

The Advantages and Disadvantages of English Learning For Early Childhood Education in Indonesia

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ABSTRACT

Everyone is only able to speak one language, the language they acquired naturally and grow with that, but it does not close the possibility to speak more than one language with learn. Language is essentially a means of communication among the members of a society. Language becomes very important because everything that humans do with each other is with this media. Foreign language of course is different from the mother tongue. Whether a grammar, the use of letters and how to read that is different. And when a child is told to learn thousands of foreign language vocabulary, of course it will make them stressful because how to spell and pronounce it is different from the mother tongue. But when someone does an adaptation in the social environment, then someone will use language that is adapted to the situation and conditions. Indonesia is a unitary country and also called as multicultural country, because Indonesia has a variety of languages and cultures. Indonesia still has one language called as Indonesia Language which is used as a national language to unite various regional languages. English, which is a foreign language in Indonesia, has a big role for Indonesia itself. Learning language in the early childhood is a good and also bad in the same time.

Keywords : *Language, Foreign Language, Early Childhood, Mother Tongue*

ABSTRAK

Setiap orang hanya dapat berbicara satu bahasa, bahasa yang mereka peroleh secara alami dan besar dengannya, tetapi tidak menutup kemungkinan untuk berbicara lebih dari satu bahasa dengan belajar. Bahasa pada dasarnya adalah alat komunikasi di antara masyarakat. Bahasa menjadi sangat penting karena semua yang manusia lakukan satu sama lain adalah dengan media ini. Bahasa asing tentu saja berbeda dengan bahasa ibu. Baik tata bahasa, penggunaan huruf dan cara membaca yang berbeda. Dan ketika seorang anak disuruh belajar ribuan kosakata bahasa asing, tentu saja itu akan membuat mereka stres karena cara mengeja dan mengucapkannya berbeda dari bahasa ibu. Tetapi ketika seseorang melakukan adaptasi di lingkungan sosial, maka seseorang akan menggunakan bahasa yang disesuaikan dengan situasi dan kondisi. Indonesia adalah negara kesatuan dan juga disebut sebagai negara multikultural, karena Indonesia memiliki beragam bahasa dan budaya. Indonesia masih memiliki satu bahasa yang disebut sebagai Bahasa Indonesia yang digunakan sebagai bahasa nasional untuk menyatukan berbagai bahasa daerah. Bahasa Inggris, yang merupakan bahasa asing di Indonesia, memiliki peran besar bagi Indonesia sendiri. Belajar bahasa pada anak usia dini adalah hal yang baik dan juga buruk pada saat yang bersamaan.

Kata kunci : *Bahasa, Bahasa Asing, Pendidikan usia dini, Bahasa Ibu*

1. Introduction

Language is a tool for communication among fellow living beings. According to Sirbu (2015) language is essentially a means of communication among the members of a society. Language becomes very important because everything that humans do with each other is with this media. People talk to each other by talking. The use of language for humans is a universal phenomenon. The large number of languages in the world causes differences between these languages. The difference among others, because language is a general agreement and acts arbitrarily. Another factor that causes differences between the languages used by humans is cultural factors. Language is the tool that conveys traditions and values related to group identity

Indonesia is a unitary country and also called as multicultural country, because Indonesia has a variety of languages and cultures. Even so, Indonesia still has one language called as Bahasa Indonesia which is used as a national language to unite various regional languages. According to Suminar (2016, p.116) Bahasa Indonesia is the language we use every day and also the official language of our country. In its use, Indonesian has several rules that must be obeyed so that we can use them properly and correctly. Language is very important in everyday life. In addition to being an official language, Indonesian is a unifying language that can be used in various purposes.

Usually, everyone is only able to speak one language, the language they acquired naturally and grow with that. Sometimes, they do not understand the languages used to communicate by people who are outside their environment. Bahasa Indonesia as a tool for social integration and adaptation. When someone does an adaptation in the social environment, then someone will use language that is adapted to the situation and conditions. The use of more than one language alternately is based on background and is determined by the situations and conditions faced by speakers in the act of speaking. Saddhono (2014) said bilingualism is one of the two-language phenomena in a speech act. Language which is obtained first and obtained naturally and from birth is then called the first language or mother tongue or knows as language acquisition. Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina, 2000, p.27). Whereas, the language outside the environment which they later knew and studied became the language of instruction for him which was called the second language. In the following discussion, the second language in this paper refers to English.

