



Methodology of Learning Arabic Language At Children's Age

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Abstract

Language is an important communication tool in human life, from toddlers to the elderly. Language is a communication tool used by humans to interact with others. Arabic as one of the world's languages, has a high position after English, namely as an international language. Like other languages, Arabic has a function as a means of communication, transfer, and expressing someone both orally and in writing. Mastering Arabic is a very urgent need for Muslims. This is because Arabic is a source of Islamic teachings originally revealed in Arabic. In learning a language, the most effective way is through habituation. Meanwhile, habituation will be effective if done from an early age or children. This education and planning is focused on children's age because it is an age stage full of rapid development, including the development of intelligence, skills, abilities, and others. Language is a habit, so language theory is often known because children's age is the age of personality formation, talent development, including language skills.

Keywords: Arabic, Methodology And The Art Of Learning, Educators And Students.

1. Introduction

Language is an important communication tool in human life. As Roqib (2004: 2) says that chronologically the function of language is to express self-expression, a means of communication, a tool for social integration and adaptation and as a tool for social control. With language, someone will communicate, both when he will convey something that is in his mind or receive news from other people.

Language is a communication tool used by humans to interact with others. Language has universal characteristics so that it can be used by anyone regardless of race, ethnicity, social status, even between nations or continents (Arifah, 2004:1). Borwn argued that language is also used as a means of communication or a means of association among humans (Tarigan, 1989:6).

Arabic as one of the world's languages, has a high position after English, namely as an international language. Arabic has been officially used as a "liaison language" between nations, because Arabic is: (1) the official language for 20 countries in Asia and Africa, (2) the official language within the United Nations, (3) the official language in international Islamic organizations, such as Mukhtamar Al-Islamiyah, Rabitah allam Islami, and the International Islamic Organization (OII) based in Jakarta, (4) the official language in International Islamic conferences of which Indonesia is a member, (5) As a liaison language between Indonesian and Arab countries, because in this modern era the relations between Indonesians and

Arab nations are increasing and expanding both in the fields of religion, economy, education, culture and politics (Ansori, 1995:2).

Like other languages, Arabic has a function as a means of communication, transfer, and expressing someone both orally and in writing. Something that is transferred is usually in the form of thoughts, understanding, behavior and pleasure or globally what is transferred is thought (Roqib, 2004:4).

Mastering Arabic is a very urgent need for Muslims. This is because Arabic is a source of Islamic teachings originally revealed in Arabic. Without learning Arabic, it is impossible for Islamic law to be known and even enforced. In relation to learning a language, we cannot be separated from methods, strategies, and the art of teaching. In this paper, the author will discuss methods, strategies, and the art of teaching Arabic to children. Children's age is the easiest age to learn language, and the delivery of material to children is certainly different from the way it is delivered to adults.

2. Research Methods

Arabic Learning Method

Pedagogically, the method is an overall plan that deals with the regular presentation of learning material (including language learning), and no one part conflicts with another. (Azhar Arsyad, 1999: 19) In learning a language, the most effective way is by habituation. Meanwhile, habituation will be effective if done from an early age. The discussion of this plan is specific to the age of children because it is an age stage full of rapid development,

including the development of intelligence, skills, abilities and more.

Language is a habit, so language theory is often known because children's age is the age of personality formation, talent development, including language skills. In the formation of these three aspects, children cannot be left to develop on their own. This is because children do not have perfect reasoning, it is the environment that has a big influence. A Javanese child who has been in a Sundanese environment since childhood will certainly master Sundanese. On the other hand, a small Sundanese child who is always surrounded by Javanese people speaks Javanese; so is Arabic. However, that doesn't mean that if you want to learn a language you have to go to the place where the language originates because the environment can be created, namely with habits. Not only at the age of children, even at an adult age, habituation can be made. The stages of development that children go through are different, in principle there are two, as follows.

