ARABIC LANGUAGE LEARNING STRATEGIES FOR EARLY-AGED CHILDREN: LANGUAGE RECOGNITION AND MOTIVATION BUILDING

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ABSTRACT
Learning when young is like painting on a stone, learning when adult is like painting on sand. Childhood is the golden age of human. A child commonly gets easier to absorb and receive the lessons including a foreign language learning. Also, in this age, the child’s memory is very strong. Therefore, teaching a foreign language should also starts since their early age. This article discuss the ideal strategies of teaching Arabic language to early-aged children. This article is based on the qualitative research. This was a library research aimed at analyzing the best practices of teaching Arabic language for early-aged children. The result of the research showed that teaching Arabic language should be oriented to Arabic language recognition and motivation building in learning Arabic language.

Keyword: learning strategies, early-aged children, Arabic language learning

Introduction
Early-aged children are a golden age for all human being. In this age, the children are easier to penetrate or receive the material generally with a variety of innovation; the one is in learning a foreign language. Also, in this age, child’s memory is very strong. Applying the foreign language to someone should be started since children because in this age their memory is very strong.

The human, in working on their life, especially when communicating and interacting with the others around the environment is dominated by the ability in speaking. Therefore, the use of language will help them in thinking. The ability level of someone to speak is very influenced by the words which are expressed to the early-aged children who are always hear everything in their environment. Because of that, a language development for the early-aged children is a process that must be done by the teacher, especially the parents.

The child’s language acquisition can be defined as a process where they start to know the interaction and communication in their environment. The child learns language either non-verbal or verbal has been began since they were born and the process of the acquisition is still going along with the increasing of the child’s age, until they reach a perfect mastery level. The child’s language will develop along with the interaction and communication which is done by somebody else (Hasanah, 2010).

There are three of the most significant factors which are influencing the children in their language; they are biology, cognitive, and environment. Biology’s evolution becomes the one of language’s development basic which builds the human to become a linguistic creature. Noam Comsky believed that the human are tied biologically to learn language in
a certain time and also in a certain way. He also clarified that each child has a Language Acquisition Device (LAD), which is the child’s natural ability to speak. The first years of the children age is an important period to learn for speaking. If the recognition of language is not happen before teen-age, then a lack of ability in using the grammar properly will be experienced for the rest of life.

The cognitive factor of an individual is another thing that cannot be separated in the development of child’s language, the cognitive experts clarify that the ability of children in speaking depends on the maturity of the cognitive itself. The first stage of children’s intellectual development happens since two years born. In that age, the children know their world through the sensation gotten from their sense and, in the next stage, building their perception of everything outside them.

Meanwhile, in the other hand the process of the children’s language acquisition or mastery also depends on the stimulus from the outside environment. Generally, the children is recognized the language since the first time of their development by the replication process, imitation and repetition of language from the people around them. (Hasanah, 2010)

Colan, an expert of Psycholinguistic, stated that if there is no upset in the prenatal environment, the born babies have 100 billion of neuron with the first builder connections. The brain is still an unfinished product. The duty of the environment will be finishing, perfecting, or ignoring it. One thing that must be noticed is that a brain’s development has a limit time of development, which is called Windows Opportunity. The process of perfecting those connections is stopped right on the Windows Opportunity is closed. (Rakhmat, 2007)

The research’s result by the research about a child in the Korean class, showed that the child who is familiar to learn a foreign language for a few years easily understands the language material given by the teacher when they enter the foreign language class than the child who does not usually learn the foreign language. The point is that the method of learning the foreign language which is applied since child is influenced very well towards his memory. And, after the child is grown up, he will be able to learn the foreign language because he had had a basic since he was child. (Oh, et.al, 2003)

