for children in their future. Many kindergartens in Indonesia have implemented bilingual schools in learning, we have implemented English using a learning model that is suitable for children's age. Most children have a mother tongue that is similar to Banjar, which they get from language habituation in the family environment (home) so that children sometimes find it difficult and less interested when they are introduced to English. Children experience language shock, because they never say it at home, so the new vocabulary that children hear becomes foreign to children. Therefore, the first thing that must be prepared is a learning model that will be given to children, so that children are interested in knowing more about English, activities that are fun and avoid the boredom and boredom of children or even traumatized children towards English

At every opportunity, all class teachers always discuss together in discussing creative and innovative models in improving the quality of learning. Teachers and principals agreed to develop a picture and picture learning model in introducing English vocabulary to children in learning, this learning model is expected to be able to make children motivated to follow the introduction of English with concrete and interesting activities through the media (pictures). The Picture and picture learning model is cooperative learning by relying on images as a medium in the development process. The picture (media picture and picture) is very important to be used to clarify understanding, through images the child knows things he has never seen and becomes more concrete. So before starting the activity, the teacher has prepared a picture that will be displayed either in the form of cards or in the form of charts in large sizes. From the results of the interview, the Principal said that the English learning activities in the vocabulary pronunciation of this speaking skill were responded well by parents, given the learning that was carried out through pictures (concrete media) so that the child felt comfortable when learning.

Application of Picture and Picture Model in introducing English vocabulary (number) at classroom (observation)

Research data collection was carried out from the second week of September 2019 to the second week of October 2019, which began the theme of Diriku with the Picture and Picture model. In the first observation of the English learning activity, the introduction of the theme of self was the finger sub-theme. The activities found were, at the core activity, the teacher prepared a Picture and Picture media, which was a picture of a finger (thumb, index, middle, ring and pinkie). The teacher asks the child from the finger image displayed how many fingers, so that English learning through the inculcation of concrete concepts to children. For example,

the teacher asks to explore children's knowledge such as when showing a picture of the index finger "Now the children raise their index fingers, how many are there? Children excitedly answer one. Then the teacher says, yes, we have one or "one" index finger (by pointing one index finger). Then the teacher says, "Now, next picture, what finger drawing?" and almost all children answer the index and middle. Then the teacher says yes, children of the index and middle fingers, how many fingers are there? The children enthusiastically answered two (while showing two fingers namely the index and middle fingers), yes there are two "two" (while showing two fingers namely the index and middle fingers). Then all children follow by saying "two" (while showing two fingers, index and middle fingers). Then the next picture try to notice in this picture what are the fingers? Almost all children answered (index, middle, sweet ma'am). Yeah right, how many fingers will it be in the picture? Three answers the children, then the teacher says yes three, that is "three", the children repeat the words of the teacher three "three", well then what is the finger drawing? The child answers the index, middle, sweet and pinkie fingers with a rather loud voice. Then the teacher said, what was the last picture? All the children responded with enthusiasm the picture of 5 fingers, then the teacher answered correctly the fingers, but any finger from the 5 fingers in the picture. The child answers the thumb, forefinger, middle, sweetness and pinkie, there are five, yes, there are five, in English, the five are "five" while showing five fingers. Then the teacher starts to embed the concept through the example of sorting figures 1-5 while saying the vocabulary in English, then the teacher divides into 3 groups, for the sorting exercises. Each group was very enthusiastic in turns to sort. Then in the final activity, the teacher gives an individual evaluation to the child to sort the pictures in front of the class. In this observation, the attention of the child during the activity takes place (attention), the child follows the learning with enthusiasm and looks they are very carefully looking at the picture given by the teacher.

