Al Manar : English And Arabic Journal *e-ISSN : 2714-6200, p-ISSN : 2086-4841*
DOI : 10.24014/al-manar.v13.i2.10242 Vol.13. No.2. Juli-Desember 2022

Constructivism Methods In Procurement Arabic Speaking Ability For Early Children

Ahmad Taufiq
Lecturer of Arabic Language Education at the Faculty of Tarbiyah and Teacher Training IAIN Pekalongan

ahmadtaufiq982@gmail.com

ملخّص

سن الطفل هو السن المناسب لتعليم اللغات الأجنبية بما في تلك اللغة العربية ، والتي من المتوقع أن تتحقق على النحو الأمثل، ولكن ليس من السهل لتعليم اللغات الأجنبية لعصر الطفل، والقدرات الأساسية التي يمتلكها عندما يتعلم الطفل اللغة الأم لا يزال دماغه نظيفًا ولم يحصل بعد على تأثير اللغات الأخرى ، وذلك بسبب الوظائف المعرفية والعاطفية على حد سواء. تستخدم هذه الدراسة البحث النوعي، بالتحليل الوصفي، باستخدام المكتبية، كنظرية أولية يمكن أن تدعم الجزء الخلفي من الأسلوب البنائي ترفع نظرية بياجيه المعرفية والنظرية المعرفية فيكوجكي ، اكتساب اللغة في القدرة على التحدث هو تقليد المعلومات التي يتلقاها الأطفال ، والتي في هذه الحالة هي الطفولة المبكرة ، التعلم في التطور المعرفي هو المدرجة في نظرية التعلم الهادف وجوهر هذا التعلم هو أن ما يتعلمه الأطفال له وظيفة في حياتهم ، وتؤكد البنائية كذلك أهمية تعلم ربط التجارب الجديدة والظواهر والحقائق في نظام الفهم الذي لديهم. البيئة التعليمية هي دعامة للممارسة المستمرة للحياة اليومية للسياق. في هذه البيئة ، يتم تطبيق ممارسات التواصل وفقًا لأنماط التعلم. فرص للتفاعل ، واستخدام القدرات التي تم الحصول عليها في الدرس ، وفهم سياق الجملة ، وتفسير الكلمات على أنها اكتمال في التعلم

الكلمات الاساسية: *الطفل ، المعرفي ، بياجيه ، فيجوتسكي ، التواصل*

Abstract

The age of the child is the appropriate age for teaching foreign languages, including Arabic, which is expected to be achieved optimally, but it is not easy to teach foreign languages for the age of the child, and the basic abilities that he possesses when the child learns the mother tongue is still his brain clean and has not yet acquired The influence of other languages, due to both cognitive and emotional functions. This study uses qualitative research, descriptive analysis, using the library, as a primary theory that can support the back of the constructivist method Elevating Piaget's cognitive theory and Vikojeki's cognitive theory, language acquisition in the ability to speak is the imitation of information received by children, which in this case is early childhood, Learning in cognitive development is included in the theory of purposeful learning and the essence of this learning is that what children learn has a function in their lives, and constructivism also emphasizes the importance of learning to relate new experiences, phenomena, and facts into their system of understanding. The learning environment is a pillar of the ongoing practice of the daily life of the context. In this environment, communication practices are applied according to learning styles. Opportunities to interact, use the abilities obtained in the lesson, understand the context of the sentence, interpret words as completeness in learning

Keywords: *child, cognitive, Piaget, Vygotsky, communication*

PRELIMINARY

Language is very closely related to the development of individual thinking, (Syamsul Yusuf, 2000: 179) Early childhood is a child aged 0-6 years who has growth and development that is more rapid and fundamental in the early years of his life. Where development refers to a process in a more perfect direction and cannot simply be repeated. Therefore, the quality of a child's future development is largely determined by the stimulation he gets from an early age. Providing educational stimulation is very important because 80% of brain growth develops in children from an early age.