Learning a foreign language in the early-age has a challenge and benefit. A research explained that some American children learned learn the double language and mean they understand the double language in their house. Most of them are American people. They feel the advantage more takes places socially, linguistically and theoretically (Espinosa, 2015). Another research mentioned that the language development of the early-aged children can increase appropriately with the frequency of vocabulary that they heard. So that, the more they hear many vocabularies, the more their ability increased (Miller, 2016). The other research explained that the increasing of foreign language mastery can be done by an International teacher or student exchange program. Therefore, the study is done to make children live in some area with a knowledge of some cultures. And the study about language education for bilingual students, by this way the language education for bilingual students can be helped. This process should get full support from the parents and the teachers. So that, the parents and teachers, can know the potency of their children (Yazici, 2010). Another research explain that from some children in Luxemburg learn a foreign
language and mean they use the different language in their house. The aim of learning the foreign language is to develop the characteristic of the early-aged children’s teachers. All children in Luxemburg also have to learn a foreign language because this became an important requirement. Yet, the children who learn a foreign language do not have to change the language in their house (Newmann, 2015). Regarding with the teaching Arabic, the teachers are really expected to be more active and creative in the learning process, so that the effectiveness and the efficiency of learning process can be achieved (Albantani & Madkur, 2017: 304).

Research Method
This research is a qualitative research in form of literature in order to analyze the best practice strategy in learning Arabic language for the early-aged children. There are some stages of research from the study, which are: 1) study of introduction, intending to know the first description of learning a foreign language for the early-age children through the library source, 2) advance study in order to discuss about the result of the introduction study by relating to the topic research, 3) the final study in order to formulate the ideal strategy in teaching Arabic language for the early-age children. (Rolina, et.al, 2014)

Strategy of Learning Arabic language for the Early-Aged Children
Most people learn more than one language in this world. A child may be able to know or learn two languages or more in the beginning of life, for instance if the parents use two different languages inside and outside of their house. In this case, as Klein said, it still can be called as an acquisition of B1, although not one, but two languages for the B1. Yet, if the “foreign language” that is not in the same time to be learnt after got the B1 is called the second language (B2). This is more commonly happened when a child learns the B2 after the B1 is mature. The acquisition of B1 is happened if children who have not been learning any language start to learn a language for the first time. Getting one language is called monolingual, while getting two languages all at once is called bilingual, and getting more than two languages orderly is called multi-lingual (Indah & Abdurrahman, 2008).

A monolingual child gets the language from his parents, while a bilingual child, the language is influenced by parents, big family, and grandfather-grandmother, friends in the playground, orphanage and neighbor. The exposure of the first and second language in a bilingual child can fluctuate along with the expanding of social area only. The acquisition of B2 can be happened in many ways, in any ages, for various purposes, and in the different level of language. Based on this fact, the acquisition of B2 can be divided into two kinds, they are a natural acquisition and guided acquisition. A natural acquisition or spontaneous is the acquisition of B2 which is happened in the daily communication; free of teaching or leader of the teacher. On contrast, a guided acquisition is the acquisition of B2 which is done by teaching to the learner in way of serving the material that has been planned without too firm training and mistake of the learner. (Indah & Abdurrahman, 2008).

The hesitation frequently appears for bilingual acquisition in the children, so that some people are concerning the negative side of the bilingual obtained by the early-aged children or in pre-school aged. The hesitation appears among parents and the teachers who

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live in monolingual environment. This community at the end is considering that it is more common to be a monolingual and bilingual. Fred Genesee, a professor of bilingualism, underlined some response “aslant” that was complained related to the acquisition of bilingual.

The early-aged children are a phase of extraordinary development in physical, cognitive, social and emotional. In this phase a child also experiences a fast development in the side of motoric, cognitive, language, and social-skill. Psychology development tries to understand and explains how someone grows and change through the various age’s stage. The researchers study the several of big influence, including how to form the child’s development in genetics and how the experience of having a role.