In the next observation, the English learning activity introduces theme vocabulary with the theme of Myself and five sensory subthemes (such as nose, eyes, ears, skin, tongue). The activities found are, at the core activity the teacher explains the five senses (nose, eyes, ears, skin, tongue), the children repeat the teacher's words. When the teacher shows the picture, all children are very interested to see the picture and the teacher asks to explore the child's knowledge like when showing a picture of the nose "Now the children hold their noses, how many are there? Alvin answered loudly one, then the teacher said yes one right (by showing finger one). Then the teacher says yes that's right "one" (while showing the index finger). The children also followed to say "one". Then the teacher asks "Now this picture, what picture is this?" children answer eyes. Yes, those eyes are "eyes". Children repeat the words of the teacher, try where our eyes and how many there are? The children answered that they were here, ma'am, with two eyes. Yes, there are two (while showing two fingers, namely the index and middle fingers), if the two are English "two". Children follow by saying "two" (while showing two fingers, index and middle fingers). Then draw the tongue, now try everything sticks out the tongue, (all children stick out the tongue), the tongue for the sense of taste or taste, for example, just taste salty, sweet, sour, spicy. Now consider the picture of the tongue in your picture, we count how many there are. Together count one, two, three. Now make one "one" two "two" if three is "three" (While showing index, middle and ring fingers). All children follow him. Then the teacher asks, "Then what is this picture? The children answer the ears, Yes, that ear is "ear". Children repeat the words of the teacher. Now hold each other's ears, how many are there? The children answered two, ears to hear mom. Then the teacher says yes it is true as a means of listening to the senses, now the children must use their ears to listen carefully. Then the teacher said how many pictures of ears do you have here? The children answered one

two three four. Yeah right, there are four or "four" (While showing the index finger, middle, sweet, little finger). All children repeat "four" with enthusiasm. Then the teacher shows a picture of the skin, well who knows what this picture is? The children answer skin ma'am. Yes, skin, now hold each other's skin. Now feel the use for what? Some children answer to feel cold when using a fan. Then the teacher says, that's right as a sense of touch. For example when the sun is hot, then our skin feels hot sweat comes out. Now we count how many pictures of the skin here (showing pictures) children count with enthusiasm one, two, three, four, five. Then the teacher says now in English "one, two, three, four, five" (while showing the thumb, index, middle, ring and pinkie as a number 5 concept). The teacher starts to embed the concept by giving examples to sort pictures, and then group division to do assignments in order of pictures and individual evaluations. In this second observation, it is very visible that children are increasingly motivated in carrying out tasks, visible from the child's attention during the activity (attention), children's interest in English (interest), their curiosity increases with enthusiasm work on the task of sorting pictures while saying vocabulary in English.

Then, the next observation the learning activities of English vocabulary theme introduction with my theme with my favourite sub-themes (colour) such as the colour number 1 (red), number 2 (yellow), number 3 (green), number 4 (purple) and number 5 (blue). The activities found were, the teacher explained the name of the colour in English, number 1 (red), number 2 (yellow), number 3 (green), number 4 (purple) and number 5 (blue). Then the teacher shows the pictures one by one and gives a question from picture number 1 (red) who knows what number this is? all children eagerly answered one "one" ma'am in a loud voice and while pointing the index finger (one). Next, this picture, what colour is the number? The child answers 2 (yellow) there are two, then the teacher says "two" (showing index and middle fingers). The teacher shows the next picture, number 3 (green) three. The children answered three colours in green, yes, the number 4 four. Now picture number 4, what colour is it? The children answered quickly and loudly purple mom, four. Yes, four indeed is "four". Well then number 5, the colour blue is? Children answer "five". The teacher begins to instil concepts by giving examples sorting pictures, and then a division of groups to do the task of sorting pictures and evaluating individuals. In this third observation, it is very apparent that children are increasingly motivated when saying vocabulary in English, serious attention from children when activities take place (attention), children's interest in English (interest), their self-confidence in knowing English vocabulary (confidence), when the teacher asks the child to be able to answer with English vocabulary, this indicates that the child's confidence is increasing.

The next observation, the English learning activity introduces the theme of the vocabulary with the theme of myself with my passions (fruit). The activity found was the teacher first introduced to the child the name of the fruit and the colour of the fruit. Then the teacher asks how many bananas are there drawn huh? Children answer one "one". Then the teacher asks how many oranges are drawn from this? All children answered "two". Then what is this fruit? Apple group answered the pineapple was three bu, "three". Yeah right, there are three "three" pineapple. Then the teacher says what will be next? Who likes this fruit, all the children answer delicious bu sweet green mangoes. Yes, it's true when it's ripe the colour is green and the tip of the stem is yellow and tastes sweet. We count together how many pineapples in the picture huh? "One, two, three, four". The teacher rewards all children with two thumbs. Then the teacher invites children to count together pictures of apples, with English "one, two, three, four, five" (while showing thumb, index, middle, sweet and little finger, then give a reward with applause and thumb "smart" From the teacher. The teacher begins to instil the concept through the example of sorting pictures, and then the division of groups to do the task of sorting pictures

and evaluating individuals. In this fourth observation, it is very visible that the child is more motivated in carrying out the task, seen from the child's attention when the activity takes place (attention), the child's interest in English (interest), the child's confidence in saying the vocabulary of numbers in English (confidence) with a loud voice and without a doubt and the help of the teacher, the satisfaction of the child when learning with fun learning (satisfaction), which is seen at the end learning when the teacher asks about the child's mood after learning, all children men answered happily with a smile and a broad laugh.