Then, the elasticity of early childhood brain development is greater at birth to before 8 years of life, the remaining 20% is determined for the rest of his life after childhood. The form of stimulation given should be the right way according to the level of development. And a child's brain is like a candle that must be lit to illuminate itself. (Suyanto, 2005, 104-105)

Language becomes important to be taught at the age of children because of the age of language acquisition because it is under the development of the child's neurophysiology, easy and effective and natural speech (Parera, 1987: 87). This elementary school age is a period of rapid development of the ability to recognize and master vocabulary. vocabulary). In this childhood, the child has mastered about 2,500 words, and at the end (ages 11-12 years) has got about 50,000 words. (Syamsu Yusuf, 2000: 180)

Thus, the cognitive abilities of children aged 2-3 years are increasingly complex. The development of children aged 2-3 years is marked by the presence of several stages of abilities that can be achieved by children, namely as follows:

a) Thinking symbolically, that is, children aged 2 years can use symbols in the form of words, mental images, or actions that represent something. Another form of symbolic thinking is fantasy, something children can use when playing. Approaching the third age, children's abilities are increasingly complex, and children have started to use substitute objects from real objects. For example, children arrange pillows so that they resemble cars and are considered racing cars.

b) Grouping, sorting, and counting That is, children can group their toys based on shape, for example, children are asked to distinguish between groups of toy cars and stuffed animals. Besides grouping, children are also able to arrange blocks according to the order of magnitude and know the difference between one and several (counting ability).

c) Increased ability to remember, namely the ability to remember children will increase at the age of 8 months to 3 years. Around the age of 2 years, children can recall pleasant events that occurred several months earlier. They can also understand and remember two simple commands given together. Entering the age of 2.5 to 3 years, children can recall the words contained in one or two lullabies.

d) The development of understanding of concepts when they reach the age of 18 months, children understand time for the first time, namely the understanding of "before" and "after". Next is the understanding of "today". At the age of 2.5 years, children begin to understand the meaning of "tomorrow", followed by "yesterday" and the meaning of the days of the week at the age of 3 years.

e) At the peak of speech and language development, namely at the age of about 36 months, the child's vocabulary can reach 1000 words with 80% of the words he can understand. At this age children usually start to talk a lot about the people around them, especially fathers, mothers, and other family members. An individual in his life will always interact with the environment. (Jahja, 2013:119-1120)

DISCUSSION

A) Speaking Skill

1. Skills

The Big Indonesian Dictionary defines skilled as being proficient in completing tasks, capable, and agile. While skills are skills to complete tasks, a person's ability to use language in writing, reading, listening, or speaking (Team compiler, 1994: 1688). face learning problems.

Arabic speaking skills are pronouncing Arabic sounds correctly, where the letters of the words spoken come out appropriate and correct way according to linguists. (al Ghalli, 2012:34) this skill can be trained continuously

2. Speaking

Guntur Tarigan (1981:15) suggests that speaking skills are the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings. Listeners receive information through pitch, pressure, and joint placement. if the communication takes place face-to-face coupled with the movement of the hands and facial expressions (mimic) of the speaker.

In line with the above opinion, Tarigan (1990:149) states that speaking is the skill of conveying messages through spoken language. The link between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is not in the original form, but in another form, namely the sound of language. The listener then tries to divert the message in the form of the sound of the language into its original form.

Speaking skills are abilities that are "actively productive" namely the ability to produce or convey ideas, thoughts, or feelings by the speaker. This ability requires "econding" activities, namely the activities of conveying language to other parties orally. This activity takes and gives, meaning that at almost the same time the speaker gives (give) ideas to the interlocutor, and at the same time accepts (takes) the ideas of the interlocutor (Nugiyantoro, 1995:273).

Several factors must be considered by the speaker for the effectiveness of speaking, namely linguistic factors and non-linguistic factors. Linguistic factors supporting the effectiveness of speaking: (1) accuracy of speech, (2) placement

of appropriate pressure, tone, joint, and duration, (3) choice of words (diction) (4) accuracy of the target of the conversation. Non-linguistic factors that greatly affect the effectiveness of speaking: (1) a reasonable, calm, and not stiff attitude, a speaker who is not calm, lethargic, and stiff will certainly give an unattractive first impression, (2) the view must be directed to the other person, (3) willingness to respect other people's opinions, (4) appropriate gestures and expressions, (5) loudness of voice is also very decisive, (6) fluency, (7) relevance/reasoning, ideas for ideas must be logically related, (8) mastery of the topic (Arsjad, 1991:22)

