

## **ENGLISH EDUCATION FOR EARLY CHILDHOOD LEARNER**

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### **ABSTRACT**

This article discusses about English education for early childhood. One's ability to use English is needed along with the progress of a country. That is the reason why English as an International language began introduced as soon as possible to the students in Indonesia nowadays. This article uses a literature study which the data collection technique done by a review study of textbooks, literatures, notes, and reports which related to English education for young learners. English education will be ideal if it starts from an early age, especially before the children turn into 12 years old. Early childhood is the child on the range about 2 - 7 years. In that age is a golden period in the development of children's language skills. In this period, they are able to learn any languages like the original speakers and this period should be used as well as possible. However, children at an early age are still on the preoperational cognitive development condition that has high egocentricity, have not understood the abstract things yet, just understand on the symbols and still pre-logical minded. Therefore, English for children requires a proper and effective methods in teaching process. There are several appropriate methods and techniques for teaching English for early childhood such as in the communicative context. They are including the context of social situations, culture, games, singing and music, storytelling, artistic experiences, handicrafts and prioritizing physical movement. Between methods and techniques mentioned, the approach with song and motion is a very appropriate and successful method in English education for early childhood.

**Keywords:** English language education, Language Cognitive Development of Young Learner, English for Young Learners.

### **INTRODUCTION**

Foreign language education for children in America and Europe has started in the fifties and became very popular in the sixties, but it declined somewhat in the seventies. According Hammerby (1982)<sup>1</sup>, English learning and education is based on

the idea that learning a second language will be better if it starts early. It means that English language is better studied by the children since they still in childhood age, sooner the better. Many assumptions about age and language learning include children language learning better than adult learners,

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<sup>1</sup> Hammerly, Hector. 1982. *Synthesis in Second Language Teaching*. Blane: Second Language, p. 265.

foreign language learning at school should start as early as possible, more easily attract children's attention and interest than adults as revealed by Ur (1996)<sup>2</sup>. This assumption has not been confirmed by research, although from experience it seems that the learners of children are better and there is evidence that older children are more effective at learning language.

In this globalization era, it is required people in mastering English both spoken and written. These demands make the parents compete to put their children in a national or international school which have good level in English as the language media in the classroom. Regardless of the psychology of the children language ability, children age, teacher education and method used, for the parents, the most important that they have sent their children to the licensed English speaking and international school then the parents will be satisfied and believe in those education. As a result, many children are frustrated and stressed. Instead of not acquiring the mastery of English but they become the immature students who was forced to speak English. That is why the English pronunciation and structure that they say sometimes incorrect and weird. In fact, there must be a consideration from the parents to put their children in studying English language properly. Children age is one of the important consideration in learning English as foreign language. Based on that explanation, actually at what age should the children learn English as foreign

language, and what are the appropriate methods in teaching for early childhood students. These issues become the writer's consideration to discuss and describe it in this article.

## RESEARCH METHOD

According to M. Nazir (2003)<sup>3</sup>, a literature study is a data collection technique by doing a review study of textbooks, literatures, notes, and reports which related to the topic that must be solved. According to Sarwono (2006)<sup>4</sup>, a literature study is a research method used data collecting technique by collecting information from books, magazines, newspaper, and other sources to build a basic theory.

The literature study has two important steps. The first step is to decide the topics. After the writer stated the topic, the next step is doing study related the topic. In doing the study means that the writer starts to collect the data. In collecting the data, the writer collects many information from related literatures. The data sources are taken from textbooks, journals, articles, research finding, internet articles, newspapers, magazines, etc. Those data are used by the writer to compose the study systematically. So that, the literature study included the common process such as identify the theory systematically, literature finding, and document analysis related to the topic.

<sup>2</sup> Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press, p. 296.

<sup>3</sup> Nazir, M. 2002. *Metodologi Penelitian*. Jakarta: Ghalia Indonesia.

<sup>4</sup> Sarwono Jonathan. 2006. *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta :Graha Ilmu

In this study, the topic is about English education for young learners. So, the data sources are related to this topic. The data were taken from textbooks, journals, articles, research finding, and internet articles. After the researcher collected the data, the researcher composed the research systematically. The objective of this study is that the result can develop the understanding of the teacher and the parents to give their children the best way to study English as their needs in facing their future by preparing them with the best English ability in written and spoken. Studying English for the children must be enjoyable and fun. It suits with their age, that is childhood age. In the childhood age, they still need to play and to know their environment well. So that is why, the teacher and the parents must give them, the enjoyable and fun environment in having English learning and not forcing them to study hard but learning by doing and experiencing.