Children's English Skill in Introducing English Vocabulary (number) in the Form of Assessment.

Based on the documentation obtained by the researcher from group B teacher, it can be seen from the diagram below:

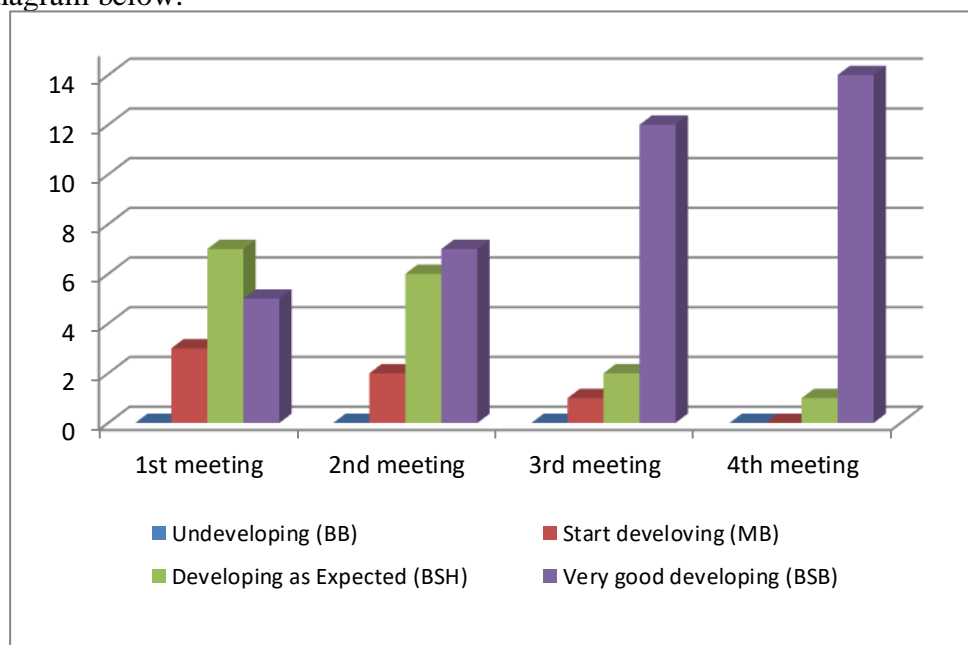


Figure : Children's English Skill in Introducing English Vocabulary (number) (source: teacher of Group B TK At-tibyan)

From the assessment documentation obtained by researchers from the classroom teacher at 1st meeting that there are three children get the value of starting developing (MB), seven children get the value of Developing as Expected (BSH) and five children get the value of Very Good Development (BSB). It can be concluded that at 1st meeting get 80% classically.

Then, at 2nd meeting two children get the value of starting developing (MB), there are six children get the value of Developing as Expected (BSH) and eight children get the value of Very Good Development (BSB). It can be concluded that at 2nd meeting get 86,6% classically. At 3rd meeting, there is one child get the value of starting developing (MB), two children get the value of Developing as Expected (BSH) and twelve children get the value of Very Good Development (BSB). It can be concluded that in 1st meeting get 93,3% classically. And the last meeting, there are one child get Developing as Expected (BSH) and fourteen children get a Very Good Development (BSB) score. It can be concluded that in 4th meeting get 100% classically.