1. Sensory Motor Stage (0-2 years) At this stage the child experiences object inaccuracies. They are still happy in mentioning something they want. At this age it is also important that they are introduced little by little to Arabic through their mother tongue.
2. Pre-Operational Stage (2-7 years) At this age, children use larger symbol functions. Language development increases dramatically with imagination play. During this period, the mother as the person closest to the child must be able to introduce in more detail about the Arabic language, for example calling the mother with ummi, calling the father with abi or something else. (Sri Esti Wuryani Diwansono, 2002:74) Not only the mother, but the environment must also be supportive, especially if the child is already at school age. A teacher is required to understand about strategy. Below I will describe strategies commonly used to teach children.

3. Results and Discussions

The Need for Language Game Methods

The division of various kinds of language games is adjusted to the competence in Arabic that should be mastered by i-students, which includes:

1. Language games for listening skills (Maharah Istima')

Listening is passive-receptive with the intention: the initiative to be able to communicate in Arabic does not come from himself, but from other people whose attitudes and actions are expected by the listener to pay close attention so that the meaning can be understood and the sentence structure can be followed. Spoken language that can be understood

can be of various types: speech sounds, phonemes, syllables, loose words, phrases, sentences and complete and complete discourse. Because the main purpose of listening skills is: to be able to understand spoken language. Media games that can be used include:

- a. The Whispering Method in Chains (Al-Asrar al-Mutasalsil)

This game consists of two groups, each consisting of 6-7 students-i, the teacher whispers vocabulary or sentences to the students at the front to be whispered to their friends afterwards and the participant who can complete the task the fastest with the correct answer is the winner of the game. Example of sentences :

الصورة كبيرة - الصورة كبيرة
يبكى أحمد بكاء شديدا - هو يضحك ضحكة
عريضة

- b. Method of Listening to Songs (Istima' al-aghani)

The teacher prepares a cassette of the Arabic fusha song and the incomplete text of the poem, then the teacher plays the cassette and asks the i-student to complete the text of the poem and the lesson ends with justification of the i-student's writing style.

2. Language games for speaking skills (Kalam)

The thing that is prioritized in speaking skills is related to the content and meaning contained in a message orally. The purpose of speaking ability is: the ability to communicate accurately and effectively in the use of language in context. So the main goal of learning speaking skills is: being able to use language orally. Media games that can be used include:

- a. Questioning Method (Limadza a'miltu hadza)

The teacher prepares a card containing the question "Limadza", then one of the students is asked to hold the card and read it and then answer the question. If the answer is correct, then the student can take the next card and ask the friend he pointed to. Example:

ياخذ الطالب البطاقة : - أنا أكتب الرسالة - لماذا
؟
طلب الإستذنان
لإعطاء الخبر
لمعرفة الحالة (الإجابة)

- b. Image Method (Ta'bir Mushawwar)

The teacher prepares a picture with a certain theme, the picture is pasted on the blackboard then the teacher explains the storyline of the picture, then the teacher asks one of the students to retell the story line that has been told by the teacher and asks other students to pay attention to their friend's explanation.

3. Language games for reading skills (Maharah Qiro'ah)

Listening is basically representative, because it begins with an understanding of written information. So that the reader as the recipient can understand carefully the text he reads. The purpose of reading skills is: i-students are able to understand the reading text that has been read and studied. Media games that can be used include:

- a. Tidying up the reading text (Tartib al-Nash)
Student-i is divided into several small groups, each group is given a random piece of text to be arranged into a perfect answer.
- b. Antonym Method (Al-Mudhod)
The teacher writes a word on the card then appoints one of the students to take the card and mentions the opposite or antonym of the word. If the student cannot answer, then the question is thrown to another student. If the second student can name the antonym of the word, then he has the right to determine the penalty for the student who cannot name the antonym of the word.

4. Language games for writing skills (Maharah Kitabah)

In self-disclosure in writing, a student has the opportunity to adjust the language and message to be conveyed through his writing. So that the linguistic element becomes a core aspect that needs to be examined. Media games that can be used include:

- a. Do you know (Ta'rif thing)
The teacher gives written questions and asks the i-students to answer these questions related to something or an actual event. Example :

هل تعرف مأمامك ؟
نعم أمامي كراريس عليهم طاب.