## DISCUSSION ENGLISH LANGUAGE EDUCATION

English has become the international language used almost in all areas of global life. English has also become the world's language that dominates the communication in connecting and transferring knowledge to the world. It gives the assumption that the mastery of English is a very important requirement for modern society nowadays because the mastery of English makes someone easier to expand their interaction

in the international world. As Fromkin (1990)<sup>5</sup> said that English has been called the lingua franca of the world. It strengthened that English language as the international language for communication in the world.

The position of English in Indonesia is as the first foreign language. It has different meaning with English as the second language. Mustafa (2007)<sup>6</sup> states that the second language is the language studied by the children after their mother tongue with the characteristics of the language used in the community. While a foreign language is a language of other country that is generally not used in the social interaction. English in Indonesia is rarely used in social interaction in the community, so that English language is difficult to be learned because English is a foreign language that is not used in everyday life communication of Indonesian people.

In fact, mastering English is a very important skill in the current information and communication era. It really determines how we can interact globally. The issue of globalization today demands human resources who are qualified and able to communicate in various foreign languages especially in English as the international language. This foreign language skills are required in mastering knowledge, having a wide social interaction and a better career. It makes everyone from various social position are motivated to acquire English language both spoken and written.

<sup>5</sup> Blair, Fromkin Rodman Collins. 1990. *An Introduction to Language*. Australia: Holt. Rinehart and Winston, p. 259

<sup>6</sup> Mustafa, Bacharudin. 2007. *Buku Pendidikan Anak Usia Dini*. Unpublish

The tendency of people in mastering of foreign language make them compete with each other including to put their children in learning English as one of the skill that must be developed. This is based on Santrock assumptions (2007)<sup>7</sup> that children learn foreign languages faster than adults. A study by Johnson and Newport (1991)<sup>8</sup> shows that the immigrants from China and Korea who begin to live in America at the age of 3 to 7 years old have a better English language ability than the older children or adults.

Another study that states the usefulness of mastering foreign languages earlier, as stated by Mustafa (2007)<sup>9</sup>, that the children, who mastered a foreign language, has many advantages in the term of flexibility in intellectual, academic, language and social skill. In addition, the children will have the readiness in entering a social context with different languages and cultures. So that, when they become adult, the children will become qualified and excellent human resources. Mustafa (2007)<sup>10</sup> added that the children's understanding and appreciation toward their own language and culture will also develop if the children learn foreign languages earlier. The reason is because they will have greater access to the language and foreign culture.

In Indonesia, English teaching is different from teaching English as the second language in a country where English is the media of communication. In Indonesia, the position of English is the first foreign language that must be taught in junior and senior high school, while in elementary school, English is one of the local content lesson and not or not yet to be a compulsory subject. According to Chamot (1987)<sup>11</sup>, English as a medium in bilingual education. In fact, a bilingual learning program in many schools in Indonesia.

The purpose of teaching English is acquiring all English language competencies such as listening, speaking, reading, and writing. English language is very different from the children first language (Indonesian, Javanese, Sundanese, and other regional languages in Indonesia) in pronunciation and linguistics. These differences are important to be understood so that the English teaching and learning can be guaranteed its validity. These differences include: speech, spelling, language structure, stressing and intonation, vocabulary, and the moral value of foreign language cultures. English language is also known as a definite time in language (tenses), definite numbers (singular-plural), and definite people (feminine-masculine).

<sup>7</sup> Santrock, John W. 2007. *Child Development*. Texas: McGraw-Hill, p. 313

<sup>8</sup> Johnson, JS & Elissa L. Newport. 1989. Critical Period Effects in Second Language Learning: The Influence of Maturational State on the Acquisition of English as a Second Language. *Cognitive Psychology*, Vol. 21, p. 60-69.

<sup>9</sup> Mustafa, Bacharudin. Op.cit. p. 24

<sup>10</sup> Ibid, p. 36

<sup>11</sup> Chamot, Anna Uhl. 1987. Toward a Functional ESL Curriculum in the Elementary School. Michael H. & Richards, Jack C. (eds.) *Methodology in TESOL*. New York: Newbury House Publishers.