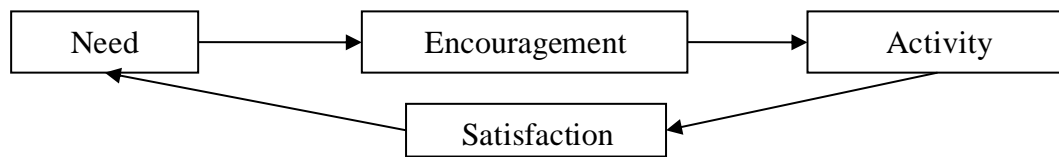
Discussion

Language development is not just obtained by children but through a process that is obtained by children, namely the acquisition, learning and guidance of the social environment/home and school environment, which is meant by the social environment here is where children live and grow in their daily lives, like the family environment, and the community. The application of the picture and picture model is one of the innovation in the English learning model carried out by TK At-tibyan, to introducing English vocabulary (number). The principal is very supportive and motivates the teacher in the application of the picture and picture model because providing motivation and support for learning is very important. The resulting study of Utomo, H. B., Suminar, D. R., & Hamidah, H. (2019) teaching motivation is a result of the role of the school climate as an external factor and satisfaction of basic psychological needs and self-concept as an internal factor. In line with Pramudjono, P. (2015) found that motivation influences the teachers' commitment, meaning that the higher the motivation is, the higher the teachers' commitment is. It can be concluded that the motivation of the teacher is one important way to introduce English. Supriyadi, E. (2012) the bilingual teaching and learning process using the effective contextual approach. This is in line with the opinion of Susanto (2017: 117) learning compiled by the teacher so that it is fun, exciting, and interesting so that children have the interest to be involved in learning activities, one of them is a picture and picture learning model. Then Mu'in, F., Al Arief, Y., Amelia, R., & Fadilla, R. (2018) said that teachers might learn through various learning activities.

Picture and picture is a learning model that uses pictures and is paired or sorted into a logical sequence, the teacher must prepare images to be displayed, pictures can help teachers achieve instructional goals because, in addition to being a cheap and easily obtained media, it can also increase the activity of children (Shoimin, 2014: 122-123). The principle and how it works from the Picture and Picture Model is the same as the method of learning to draw pictures, the children together compose drawings that have been prepared sequentially and systematically, but the difference in the Picture and Picture Model is that children are asked to sort the pictures provided by the teacher one by one. For example, the order of numbers 1-5 (based on the number of images available in the media) must be sorted correctly. This learning model relies on images as a medium in the process of introducing English. This picture is a factor in achieving English language recognition (Muliawan, 2017: 215). Early childhood learning through active learning, the learning model used is to give questions to children and let them think/ask themselves, so the learning outcomes obtained are the construction of the child (Sujiono, 2012: 121). The resulting study Puspitorini, R., Prodjosantoso, A. K., Subali, B., & Jumadi, J. (2014) found that that the use of the media to improve the students' motivation.

Based on the description above, it can be concluded that the activity carried out by creative teachers with the application of picture and picture models for the introduction of English in children make most children do not feel difficult with English because of the maximum understanding of teachers about models that should be used in learning English in the child is reached. With a sorted media picture can make activities more concrete and make children interested when the activity takes place. It can be seen from children's English Skill in Introducing English Vocabulary (number) get 100% classically or Very Good Development (BSB) individually. So that through the application of the Picture and picture learning model contributes motivation to children in knowing aspects of the language (English).

Process theory focuses on how behaviour is initiated and implemented, content theory models can be seen from the following figure:



Picture: A theory of the contents of motivation (Stoner and Fredman, 2000)

Based on the picture above, the process of motivation begins with needs, for example in this study are the needs of children's interest (children's curiosity is more in English, which makes children motivated to pay attention when learning takes place, activities become fun because children enjoy learning with pleasure and safety, so that children have increased confidence when speaking numbers in English, when answering questions from the teacher Fun and concrete activities through the application of picture and picture models make children feel satisfaction in learning, namely satisfaction children who are happy (satisfaction) without feeling that English is difficult, without any sense of trauma to English even though the child is the first time to get the experience, therefore when children are satisfied with the activities of children doing the process of introducing English as well I'm easy and excited. In line with the resulting study of Saptono, L., Soetjipto, B. E., Wahjoedi, W., & Wahyono, H. (2020) found that at the treatment class, students' learning motivation was very high and their learning achievement was high

Usman (2013: 280) motivation processes namely attention (attention), interest (interest/interest), desire (aroused to be confident) and action (action of the process that is child's satisfaction with learning. Hoffman, B. (2015) said that motivation is the condition of being eager to act or work. In line with the opinion of Sujiyono (2012: 55) children have a variety of ways to learn, find out and show what they know, children will find it easier to learn if children feel safe and comfortable, children's motivation to emerge when activities are carried out by the interests of the child and encourage the curiosity of large children, therefore getting to know children closely to make them feel safe and comfortable is important. The resulting study Brataningrum, N. P., & Saptono, L. (2017) found that learning motivation has a positive and significant influence on learning achievements. In line with Partovi, T., & Razavi, M. R. (2019) found that media impacted academic achievement motivation for students

It can be concluded that, children can build and create their knowledge basically, so children need to be directly involved in the learning process. More children's learning experiences are obtained by experimenting with real objects and through concrete experiences, such as sorting pictures in this study. This is because the child is an active learner. The child will absorb all the information that comes to him either intentionally given by people around the child or who accidentally came to the child. It can be concluded that the result of the study shows that the application of picture and picture model can motivate children such as children's attention during activities (attention), children's interest in English (interest), children's confidence in knowing English vocabulary (confidence), child satisfaction when learning with fun learning (satisfaction). It can be seen from children's English Skill in Introducing English Vocabulary (number) get 100% classically or Very Good Development (BSB) individually.