Language acquisition always develops throughout life. From infancy to adult and old, humans will experience development in their language abilities. Meanwhile, the most important and ideal period for language teaching is if the language is given since the child is still in the preschool age children. Based on research by Farzaneh and Movahed (2015) the number

of preschool children learning English as a second language shows that English language learning (ELL) is a great fascination for both parents and their preschool aged children. There is certainly some reasoning supporting this increasing attention to ELL throughout the preschool years, including the point that the child's brain is like a sponge, it will absorb everything that they hear. The plasticity and virginity of the children's brain enables them to learn, take in and remember a lot of information so that is why they can pick up languages more easily (Harley, 1986; Lightbown and Spada, 1999). There are many differences among second language learners that may have a direct effect on second language learning. Most authors state that age, motivation and attitude, learning style/strategy and intelligence are among determinative factors in this area (Ellis, 1985; Reilly, 1988; Bond, 2002; Walqui, 2000; Liao, 1996; Skehan, 2002), with age showing to be the strongest predictor of success.

In Indonesia, early childhood education has various views from various parties. According to the Ministry of Education and Culture, Early Childhood Education (ECED) or in Indonesia Pendidikan Usia Dini (PAUD) is one of the guidance efforts aimed at children from birth to the age of six, which is carried out through the provision of educational stimuli to help growth for physical and spiritual development, so the children have readiness to enter further education. Based on this, the 2013 Curriculum for Early Childhood Education refers to the National Standard for Early Childhood Education which uses the approach of "Developmentally Appropriate Practice", which is based on the child's ability according to the age of development. The need for a curriculum is based on children's abilities and according to their age and development is due to the occurrence of incompatibility in learning that can affect the child's development process in the future.

Regarding language learning, many parents are now enthusiastic about exposing their children to learn English. There are many reasons why parents provide learning English at a young age, among them are, 1) their children are good at speaking in English, 2) globalization, 3) the prestige. Learning these foreign languages, especially English, finally has an impact on the child. For the acquisition of children's language and also for the children who become less familiar with Indonesian or even regional languages as the language that he knew for the first time in his life.

Now days, English is a language that is in great demand by the people of Indonesia. Not only in Indonesia, but also all of country in the world. Because now is the age of globalization and the international language used is English. So it is undeniable if people throughout the world of Indonesia are very interested in learning English. English, which is a foreign language in Indonesia, has a big role for Indonesia itself. Diverse variety, some have a positive influence and not infrequently there are also negative influences. By choosing English language, Indonesian education starting from the playground to the university has a

curriculum and lessons about English. This is done so that Indonesian human resources can contribute to the globalization of the world. In line with that, Koenig (2019, May) states learning a foreign language is a brave decision on the part of the learner. Learning a foreign language takes time, patience, skills, good study habits and dedication.

Although the benefits of learning a foreign language can be immediately apparent (increased communication and cognitive skills) there can be a downside as well. Based on Kolaborasik (2019) a psychologist and child observer, Elly Risman, S. Psi, said that there were many parents send their children to school as early as possible. According to her there are three things become the cause, namely lack of knowledge, no principles and easy to follow trends. Risman cited in Kolaborasik (2019) said actually what is needed by children is closeness to their father and mother. If you only play, play can be done only at home, the motor movement is not perfect and why should it be train them in other places.

In contrary, according to a Research by Ellen Bialystok and Michelle Martin Rhee at York University in Toronto as cited in educational northwest (2015) "found that bilingual preschoolers have greater cognitive flexibility", in other words, children are able to think not only in two concepts, but also in several ones simultaneously, it is obvious when looking at the quotation above that bilingual children will become critical thinkers in problem-solving when they get older, in turn bilingualism will facilitate the learning process in High Schools.

Because of that the writer decided to write about **THE ADVANTAGES AND DISADVANTAGES OF ENGLISH LEARNING FOR EARLY CHILDHOOD EDUCATION IN INDONESIA.**

2. Findings and Interpretations

A. Bahasa Indonesia in Indonesia

Bahasa Indonesia is unity language or national language for Indonesia people. According to Suminar (2016, p.116) bahasa Indonesia is language which used as daily language or national language for our country. Its use, Indonesian has several rules that must be obeyed so that we can use them properly and correctly. Language is very important in everyday life. In addition to being an official language, Indonesian is a unifying language that can be used in various purposes.

