

BILINGUAL LANGUAGE TEACHING FOR YOUNG LEARNERS IN INDONESIA ON THE INSIGHT OF 2013 CURRICULUM

Ferril Irham Muzaki
State University of Malang
ferril.irham.fip@um.ac.id

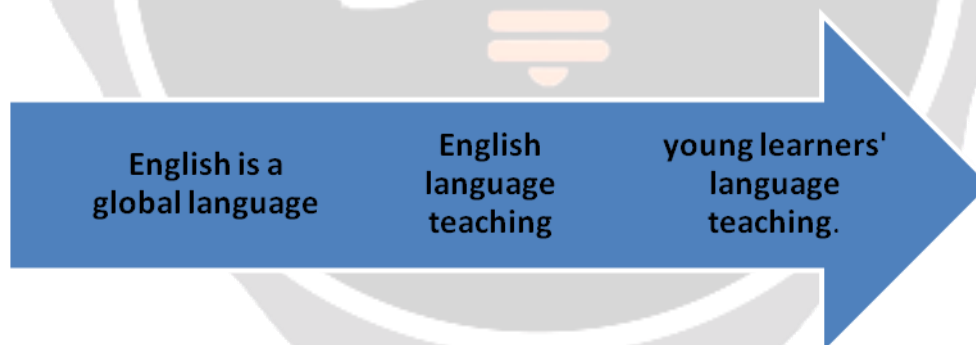
Abstract

Recently the Indonesian government has launched 2013 curriculum placed bilingual language teaching for young learners on extra-curricular subjects. Young learners are creative language learners. Nowadays, language for young learners is digital natives that have an ability to connect themselves to global world. It is suggested to schools to teach other languages based on students' need and entry behavior and habituation.

Keywords: language teaching, 2013 curriculum, Bilingual language for Young learners

The global world as the impact of globalization has created a world without borders of communication that is called by global village. In this era, news is easy to be accessed and retold by users. On the other hand, new knowledge is easier to be spreading up to all nations in the world. Development of information technology is transforming concepts of borders. Dekeyser (2017:4) states that young learners in global world are obligated to be taught communication strategies. This paradigm is assumed based on a view that a language has a meaning if it is used as communication tools, vehicles to spread up new information and transmitting messages on global village.

Flowchart Bilingual language for Young Learners



Bilingual language has become a language that clearly stated as an International language by United Nations. According to Barac et al (2014:670), it gives an opportunity for Bilingual language native countries to develop their language using education, pop-culture and economics activities. Bilingual language in global world is used by native speakers for origin of bilinguals' language and nonnative speakers from non-non-Bilingual language native speakers' lands.

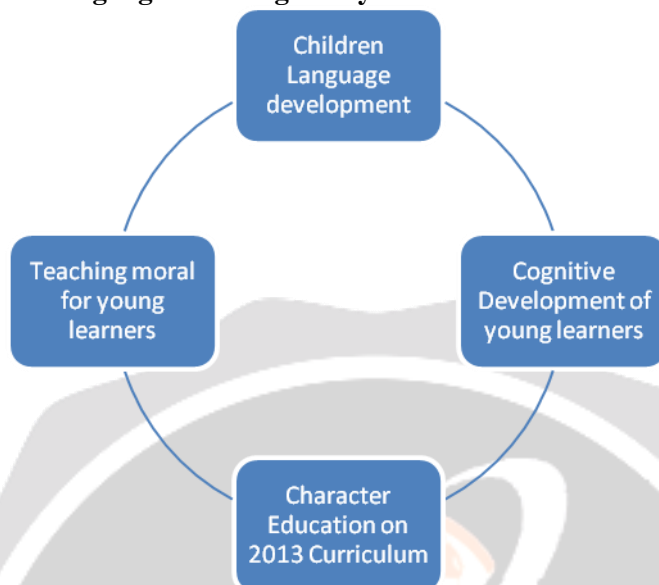
National Policy of bilingual language for Young Learners

The education policy in Indonesia has been changing for decades. Since that time, the Indonesia government has opened their perspective on development of science and technology. On the other hand the government has done some revision of Indonesian curriculum system, since every era has it is own challenge. Indonesian curriculums have tried to accommodate global challenge in the world. It has been widely believed that Indonesian curriculum revised to accommodate the development of knowledge.