REFERENCES

- Al-tabany, Trianto IB. (2011). *Desain Pengembangan Pembelajaran Tematik Bagi anak Usia Dini TK/RA & Anak kelas awal SD/MI Implementasi Kurikulum 2013*. Jakarta: Prenadamedia Group.
- Asmawati, L. (2014). *Perencanaan Pembelajaran PAUD*. Bandung: PT Reamaja Rosdakarya.
- Brataningrum, N. P., & Saptono, L. (2017). *The Influence of the Effectiveness of Accounting Learning Process on Students' Learning Achievements*. *Cakrawala Pendidikan*, (3), 196194.
- Dimiyati (2013). *Metodologi Pendidikan & Aplikasinya Pada Pendidikan Anak Usia Dini (PAUD)*. Jakarta: Prenadamedia group.
- Fadlillah, M. (2012). *Desain Pembelajaran PAUD, Panduan untuk Pendidik, Mahasiswa, dan Pengelola Pendidikan Anak Usia Dini*. Yogyakarta: Ar-Ruzz Media.
- Gusrayani, D. (2014). *Teaching English to Young Learners (Sebuah Telaah Konsep Mengajar Bahasa Inggris Kepada Anak-anak)*. Bandung: UPI Press.
- Hermaniar, Y., & Palupi, T. W. (2019). *STUDENT TO STUDENTS INTERACTION THROUGH TRADITIONAL GAMES IN ENGLISH CLASSROOM*. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 1(1), 23-31.
- Hoffman, B. (2015). *Motivation for learning and performance*. Academic Press.
- Indrijati, H. (2016). *Psikologi Perkembangan dan Pendidikan Anak Usia Dini Sebuah Bunga Rampai*. Jakarta: Prenadamedia Group.
- Islamiah, N., & Nurhasanah, N. (2019). *SPEAKING SKILL AND PICTURE SERIES ON EFL CLASSROOM*. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 2(2), 77-83.
- Kurnia, Rita. (2019). *Bahasa Anak Usia Dini*. Yogyakarta: Deepublish.
- Kurniasih, Imas & sani, Berlin. (2016). *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*. Yogyakarta: Kata Pena.
- Kustandi, C & Sutjipto, B. (2011). *Media Pembelajaran: Manual dan Digital Edisi kedua*. Bogor: Ghalia Indonesia.
- Kasmadi. (2013). *Membangun Soft Skills Anak-anak Hebat*. Bandung: Alfabeta.
- Lubis, A. H. (2018). *Integrasi TIK dalam pengajaran Bahasa Inggris di Indonesia abad ke-21: Mitos dan Realita*. *Cakrawala Pendidikan*, 37(1), 13-30.
- MUIN, F. (2008). WHAT IS LANGUAGE?.
- Mu'in, F., Al Arief, Y., Amelia, R., & Fadilla, R. (2018). Investigating teacher professional development: English teachers' learning activities as learners. *Asian EFL Journal*.