The teacher of the early-aged children should give an attention for them to grow intellectually, emotionaly, socialy, mentally, and physcically. For instance, the teachers can make the student realizes about the concept of learning by leaving them to see, play, learn, and also read a letter and colour. Teaching the 3-5 years old children has the aim to push their interest and learning spirit. The children in this ages like to play in the nature. The teacher should be creative in designing the playing game activities that can increase the motoric skill and basic skill of the children. The teacher’s creativity is very needed because learning is more done by playing.

An early childhood is the development of physical, cognitive, social, exceptional and emotional phases. In this phase, a child has rapid development in the aspects of motor, cognitive, language and social abilities. The developmental psychology makes a try to understand and explain how someone grows and changes through the various phases of the age. The researcher studied about the kinds of the big influences, including how genetics construct the child’s development as well as how the experiences play a role for the child.

The teachers of early childhood have to give the necessary an attention by children to grow intellectually, emotionaly, socialy, mentally, and physcically. For example, teachers can make a student aware of the concept of learning by the way permit of students to see, play, learn, and read the letter and color. Teaching of children at the 3-5 years age has the purpose to motivate the students’ interest and spirit to learn. The children, in nature, are happy to play. The teacher should be creative in designing play activities that can increase motor and basic skills of children. The creativity of teachers is very necessary because learning is more done through play.

The teachers of early childhood (Anak Usia Dini, abbreviated with AUD) are required to innovate again through the learning method more superior. Thus, it is not easy to be a teacher and takes a lot of preparation. Among of preparations are: 1) following the teachers training about children, 2) Following the seminar about children, 3) following a sport, like gymnastics, 4) following the dance especially about children, 5) For Muslim teachers, they have to master the Arabic letter pronunciation, 6) Being able to speak using a clear articulation .7) Capable of mastering the language, at least the Arabic & English language (BenMaad, 2014).

The Arabic language is a foreign language should be learned by a Muslim. This is because the Arabic language is the language of worship for Muslims and one of the international languages. Therefore, teachers should be initiative to practice the foreign language in the world of children’s study. So, when the children learn on the higher school,
they will be easy to understand and learn a foreign language. The teaching of the foreign language to the early childhood is not easy. They are challenged to collaborate with the uniqueness of human, like children who has diversity of behavior. The teaching a foreign language to young learners need a self-method that is certainly different from the methods used to teach for the teenagers over 10 years old. So, the teaching takes a special training program for teachers who will be teaching a foreign language at an early age, because of the many complaints and difficulties when the teachers teach the foreign languages in the classroom (Caner, 2010).

Therefore, an introduction of cultural and language program for the teachers is a very important job to do before experiencing the teaching at the school. A series of activities are got a working space that is presented over one semester and designed to support the student that increases competence of inter-culture according with to knowledge, attitudes, abilities, and behaviors that gives a contribution to successful in the school. A result shows in the short term, the initiative is targeted specifically to students who are identified needing powers and can help to increase intercultural competencies for both of the students and the teachers.

Indonesian people generally feel that the teaching of foreign language language should require of phonology, vocabulary, grammar, pragmatics, and discourse. This becomes a must-fulfill requirement for the foreign language teachers including Arabic teachers. Finally, it becomes demands for the teacher to use the Arabic language all long time so that the children get used to. The transition between the Arabic as a foreign language, Indonesia as a second language, and the language of a local region or the first language is considered negative. The teachers often get criticism because using multilingual approach which is the mixing of language in the educational environment. The difficulties are because of the lack of respect from a lay community about professionalism of teachers and skeptical toward effectiveness in the multilingual approach that is used at early childhood level.