Indonesia known as NKRI (*Negara Kesatuan Republik Indonesia*) which had many things inside. That thing made Indonesia as a rich country as well. Not only for the plantations, but also the cultures and the views. Indonesia ranked number fourth for the numerous of societies. Consisted with five big islands and 17,500 tiny islands. Indonesian society consists of groups from many different cultural and linguistic backgrounds. The main ones are Batak, Jawa, Minang, Irian, Madura, Bugis, Makasar, Banjar, and Aceh. Every ethnic group has a different set of traditions, art and culture, and also uses a different language. So Indonesia has a complicated

multiethnic structure and more than 250 ethnic languages. In addition, Indonesian people live on more than 3000 islands, including five large islands, namely Jawa, Kalimantan, Sumatra, Sulawesi, and Irian. Kusumohamidjojo (2000, p.45) "Indonesia consists of a large number of groups each ethnic, culture, religion, etc. plural (plural) and at the same time heterogeneous "Various"

That's why, Indonesia full of diversity. From Sabang to Merauke, Indonesia have numerous of ethnics, religions, languages, habits, economics, and politics. However, the diversity not made Indonesia split up from one to another, as same as the motto "Unity in Diversity". In line with that, Rahayu (2015, p.12) Bahasa Indonesian as a national language that functions as a communication tool has a role as a messenger of information. Here is some of the nature of the language :

1. Language is a system. It means that language is not an element that is collected in an irregular manner but is arranged systematically, which is composed of several systems including phonology, grammar, and lexicon.
2. The language is in the form of sounds that are produced by human utterances.
3. Language is arbitrary. It means where it likes or does not have a mandatory relationship between the language symbol and what it symbolizes.
4. Language is meaningful.
5. Language is conventional. The use of a symbol for a particular concept is conventional, that is based on the agreement of the speaker community.
6. Language is unique. It means that language has unique and specific characteristics that cannot be possessed by others.
7. Language is universal. It means that there are the same characteristics that each language has.
8. The language is dynamic. It means that language changes with development.
9. Language as a tool for social interaction, language is used as a tool for interacting, communicating, and cooperating with fellow humans.
10. Language is the identity of the speaker, meaning that language is a marker of the identity of the speaker.

In the current era of globalization, bahasa Indonesian as a national language is used in various aspects. Annisa (2019) argues that Bahasa Indonesian is a supporting tool for development and the growth of science and technology, because without the language science and technology cannot develop and grow well. Improving the function of Indonesian as a scientific tool is necessary continue to be carried out in line with the development of science and technology. In addition, improving the quality of teaching Bahasa Indonesian at school need to continue. In the current era of globalization, Bahasa Indonesian is also used as science deterrent by foreign speakers. The most dominant language used by foreign student is Bahasa Indonesian because in the Indonesia Language Institutions for Foreign Seekers (BIPA) requires Bahasa Indonesia as an Introduction to language learning (Saddhono, 2012, p.179).

According to Budianta (2007), it has become the most important identity for the Indonesians of various ethnic groups.... At least within the years to come, Bahasa Indonesia will remain the most popular site for Indonesian writers to express their visions and creativity. The flourishing of Indonesian language newspapers and magazines is a strong basis for that direction." Now that Bahasa Indonesia is used in all official, administrative, government, business, and also education, against the vernacular languages, Bahasa Indonesia does and will still hold the prominent position.

B. English Language in Indonesia

English language is International language, which is used by all of country in the world for communication. In Indonesia, English language is used as foreign language, different with our neighbor like Malaysia, Singapore or Philippines which are used English language as their second language. Dardjowidjojo (2003b, p.67) sees the choice of English as part of a pattern of choices that fell to newly independent states when working out their language policies in the context of bilingual or multilingual societies. While it is tempting to compare the English language situation in Indonesia with that in neighboring Malaysia, Singapore, and the Philippines, as Dardjowidjojo (2003d, p.31-32) points out, it is not feasible to try and imitate the policies there because Indonesia has not been a colony of either the U.K. or the U.S.A. in the way these countries have and so there is no foundation use of English in official or public life.