Recently the Indonesian government has launched 2013 curriculum. The new curriculum has raised some controversies in relation to bilingual language Teaching (ELT) in Indonesia for young learners. The government has set up ELT for

young learners became a local content in schools. This controversy has become controversial debates, some groups of linguist are agree while on the other side there are groups which are disagree to this decision.

Language Teaching Policy on 2013 Curriculum

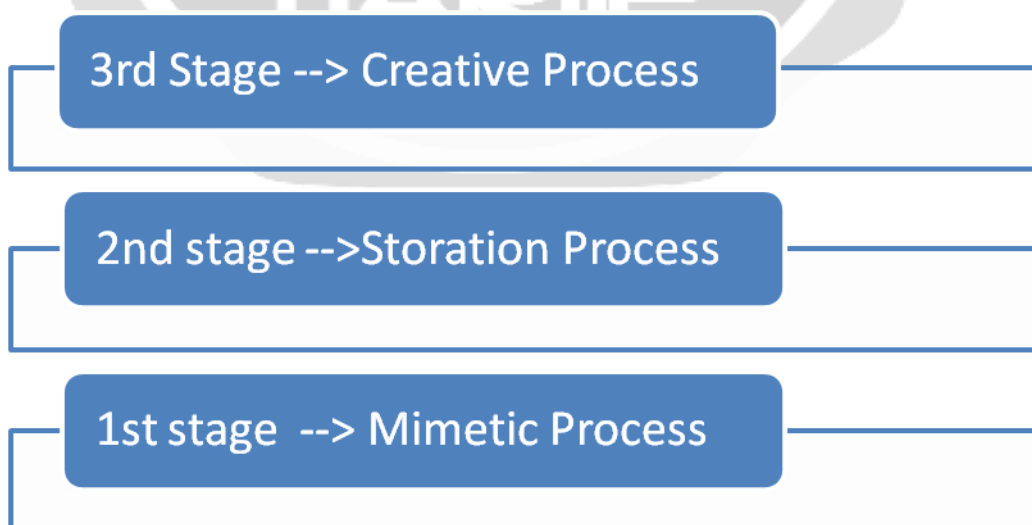


ELT for young learners in Indonesia has been rapidly growing up since the globalization. According to Dekeyser (2017:3) global world has positioned bilingual language as an International communication language that is used to communicate across nation. Some groups have thought that bilingual language is important to get the best education and position on a workplace. Bilingual schools for young learners, that is used bilingual language and Bahasa Indonesia, has settled across Indonesia. Thus, private courses to improve young learners' bilingual language proficiencies have risen up in big cities and small town.

Language Development on Perspective of Cognitive Development

Young learners have been developing their storage memory of languages. Jessner (2017:20) states that young learners learn their language based on the readiness of cognitive process.

Young Learners Language Learning Hirarchy



Young learners are ready to produce their own language from steps to steps. Meanwhile they are ready to produce language starting form a word, a mix of two words, phrases, and simple sentences and at the last is a complex sentence.