The different perspective of this phenomenon comes from Vygotsky, a Russian psychologist notes that the early children learn while playing. Then, the phenomenon is not wrong if any foreign language is learned by the children through the method of play anyway, the first language can be used as the main tool for understanding new words and pronunciation. Teachers also enable to get the meaning from the new words in the context of social of the using language. For this reason, scaffolding technique can encourage the children to do structured learning done at the first phase so that the child can learn independently. Then, the child uses their imagination to play a short scenario that is "becoming a teacher", then the child can act directly and one of them is welcome to stand in front of the class and then say "this is teacher Nikki" (This is teacher Nikki) and assisted by the teacher, the child guides her friend as if will be a teacher. Then, the drama is continued to use in both language which are English and Indonesia languages. The use of a combination between Indonesia and English languages, the children are easier to knowing the meaning of objects and symbolic acts. Accordingly, the use of their language and foreign languages are combined while playing the drama that really helps the children to understand the meaning of play becomes the concept of learning in a natural way (Mulia, 2015). The receptive vocabulary makes progress on the concept. The variation in the
vocabulary ability of the receptive relates with the achievements of the children at the school, and the ability of low-risk vocabulary is also on achievements at the school (Taylor, 2013).

**The Procedures of Arabic Teaching for the Early Childhood:**

1. First of all, the children hear a simple dialog models either from teacher directly (contained in the textbook), from tape recorder or songs that contains a keyword of vocabulary which becomes the focus of a lesson, for example, about the human body, the home, etc.
2. After that, the teacher guides the students to practice the pronunciation of the words while repeat one by one word and sentence in the dialogue individual and classical.
3. Next, the key words are repeated as the basis to practice at the discussion section. The drill practices collectively and then by individually. The explain about the meaning of keywords have to use exactly media, like a picture or a mock objects, the media gets over to try the maximum at this stage.
4. Next, the activity can take place in the language laboratory so that the child can practice the dialog to the maximum.
5. For the next activity, after observing the ability of students, the dialog can be customized with the passion, situation and ability of students through the replacement of keyword or basic expression. These activities can be given to students, because he students already able to master some of the other keywords, these activities is will be funny to children because of themselves determine and practice the teaching activities and the teacher as a facilitator and manager of teaching.
6. In order not to make tired, the activity should interspersed with singing about their environment. (Nurhasaniyah & Ansari, 2007). Or can selected song or nasyid that they like either from mother tongue that is translated or real Arabic language. But, it must be remembered that the use of the song in the Arabic teaching for children in the class makes the relation between the teaching activities with the objects or the words, soak in Arabic sounds, increase the sensitivity of rhythm and memorize the specific vocabulary. (Baroroh & Pratiwi, 2015).

The use of media in the language teaching for children largely determines the success of teaching. The effective and efficient Arabic language media for children to introduce vocabulary and grammar is mock objects and images, which can be placed on the corner or wall of a room as display if they already can read. It is able to include their names of the objects below each picture or mock objects, or may be presented through song or a nasyid of which tone or rhythm is submitted to the teacher or children so that the atmosphere of teaching becomes funny. The vocabulary is introduced by song which will be easier to remember the child so it will help the mastery the vocabulary and the Arabic language. Pertaining with the introducing the vocabulary and grammar of foreign language, Yawisah (2017) the teaching of vocabulary and grammar can be integrated through Islamic stories.

In addition, the teachers can also make use of IT (information of technology) as an audio-visual media such as television, VCD, computer and language laboratory as a medium which helps to increase the children's speaking skills. This media really helps students to get the knowledge and language ability directly trough audio and visual,
furthermore actually audio visual attractive the children passion, to increase the strong confident in self children so that is easier to get information and data then can improving the mastery of Arabic language can be maximal.

**Conclusion**

The Arabic teaching for the early childhood is better to care attention the basic principles in language teaching because it gives the characteristics that each other is different; furthermore it can make the teaching activities run optimally. One of the principles is that learning foreign language should be funny, not boring and not making a child depressed. The teaching must take place as a habitual language that makes to practice in daily interactions. The teacher must be clear in selected vocabulary, structure, and ability language concept for children as simple and relatively easy to learn. The selection of media will exactly be helpful the teachers and students to create the optimal situation. The implemented method should be simple like teaching through to know names of fruits from foreign language or can also with foreign song for children.

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