However now, learning English Language is important for globalization. In Indonesia, although English has not use in society, as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang, 1999, p. 64). In line with that, Lie (2004) and Thalal (2010) cited in Gunantar (2016) the awareness of English as an International language and as a language of science is responded with mandatory English teaching in Junior High school to varsity level. However, with the status as a foreign language, English is occasionally used outside the classroom. Even during the class, instead of speaking English the Indonesia students tend to speak in Bahasa Indonesia (Indonesian Language) or their local language. Such situation directly affects the Indonesian students' English mastery. According to Lauder (2008) The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture (Crystal, 2003a: , Huda, 2000, p.68, Jenkins, 2003). Crystal (2003a, p.86 ff., 2003b, p.106), for example, suggests that English importance in particular because of the extent of the role it plays in the following areas :

1. Economics and business: The USA's position as the world's number one economy exerts a pull on global business. Organizations which wish to do enter the international market are not likely to be able to do so without using English. The tourist industry in particular is dependent on English, but any multinational business with international offices must have staffs who can work in English.
2. International relations: English is one of the official languages of the United Nations and other key international bodies. Diplomats may learn a number of languages during their careers, but when it proves impossible to learn the language of a country, and then English may be used as a lingua franca.
3. The media – the world of current information and popular culture: A significant proportion (57%) of the world's newspapers are published in countries where English has a special status. The majority of major advertising agencies are US-owned. English dominates global television and radio broadcasting. English language films dominate cinema with the bulk (80%) of all feature films given a theatrical release in 2002 being in English. In popular music, in the 1990s, 99 percent of all groups worked exclusively in English. The English lyrics of some singers have attained a symbolic, socio-political (Bob Dylan) or even literary status (Leonard Cohen), and some musical events have reached global audiences (1984 Live Aid).
4. Education: A large proportion of the scientific papers published in all subjects are in English. English is also increasingly used as a medium of instruction in schools and universities, with subjects such as management, information technology and the humanities making particular use of English. English is also taught widely as a foreign language for students intending either further study in an English speaking country or as a requirement for employment.
5. Communications: Much of the world's communications are done in English. 80% of the world's electronically stored information is in English.
6. International travel and safety: English is the language used for navigation at sea and for air traffic control.

C. Early Childhood Education in Indonesia

According to the National Association in Education for Young Children (NAEYC) early childhood are children who are in the age range of birth to age 8 years (NAEYC, 2009). Early childhood has genetic potential and is ready to be developed through the provision of various stimuli. So, the formation of further development of a child is very determined in the early days of children development. Many studies show that children who have received pre-school education have a higher ability than children who do not enter kindergarten, especially in academic ability, creativity, initiative, motivation, and social ability. Children who were unable to enter TK

(Kindergarten) will generally apply to elementary school at a very young age, which is 5 years. This will be dangerous, because they are not ready mentally and psychologically, so they can make them feel inadequate, inferior, and can kill their love for learning.

Early Childhood Education is considered important because it builds the most effective character at the earliest possible age. Therefore, it is precisely how character education in Indonesia can be integrated into Early Childhood Education programs that resonate so loudly heard throughout Indonesia or more famous with Pendidikan Anak Usia Dini (PAUD). Bakken, Brown, and Downing (2017) say the years from birth to age 5 are viewed as a critical period for developing the foundations for thinking, behaving, and emotional well-being. Child development experts indicate it is during these years that children develop linguistic, cognitive, social, emotional, and regulatory skills that predict their later functioning in many domains area.

At this age, mental development takes place very quickly. Therefore, a good environment will form a positive character. And because the experience of children in the first year of life determines whether he will be able to face challenges in his life and whether he will show high enthusiasm to learn and succeed in his work.

The results of a study conducted by J. Schweinhart (1994) show that the experiences of children in kindergarten can have a positive influence on the development of the next child. Therefore the US Department of Health and Services (2001) cited in Pratimi (2019) has made a statement that "the social emotional maturity of early childhood is a determinant of the success of children in their secondary schools", and also provides recommendations on competencies that must be achieved by kindergarten children including :

1. Confidence (Confidence)
2. Curiosity (Curiosity)
3. Motivation
4. Self-Control Ability
5. Ability to Work Together (Cooperation)
6. Easy to Get Along With Each Other
7. Able to Concentrate
8. Feeling of Empathy,
9. Communication Skills.

In its own development, Early Childhood Education such as Kindergarten or Play group is needed to introduce children to learn and understand national languages. The skills of children in Indonesian language need to be honed early so that children are accustomed to interacting with Indonesian. So that in the future it will support the smooth running of children in communicating using Indonesian. The importance of Indonesian for the people of Indonesia is due to the position of Indonesian as a symbol of national identity. Therefore, Indonesian language needs to be nurtured from an early age, with the hope of being able to motivate children to learn the knowledge of Indonesian in depth.