## LANGUAGE COGNITIVE DEVELOPMENT OF YOUNG LEARNER

The development of the children's language has actually started since the children were born with using the simplest language or pre-talking that is crying, then it is developed in the form of babbling and simple words/sentences accompanied by movement body / requirement as a talking complement. In educational psychology, there is a theory of learning that can be used as the foundation of teaching. Learning model which is quite famous is the intellectual/cognitive developmental approach triggered by Jean Piaget (1896-1980). In the Piaget model in Dahar (1988)<sup>12</sup>, for every individual person has the stages of intellectual development as follows:

### 1. Sensory-motor stage (age 0-2 years)

At this stage the children begin to learn and controlling the environment through the ability of the five senses and movement. The baby's behavior at this stage is solely based on the stimulus acceptance. Around the age of 8 months, the baby has the knowledge of permanent object even though the object at some point is invisible before his/her eyes, it doesn't mean that the object is not there. Before the age of 8 months the baby generally assumes the things that he/she did not see, it means that they are nothing. At this stage, the baby has his/her world based on his/her observation through his/her basic movement or the

activities done by the people around him/her.

### 2. Preoperational stage (age 2 – 7 years)

The children are trying to master symbols (words) and able to express their experience, even though it is not logical (pre-logical). At this time the children are egocentric such as seeing something from their perception by looking at something from one feature, while other features are ignored. At this stage the children have been able to think before acting, even though their thinking ability have not reached the ability level to think logically. In the age of 2-7 years, children's life is also marked with egocentric attitudes, where they think subjectively and unable to see the objectivity of the views of others, so that they are difficult to accept views of other people. Another feature of the children whose cognitive development in the stage preoperational is the inability to distinguish that 2 objects are the same, have the mass, the amount or volume even though the shape is changing. Because the children haven't think abstract, so that the children at this age are easier to learn if teachers involve the use of concrete objects rather than using only words or sentence. It means that the children in this age are appropriate being taught by the *learning by doing* method.

<sup>12</sup> Dahar, Ratna Willis. Prof. Dr. 1988. *Teori-Teori Belajar*. Jakarta: P2LPTK.

### 3. Concrete Operational Stage (7 - 11 years of age)

At this stage the children understand and thinking concretely. Generally, at this stage, the children already have the ability to understand the concept of conservation, that is, even if an object changes its shape, but its mass, its amount or its volume is fixed and not changed. The children are also able to make observations, assessing and evaluating something so they are not so egocentric like before. The children's thinking skills at this stage are still in concrete form, they have not been able to think abstract, so they are also only able solve concrete lesson problems. Learning activities which involve students in direct experience is very effective compared teacher's explanation in verbal form such as words or sentences.

### 4. Formal Operational Stage (age 11 - > 15 years).

At this stage, the children are able to think abstractly. At this stage, the children are already on the stage of abstract thinking. They are able to propose hypotheses, counting possible consequences and test their hypotheses. If they are faced with an issue, the children at the formal development stage operational are able to formulate all possibilities and determine which possibilities are most likely happened based on thinking ability analytically and logically.

According to Piaget, the children at the age of 2-7 years are in the preoperational stage. This stage has the characteristics of using symbol/sign language and intuitive concept. This stage is divided into two

stages. The first stage is pre-conceptual stage (2-4 years), where the representation of an object expressed in imaginary language, images and games. Second is the intuitive stage (4-7 year). At this stage the representation of an object is based on the perception of their own experience and not from the analysis. The term "operation" here is a process of thinking logically and it is a sensory-motor activity. In this stage the child is very egocentric, they are difficult to accept the opinions from others. Children believe that what they think and experience also become the thoughts and experiences from others. They believe that inanimate objects have animate properties. Characteristics of the children at this stage are as follows:

- a. The children can relate the experience in their playing environment with their personal experience, and therefore they become selfish. The children are not willing when their belongings are held by others.
- b. The children do not have the ability to solve those problems yet that requires a reversible thought. Their minds are still irreversible.
- c. The children have not been able to see two aspects of an object or situation at once, and not been able to give the reason individually and deductively.
- d. The children are reasoning by transductive, that is, from particular to more particular analysis. The children also have not been able to distinguish between fact and fantasy. Sometimes children like to lie. This occurs because the children have not been able to

- separate the actual events with their imagination.
- e. The children do not have the concept of eternity (quantity, matter, breadth, weight and content).
  - f. Towards the end of this stage, the children are able to give reasons for what they believe. The children can classify objects into groups, that are, has only one particular characteristic and has begun to understand the concrete concepts.