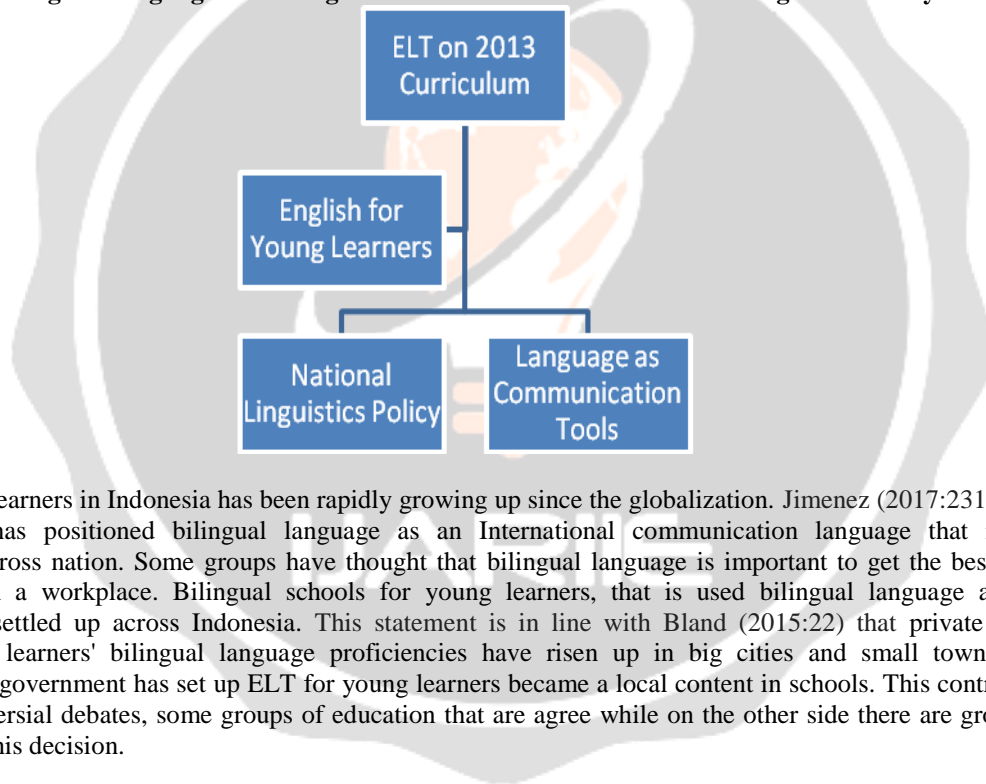
Thus, they have an ability to construct complex sentences on perspective of concrete sentences. Jessner (2017:24) states that young learners in the range of 5-12 are in concrete operation which means they have an ability to construct knowledge on concrete concepts.

First language teaching has been described as an obligation to be taught for young learners. This argument is based on social needs to communicate in small communities around them. Young learners are learning to cultural activities that needs first language. In Indonesia context, young learners from high class has become first speakers of bilingual language. They are placed Bahasa Indonesia in second language and local language in other languages.

Opinions Related in Bilingual Language for Young Learners in Indonesia

Bilingual language Young Learners in Indonesia	
Challenge	Character Education
on global village.	g local wisdom and values.
l language as global language.	Indonesia as national language.

Bilingual Language for Young Learners in Indonesia at National Linguistics Policy



ELT for young learners in Indonesia has been rapidly growing up since the globalization. Jimenez (2017:231) states that Global world has positioned bilingual language as an International communication language that is used to communicate across nation. Some groups have thought that bilingual language is important to get the best education and position on a workplace. Bilingual schools for young learners, that is used bilingual language and Bahasa Indonesia, has settled up across Indonesia. This statement is in line with Bland (2015:22) that private courses to improve young learners' bilingual language proficiencies have risen up in big cities and small town. On 2013 Curriculum, the government has set up ELT for young learners became a local content in schools. This controversy has become controversial debates, some groups of education that are agree while on the other side there are groups which are disagree to this decision.

Conclusions

Schools in Indonesia have a wide opportunity to teach bilingual language for young learners for their students or not. It is suggested for schools to decide their decision based on their students' environment. They have an opportunity to teach bilingual language for young learners if their students are able to access learning recourses. Indonesian schools have a choice to teach bilingual language as an elective subject if only some students are able to access recourses to learn bilingual language.

The education policy in Indonesia has rapidly changed as if following the development of science. In new curriculum on 2013, ELT policy for young learners has become a controversy since the government placed ELT for young learners as local subjects in primary schools. It is suggested for primary schools their students have capabilities to access bilingual language learning recourses to teach bilingual language as their subjects.

References

- Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly*, 29(4), 699-714.
- Bland, J. (Ed.). (2015). *Teaching Bilingual language to young learners: critical issues in language teaching with 3-12 year olds*. Bloomsbury Publishing.
- DeKeyser, R. M. (2017). Age in Learning and Teaching Grammar. *The TESOL Encyclopedia of Bilingual language Language Teaching*.
- Jessner, U. (2017). Language Awareness in Multilinguals: Theoretical Trends. *Language Awareness and Multilingualism*, 19-29.
- Jiménez, M. A. M. (2017). Teaching Bilingual language to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds. *PULSO. Revista de Educación*, (39), 299-301.