D. The Advantages of English Learning for Early Childhood Education

At this time, English is a language that is very popular with the people of Indonesia. Not only in Indonesia, but also in the all corners of the world. Because now is the age of globalization and the international language used is English. So it is undeniable that people throughout the world, especially Indonesia, are very interested in learning English. English, which is a foreign language in the country of Indonesia, has a big role for Indonesia itself. There are various influences, some have a positive influence and not infrequently there are also negative influences. With the existence of English (foreign languages) as an international language, Indonesian education from playgrounds to universities has curricula and lessons about English. The positive impacts that are obtained when children learn at an early age :

1. It creates an opportunity for early diversity.

Multilingualism is a chance to learn from differences instead of being scared of them. When we take the time to learn about different cultures and ethnicities, then the diversity this education provides offers added strength and self-confidence to the individual. People have a better sense of knowing where they fit in society when they have access to the bigger picture.

According to Koenig (2019), when small children learn a foreign language, they develop a natural, native-like accent. For both children and adults, learning a foreign language can lead to better opportunities both in college and in their careers. Learning a language as a part of a family activity can also build relationships. Cultural connections are much easier for children and adults who study a foreign language and can lead to rewarding friendships and business associations. Children who learn a foreign language also have consistently higher test scores than their non-learning counterparts.

2. Multilingualism improves a person's working memory.

Koenig (2019) states when children or adults begin to learn a foreign language, cognitive skills are developed, especially in children. According to the American Council on Teaching Foreign Languages, children who begin to learn a foreign language in early childhood demonstrate a certain cognitive advantage over children who do not. Research studies that have been conducted in Canada with early learning education have shown that those children who are bilingual develop the concept of object permanence quicker than those who do not. In other words, they learn that objects that have a different name in another language remains the same no matter what it is called and that the object's function does not change. It also gives children better mental flexibility and creative thinking skills than their counterparts who only speak one language.

A multilingual education works to improve the working memory of the individual learning multiple secondary languages. This improvement provides for better information processing capabilities when there is

exposure to new audio stimuli, ideas, concepts and real-life experiences. At the same time, individuals who pursue a multilingual educational opportunity experience lower levels of fear and anxiety while being less likely to experience a mental health disorder. People who can speak multiple languages also tend to have more friends when compared to single-language students, despite the isolative qualities that some students can experience in their communities. When you can communicate with more people fluently, then there is a corresponding rise in the number of conversations that can eventually lead to a friendship forming.

3. Grow children's creativity and imagination

Early childhood learns by playing. Providing institutions for early childhood education is the right place to facilitate the needs of the child. If your child learns in a pleasant atmosphere, it will be easier for him to absorb the various guidance given. In addition to learning various basic skills for reading and writing, the little one will also get a lot of stimuli that will provoke his imagination and creativity.

4. Building Confidence and Understanding

Children who begin to study and master a foreign language achieve greater confidence as they go along, and gain the ability to communicate with people outside their immediate language group. Children develop confidence over time and can be encouraged to speak a foreign language with less anxiety by addressing a puppet. Children and adults alike will be less fearful of travel and enjoy the ability to communicate with people in their own native tongue as well as their own. Many educational experts suggest that adults and children study their language of choice through listening to songs and rhythmic speaking to build confidence in their abilities.

E. The Disadvantages of English Learning for Early Childhood Education

Education in early childhood still has a pro and contra opinion. Some expert state, learning English in the early age is a good for children because it can help children become more confidence and knowledge. In another way, a psychologist and child observer, Elly Risman, S. Psi cited in Kolaborasik.com (2019) states "actually what is needed by children is closeness to their father and mother. If you only play, play can be done only at home, the motor movement is not perfect and why should it be train them elsewhere". The negative impacts that are obtained when children learn at an early age :

1. BLAST (Bored Lonely Afraid-Angry Stressed Tired)

Children who learn at an early age can feel bored with the material and regulations that he gets both at school and at home, as a result children feel depressed and feel boredom will learn. In another way, a psychologist and child observer, Elly Risman, S. Psi cited in Kolaborasik.com (2019) states "The impact of entering school too early for children is like sowing seeds of cancer. We don't know when cancer will appear and in what type. The children's brain is not ready. We

never know when they lose their motivation to learn. The younger we send to school children, the sooner he experiences BLAST (Bored Lonely Afraid-Angry Stress Tired). When the little one experiences BLAST, later he is more vulnerable to become the perpetrators and victims of bullying, pornography and sexual crime". BLAST is a phenomenon that refers to the fragility of the condition of children in the digital age due to the weakness of the most important social systems in their lives, namely the family. Mulya and Pratiwi (2017) cited in PsychoNews state BLAST stand for :

- a. Bored, feeling bored with daily routines and school routines
- b. Lonely, the company is quiet because children are not close to their parents in quantity and quality
- c. Angry-Afraid, feeling angry because of the situation, rooted in dissatisfaction and fear of stories to parents
- d. Stress, feeling depressed because of the situation at hand
- e. Tired, tired due to accumulated problems.