So, if the early children learn English, they are in stage of preoperational stage and therefore they require a lot of illustrations, models, pictures, and other activities. Apparently, Piaget in Wood (2001)<sup>13</sup> stated that he lacks of the belief that by using direct learning, it is just as important as in developing the knowledge of science, logic, and mathematics. Currently, there are a lot of research which proves and quite convincing that the actual benefits of learning verbal, social interaction, and culture can improve learning optimally. This is the evidence in the Zone of Proximal Development (ZPD) theory developed by Vygotsky (1986)<sup>14</sup>. Vygotsky stated that ZPD is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more

capable peers. If a child cannot understand something, so according to Piaget's the child is not mentally ready. For Vygotsky, the lesson is outside the developmental area his knowledge. In this case, the lesson has a social value, for this learning of social interaction can be accomplished in the form of tasks in pairs or groups.

Furthermore, Ur (1996)<sup>15</sup> said there are three sources of attention for the children in the classroom. They are images, fairy tales and games. The children love to see pictures especially interesting, clear and colorful pictures. Similarly, the children love to hear fairy tale/story, then like to play is a fun activity for the children or often called as recreational time out activities. According to Curtain and Pesola (1994)<sup>16</sup> the children will learn foreign language well if the learning process occurs in a communicative and meaningful context for them. For the children, this context includes social situations, culture, games, singing, fairy tales and artistic experiences, crafts, and sports.

Two important theories about the development of this psychology, namely Piaget and Vygotsky theory can provide the important information about how a child as a student or learner especially in studying and learning foreign languages. According to Piaget, the children are active learners and thinkers. They always interact continuously with the world of the environment and solve the problems they

<sup>13</sup> Wood, Karlyn E. 2005. *Interdisciplinary Instruction: A Practical Guide for Elementary and Middle School Teachers*. USA: Pearson Prentice Hall.

<sup>14</sup> Vygotsky, L.S. 1986. *Thought and Language*. Cambridge, M.A: The MIT Press.

<sup>15</sup> Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

<sup>16</sup> Curtain, Helena & Pesola, Carol A.B. 1994. *Language and Children*. New York: Longman Publishing Group.

face in the environment, so that the learning process occurs actively. This is generated by the children themselves, not from the results of imitating others and obtained since they born. Donaldson (1998)<sup>17</sup> stresses the implication of the Piaget's idea that the child is always trying actively seeking understanding of the world, asking and wanting to know. Since they are child, they always have an intention and goal. They want to ask or do something.

Vygotsky's opinion (1962)<sup>18</sup> is different from Piaget's about language in adult people and children sight. He argues that children are part of the social. Child development and learning centers occur in a world-wide social context with others who are associated with the child since they born. Those adult people play an important role to help children learn (play, read stories, talking, showing things, ideas). The adult people are the world mediator for children. The ability to learn through instruction and media are the characteristics of human intelligence. With the help of adult people/teacher, the children can do and understand more than they do on their own. It means that they also learn to do something and learn to think about both of them are helped by the interaction with adults. Many Vygotsky's ideas are used for preparing a foreign language teaching framework for children.

## ENGLISH EDUCATION FOR YOUNG LEARNERS

The most sensitive period of language in a person's life is between aged 2 to 7 years. All aspects of language must be introduced to the children before this sensitive period ends. In this sensitive period, it is very important to introduce a good and correct way of speaking, because according to Maria Montessori (1991)<sup>19</sup> this speaking skill is very useful for communicating with the environment. Based on the theory, it is appropriate if English is introduced to the children as early as possible. Considering that English is the first foreign language in Indonesia, then the learning process should be done gradually. Selection materials, that are appropriate with their age, are also effective for cognitive development of the children's language and the pleasant learning situation should be the main concern in the success of a learning process. The success of English learning process in early childhood is certainly influenced by many factors such as the qualified teachers who can bring the learning process meaningful and fun; adequate learning resources and facilities; and a good, simple, and attractive curriculum. On the other hand, it should be understood that the early age is the age of play. Every child is a unique person and the play is a serious activity but fun for them. Then the right approach needs to be created by a teacher to make the English learning process more interesting and fun without abandoning the correct language rules.