- b. Ta'bir al-Shuwar method

The teacher prepares a picture on a theme. Then affixed to the blackboard and the teacher asks students to identify the picture. And the lesson ends by explaining common mistakes in student explanations. (Radliyah Zaenuddin, 2005:51-102).

Playing Strategy

In this strategy there are five criteria, namely: a) intrinsic motivation, namely motivating children by learning while playing; in this way the desire to learn arises from within the child, and the child does it with pleasure; b) playing is fun; c) the model of play that is carried out is not carried out casually because the behavior does not follow the actual pattern/rules, but is more pretend; d) how to play takes precedence over the goal because children are more interested in the behavior itself than the results to be obtained; e) flexibility, which is shown

both in form and in relationship, and applies in every situation of learning Arabic. By playing, we can insert Arabic material little by little. By playing, children will listen to various sounds, pronounce syllables and vocabulary. This method is considered effective because playing is a necessity as well as a mirror of child development (Moeslichatoen R, 1999:33)

Types of games according to Zulkifli L. in his book *Developmental Psychology* are as follows: a) Functional Games, the priority is the motion; b) Play Constructively, in this game the priority is the result, such as making toy cars, houses, and so on. In the context of teaching Arabic, what is constructed is hijaiyah letters; c) Receptive games, while listening to stories/looking at picture books, children fantasize and receive messages that make their own soul active. In connection with this method, Arabic fragments must be inserted in the story; d) Role play, in which the child plays a character, and the character played uses Arabic vocabulary little by little; e) Success Game, in this game the priority is achievement, such as holding a quiz to name objects in Arabic. (Dzulkifli L, 2002: 91)

Conversation Strategy

Conversing has meaning, a) communicating thoughts, feelings, and needs verbally; b) realizing receptive and expressive language abilities. With this strategy, children are invited to ask questions about the objects around them using Arabic, after the teacher tells them some Arabic vocabulary. In general, the benefits of speaking for children are: a) as a means of satisfying children's needs; b) functions to regulate, namely to control the behavior of other people; c) functions as an interpersonal relationship, namely language can be used as a means of communication in the social environment, including in the world of children; d) functioning for oneself, namely children can express their views, roles, and attitudes; f) has a heuristic function, which functions to ask something like, "tell me why that is so"; g) imaginative function, namely with language children can avoid reality or in other words can function poetically; h) informative function, namely children can communicate new information to others through language; This function of informative language can be expressed in a form like the sentence "I have something to tell you".

Demonstration Strategy

Just explaining something orally is not enough, especially in teaching language skills, of course it is easier to imitate what the teacher says after being shown the object to memorize. In this strategy the teacher shows, does, and explains the name of the object or work shown. This demonstration strategy

can provide benefits including:

- a. Can be used to provide illustrations in explaining information to children. For children, seeing how an event unfolds is more interesting and stimulating and more challenging than just listening to the teacher's explanation;
- b. Can help improve children's thinking in improving the ability to name objects in Arabic and remember them. The development of a child's intellect in gaining experience in the field of science will be very memorable and difficult to forget until he is an adult so that he can master a lot of Arabic vocabulary.

Project Strategy

The Project Strategy is a way of providing learning experiences by exposing children to everyday problems that must be solved in groups, for example mentioning various types of work in Arabic, then discussing them together with the help of a guide in the group of children. This method comes from John Dewey's idea of the concept of learning by doing, namely the acquisition of learning outcomes by doing actions according to de

4. Conclusion

- 1) Given the importance of learning Arabic and the age at which children have the most potential to learn a foreign language, it is necessary to seriously address the methods, strategies and art of teaching that are most appropriate in their delivery. A little explanation above, the author hopes can be used as a bit of reference for teachers of Arabic. Of all the methods above, one can be chosen, or maybe it is necessary to combine them as a whole so that children don't feel bored with only one type of method. Another thing that needs to be considered is the habit because if it is cultivated from an early age, it is not impossible that when they become adults the children will be proficient in Arabic.
- 2) The art of teaching Arabic is a teacher's activity that must be carried out with knowledge, skills and personal style to prepare students in the best possible conditions so that an effective and aesthetic Arabic learning process occurs.

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