2. Language Decline

According to Hoff (2004) learns several languages at the same time it will limit the number of words that children can learn in the allotted time. For example, toddlers only have cognitive capacity to learn new vocabulary an average of 20 per month. When you teach two languages to the child so, he can only learn 10 new words in the mother tongue, and 10 words in foreign languages. This certainly has an impact on children's language development at his age. When a child is learning mother tongue but also taught a foreign language or a second language, it can cause misunderstanding and hinder language mastery. Children will be confused which one the mother tongue and second language or foreign language. In fact, not infrequently the new vocabulary of children does not increase due to confusion with accents and language he is learning. Foreign language, although studied but not practiced, will be easily forgotten. Well when you enter children to place foreign language tutoring but do not practice it or the daily environment the child uses mother tongue, of course children will forget what they learned, and it is can caused more stressful.

3. Cultural Confusion

Foreign language of course is different from the mother tongue. Whether a grammar, the use of letters and how to read that is different. And when a child is told to learn thousands of foreign language vocabulary, of course it will make them stressful because how to spell and pronounce it is different from the mother tongue. Introducing foreign languages to children in the early of age can cause children to forget their original culture. Intention parents to introduce foreign languages in the early of age are good. The reason might be because you want to prepare children in the future, there are also because the school demands it. In fact there are also parents who teach foreign languages in the early of age because of prestige. But before you introduce foreign languages in the early of age, it is important to know if this step can be negative. Children can be

confused with their own culture and even forget about the culture. The result, the successor of culture it will decrease and may disappear. For example if a child lives in Indonesia but learns English then he can question his identity. This can once again lead to cultural confusion.

3. Conclusion

Language is a means by which humans communicate and interact with each other in their community groups. With language media also, humans can understand and know the ideas that others have also express concepts that were previously still abstract. There are several groups, the first which language can be directly mastered by children, second which languages used by the environment formed. This happens because language is arbitrary and is a general agreement of the users of the language. The language used is next referred to as a second language. Humans need to learn it if they want to communicate with the second-language user community so that communication can run more smoothly.

Krashen (1982) states that the second language acquisition theory is a part of theoretical linguistics because of its abstract nature. According to him, in teaching a second language, the practical one is the theory of acquiring good language. The term language acquisition is used to discuss first language mastery among children because the process occurs unconsciously. While the second language acquisition is usually learn through conscious learning. In children, language errors will be corrected by the environment informally, while language errors made by adults will be corrected by retraining.

The existence of a second language learning (English) given since childhood raises different opinions in some of our community groups. There are those who consider it is important to give a second language in the early age of children without regard to other aspects (nationalism). Some consider that childhood should not be fed with heavy learning, such as English. And the other groups say that second language learning can be given, but still by paying attention to the psychological, mental, and nationalism aspects of the child towards the culture and language of their own country. This is because the tendency that occurs is after the children get and master the second language, he will use the second language to override the first language. Or, the second language they get makes them use mixed languages between the first language and the second language.

Second language learning in addition to having a positive influence, which is able to increase children's language acquisition, it also has a negative influence on children's language development. That is able to dissolve the spirit of nationalism and pride in its own language and culture. Second language learning also plays a role in the child's low ability about the first language. This is what then deserves attention by parents when decided to provide language learning for children. The development of the brain and psychology of children must be considered before deciding. The teacher as an educator

and teacher must also continue to instill an understanding of the importance of the first language above the second language in order to remain keep pride in your own homeland. While children as students must also realize that the second language does not necessarily make them forget their own culture. Students in the midst of globalization must continue to maintain the attitude of nationalism so that it is not tossed around and still has its identity as an Indonesian nation. This result supports Kramsch and Sullivan (1996) finding which says that point out an appropriate pedagogy for the teaching of English as an International language depends upon local English language teaching professionals thinking globally but acting locally.

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