<sup>17</sup> Donaldson, Orlich. 1998. *Teaching Strategies*. Boston: Houghton Mifflin Company.

<sup>18</sup> Vygotsky, L.S. op.cit.

<sup>19</sup> Montessori, Dr. Maria. 1991. *The discovery of the Child*. New York: Ballatine Books



The approach used should be in line with the purpose of language recognition in general. The goal is the children can understand the way they speak English correctly, dare to express their ideas or opinions and can communicate with their environment. There are many English learning methods and techniques that can be used such as storytelling, role play, art or crafts, games, show and tell play, music and movement included singing, chants and rhymes.

The methods and techniques used should be selected and adjusted with the learning goal. Professionalism of the teacher in developing and utilizing the methods and techniques is needed, so that the learning process can run better. Methods and teaching process in a communicative context including the social context, culture, game, song and music, story reading, artistic experiences, crafts and prioritizing physical movement is a very appropriate and effective method if it is used in the process of learning English especially for young learner.

Furthermore, according to Matondang (2005)<sup>20</sup> stated that music and motion are the methods which are very successful when used in the learning process of English particularly for early children. Because essentially the music is an art in composing the tones or sounds in sequences, combinations, and temporal correlation to produce a composition that has unity and continuity (containing rhythm). A variety of rhythmic or rhythmic sounds are also called songs. So, music or

song is a unity that cannot be separated and can be used as a media in a learning process in this case is in English learning process. While movement is derived from the basic word 'motion'. The motion is a transition place from the activity done because of an impulse in people's mind or feeling. Activity movements can arise after a person listen to a song.

Using music and movement as an approach in English learning process and presenting it in an interesting and fun way in a process of teaching and learning activities can help the children to be happier, more active, and facilitate the children to understand a teaching material easier. Because in doing learning activities, the children are invited to do and demonstrating a movement that match with the meaning of the song being sung in the learning process. So, the motion and song are very fun activity for the children and can also be used as a motivator in the English learning process in early childhood education.

Music and movement play an important role in the growing process of children. Song can enrich the spiritual life and provide a balance of life for the children. Through music, humans can express his thoughts and feelings and being able to control their emotion. The song is part of the music. It has a function as a tool to communicate people's thoughts and feelings. Essentially, the songs for children has many functions, they are as follows:

1. As a language of emotion where the children can express their feeling and

<sup>20</sup> Matondang, Elizabeth Marsaulina. 2005. Menumbuhkan Minat Belajar Bahasa Inggris Anak

Usia Dini melalui Lagu dan Gerak. Jakarta : Jurnal Pendidikan Penabur, p. 134.

emotion such as happy, sad, admiration, fun, and so on.

2. As a language of tone because the song can be heard, sung and communicated.
3. As a language of motion reflected in the bar of motion and beat regularly on the rhythm (short and irregular rhythm), and the melody (low and high movement).

Thus, singing is an activity that is highly favored by the children. In general, singing for the children is more meaningful as a play activity rather than learning or messaging activities. Singing can give them satisfaction, joy, and happiness for the children, and also to encourage the children to study hard. By singing, the children will be more quickly in learning, mastering, and practicing a teaching material given by the teacher. The children's ability in listening, singing, and creativity can be trained through this activity.

A movement can be defined as a body language. The children express their feelings through movement activities after listening a song. The children have an active relationship in responding a song. Through their motion and body language, they will be able to describe what they feel and understand by listening the music. This movement is needed for early childhood learner in training and developing their motoric sense. So, singing for the children

is not only sing a song, but at the same time it brings the content and meaning of song, as well as performing the motion such as free movement or dance. That is why if the teacher can facilitate the teaching and learning process using music and movements.

The good and appropriate songs for children are; first, the songs that can help the growth and development of the children in physical, intellectual, emotional, social aspect; and second, the songs that come from the abilities that children already have such as the content of song is suitable for the children, the language used is simple, the width of the tone is appropriate with the ability of children's vocal cord and pronunciation, and the theme of songs are referring to the curriculum used.