- Muliawan, (2017). *45 Model Pembelajaran Spektakular Buku Pegangan Teknis Pembelajaran Di sekolah*. Yogyakarta: Ar-ruzz Media.
- Mulyasa, H., E. (2014). *Manajemen PAUD*. Bandung: PT. Remaja Rosdakarya.
- Partovi, T., & Razavi, M. R. (2019). *The effect of game-based learning on academic achievement motivation of elementary school students*. *Learning and Motivation*, 68, 101592.
- Pramudjono, P. (2015). *Pengaruh Gaya Kepemimpinan, Tingkat Hierarki Moral, dan Motivasi Terhadap Komitmen Guru*. *Cakrawala Pendidikan*, (3), 76048.
- Prihastuti, A. (2017). *Pengembangan Media Pembelajaran Kosakata Bahasa Inggris Berbasis Teka-Teki Silang (TTS) Siswa Kelas III SD Muhammadiyah Kemadang*. Prodi PGSD Universitas PGRI Yogyakarta.
- Pura, D., & Asnawati, A. (2019). *Perkembangan Motorik Halus Anak Usia Dini Melalui Kolase Media Serutan Pensil*. *Jurnal Ilmiah POTENSIA*, 4(2), 131-140. <https://doi.org/10.33369/jip.4.2.131-140>
- Puspitorini, R., Prodjosantoso, A. K., Subali, B., & Jumadi, J. (2014). *Penggunaan media komik dalam pembelajaran ipa untuk meningkatkan motivasi dan hasil belajar kognitif dan afektif*. *Jurnal Cakrawala Pendidikan*, 33(3).
- Putra, N & Dwilestari, N. (2012). *Penelitian Kualitatif PAUD Pendidikan Anak Usia Dini*. Jakarta: PT RajaGrafindo Persada.
- Putri, W. D., Nasirun, M., & Suprapti, A. (2017). *METODE CERDAS BERBAHASA INDONESIA FONIK DALAM PELAKSANAAN PEMBELAJARAN PENGEMBANGAN BAHASA*. *Jurnal Ilmiah Potensia*, 2(2), 131-138. DOI: <https://doi.org/10.33369/jip.2.2.131-138>
- Rachmawati, Y & Kurniati, E. (2010). *Strategi Pengembangan Kreativitas Pada Anak Usia Taman Kanak-kanak*. Jakarta: Kencana Prenada Media Group.
- Saptono, L., Soetjipto, B. E., Wahjoedi, W., & Wahyono, H. (2020). *ROLE-PLAYING MODEL: IS IT EFFECTIVE TO IMPROVE STUDENTS' ACCOUNTING LEARNING MOTIVATION AND LEARNING ACHIEVEMENTS?*. *Jurnal Cakrawala Pendidikan*, 39(1), 133-143.
- Stoner, J.A.F & R.E. Freeman. (2000). *Manajemen. Third Edition. Englewood Cliffs*. New Jersey: Prentice-Hall International Editions.
- Setyosari, P. 2013. *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana.
- Shoimin, A. (2014). *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

- Sujiyono, Y.N. (2012). *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT. Indeks.
- Supriyadi, E. (2012). *Pembelajaran Secara Bilingual Di Jurusan Pendidikan Teknik Elektro*. Cakrawala Pendidikan, (2), 85559.
- Susanto, A. (2011). *Perkembangan Anak Usia Dini*. Jakarta: Kencana Prenada. Media Group.
- Susanto, Ahmad. (2017). *Pendidikan Anak Usia Dini (Konsep dan Teori)*. Jakarta: PT. Bumi Aksara.
- Sutapa, P., & Suharjana, S. (2019). *IMPROVING GROSS MOTOR SKILLS BY GROSS KINESTHETIC-AND CONTEMPORARY-BASED PHYSICAL ACTIVITY IN EARLY CHILDHOOD*. Jurnal Cakrawala Pendidikan, 38(3), 540-551.
- Suyadi & Ulfah M. (2013). *Konsep Dasar PAUD*. Bandung: PT Remaja Rosdakarya.
- Suyanto, Kasihani K.E. (2008). *English For Young Learners*. Jakarta: PT Bumi Aksara.
- Triyogo, A., & Syaprizal, S. (2019). *AN INVESTIGATION OF STUDENTS' MASTERY IN ENGLISH VOCABULARY AT INDONESIA EDUCATION STUDY PROGRAM IN STKIP PGRI LUBUKLINGGAU*. Journal of English Teaching, Applied Linguistics and Literatures (JETALL), 2(1), 1-7.
- Usman, Husaini. (2013). *Manajemen Teori, Praktik dan Riset Pendidikan Edisi 4*. Jakarta: PT Bumi Aksara
- Utomo, H. B., Suminar, D. R., & Hamidah, H. (2019). *CAPTURING TEACHING MOTIVATION OF TEACHER IN THE DISADVANTAGED AREAS*. Jurnal Cakrawala Pendidikan, 38(3), 398-410.
- Wibowo (2017). *Pendidikan Karakter Usia Dini*. Yogyakarta: Pustaka Pelajar.
- Widyastuti, S. (2018). *Fostering critical thinking skills through argumentative writing*. Cakrawala Pendidikan, (2).
- Zubaidah, E. (2004). *Perkembangan bahasa anak usia dini dan teknik pengembangan di sekolah*. Cakrawala Pendidikan, (3), 87931.