There are many sources that can be used by the teacher in practicing English teaching materials such as *The Complete Daily Curriculum for Early Childhood Books* as Pam Schiller and Pat Phipps 2002)<sup>21</sup>; *The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants* as Jackie Silberg and Pam Schiller (2003)<sup>22</sup>; *The Giant Encyclopedia of Circle Time and Group Activities for Children 3 to 6* as Kathy Charner (1996)<sup>23</sup>; *Where is Thumbkin?* As Pam Schiller and Thomas Moore (1993)<sup>24</sup>; and *Creative Resources for*

<sup>21</sup> Schiller, Pam & Phillips, Pat. 2002. *The Complete Daily Curriculum for Early Childhood*. Beltsville, MD, USA: Gryphon House, Inc.

<sup>22</sup> Schiller, Pam & Silberg, Jackie. 2003. *The Complete Book of Activities, Games, Stories, Props, Recipes, and Dances for Young Children*. Beltsville, MD, USA: Gryphon House, Inc.

<sup>23</sup> Charner, Kathy. 1996. *Giant Encyclopedia of Circle Time for Children 3 to 6*. USA.

<sup>24</sup> Schiller, pam & Moore, Thomas. 1993. *Where is Thumbkin?: Over 500 Activities to Use with Songs You Already Know*. Beltsville, MD, USA: Gryphon House, Inc.

the Early Childhood Classroom as Judy Herr and Ivonne Libby (2013)<sup>25</sup>, etc.

Beside those books, the teacher also can use other materials teaching in the form of cassette or disk that we can take from the internet as singing sources such as 80 kid songs produced by Together Again Video Production Inc in 2001, Sing and Learn Children Favorite Songs Series produced by World Star Music Int'l Ltd in 1998, Miss Patty Cake produced by Integrity Music Just For Kids in 1997, The Donut Man's produced by Integrity Music Just For Kids in 1996 and so on. Although many books sources, cassettes, and disks that can be used and downloaded from the internet, the most important factor is the ability of the teacher in choosing, using and developing an existing song, so that the song can be presented and understood by the children well without forgetting the English grammar rules.

## CONCLUSION

Based on the description above it can be formulated some conclusions as follows:

First, English is the International language that dominates the communication era to connect and transfer science entire the world. Nowadays, mastering English is a very important skill in the information and communication era. This foreign language skills are required for mastering science, having a wide social interaction and having a better career. This matter makes everyone from all the social community are motivated

to learn English language as early as possible in their age.

Second, English education will be ideal if it is started from an early age, especially before they turn 12 years old. Early childhood is the children on their age range 2-7 years. It is a golden period development of children's language skills. In this period, they are able to learn any language like the original speakers and this period should be used as well as possible.

Third, an early childhood according to Piaget is a child who has a preoperational cognitive development condition that has high egocentricity, has not understand the abstract things yet, only understand the symbols and still prelogical minded. While according to Vygotsky, early childhood is a part of social interaction that is the development center and learning takes place in a social context. They still fully very depend on the adults who have been connected with them since they were born. The adults play an important role and as mediators to the world in helping the children to learn doing and thinking something.

Fourth, English language education for early childhood requires a proper and effective teaching process. There are several methods and techniques that are suitable for teaching English for early childhood. They are including in the communicative context such as the context of social, culture, games, singing and music, storytelling, artistic experiences, handicrafts and give priority to physical movement. Among the methods

<sup>25</sup> Herr, Judy & Ivonne, Libby. 2013. *Creative Resources for The Early Childhood Classroom*. Belmont, USA: Nelson Education, Ltd.

and techniques mentioned above, the approach with song and motion is a very suitable and successful method in English education for early childhood. It is because basically children love to sing a lot and do many fun physical activities.

In addition, even though English is not including in subject lesson in education curriculum for students in Elementary school whose age are 7-12 years old, but the policy maker of education in Elementary school must consider that the importance in giving English as the subject in their curriculum is very important and urgent. They must put English in the curriculum even it is in local content curriculum because many theories such as Piaget and Vygotsky and many researches about English education in early childhood stated that study and learn English since early childhood is better, the sooner is the better because English language is very useful for the children's life in the future in facing the globalization are including having social and cultural interaction internationally and also having a better career for their life.

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