Aspects of oral communication that can be assessed: (1) role in conversation, (2) use of vocabulary, (3) grammatical accuracy, (4) clarity of rhythm, intonation, and pronunciation, (5) fluency, (6) relevance and content suitability. In terms of research on oral communication skills, Heaton suggests aspects that can be assessed, namely: (1) accuracy: in pronunciation, grammatical, and lexical, (2) fluency in oral communication, and (3) understanding in communication (Klippel, 1992:7)

From the various opinions of linguists above, it can be concluded that speaking skills are a person's ability to use language orally well, and also to carry out different communicative tasks, and be able to use that language to interact in real life goals. where the language is used, or the ability to communicate ideas or feelings through spoken language in a pleasant and precise manner and be able to understand what the other party is saying correctly as well.

3. The Purpose of Speaking Skills

The main goal of learning speaking skills is the ability to communicate with other people and understand what he wants. (al Ghalli, 2012:34) the general goal is to be able to interact and communicate directly with native Arabic speakers. (al Aghalli, 2012:35)

Speaking skill is the second skill after listening skill (Istima') in teaching Arabic. When in the room, students will use speaking skills when answering the teacher's questions orally, taking turns asking questions, or participating in discussions and conversations. When outside the school environment, these skills will be used actively in various spheres of life. Mastering these Arabic-speaking skills will realize the general goal of teaching Arabic.

4. Speaking Learning

Learning to speak needs to be improved because in reality there are still many students who find it difficult to speak when asked to speak in front of the class. Many are still shy or choked up and break out in a cold sweat when asked to

speak in front of the class. If the situation is as above, the teacher must strive to provide opportunities for students to speak in turns in each learning process. For students to be skilled in speaking, the teacher must guide students and know the right learning method. If the method is associated with a learning experience, then the method serves as a means of realizing the learning experience that has been designed to become a reality in learning certain subjects. Teachers must create various learning experiences to speak so that students can practice speaking. Speaking as a skill requires a lot of practice.

A good speaking learning method must meet various criteria. The criteria relate to objectives, materials, process skills development, and learning experiences. The criteria that must be met by the speaking learning method include: a) Relevant to the objectives, b) Make it easier for students to understand the learning material, c) Develop process skill items, d) Can realize the learning experience that has been designed, e) Stimulate students to learn, f) Developing student appearance, g) Developing student skills, h) Not demanding complicated equipment, i) Easy to implement, and j) Creating a fun teaching and learning atmosphere. The minimum requirements that must be met by the speaking teacher are; a) Mastery of the material, b) How to teach speaking, c) Experience with various learning methods or techniques, and d) Proficient in speaking.

B) Constructivism Method

1. Method

The method is a comprehensive plan related to the presentation of subject matter regularly and not contradicting each other based on an approach, a good method can foster student learning activities. traversed to achieve a goal. Then Sujiono (2007:7.3) adds that the method is a way of conveying/transferring knowledge that is appropriate for kindergarten-age children to produce maximum understanding for students.

The teaching method is the way the teacher gives lessons and the way students receive lessons during lessons, either in the form of informing or evoking. (Ahmad, 1986: 152) The role of the teaching method is as a tool to create a conducive teaching and learning process. The method in Arabic is known as tariqah which means strategic steps that are prepared to do a job. (Ramayulis, 2008:184)

The characteristics of a good method for the teaching and learning process are as follows: a) It is flexible, flexible, and has the power of the character of the students and the material. b) Functional in uniting theory with practice and leading students to practical abilities. c) Do not reduce the material, even on the contrary develop the

material. d) Give students the freedom to express their opinions. e) Able to place the teacher in the right position, respectable in the whole learning process. (Fathurrohman & Sutikno, 2007:52).

Regarding the application of cognitive development in early childhood, educators can implement play while learning activity programs for early childhood by using appropriate methods at the PAUD level. The method itself has the meaning of being part of the activity strategy. Every kindergarten teacher uses a method according to the objectives to be achieved. As a tool to achieve goals, methods do not always function optimally. Therefore, in choosing a method, kindergarten teachers need to have strong reasons and need to pay attention to the characteristics of the goals and characteristics of the children they are fostering. by the characteristics, not all teaching methods are suitable for use in kindergarten activities.

2. Constructivism

Constructivism is a philosophical view that was first put forward by Giambatista Vico in 1710, he was an Italian historian who expressed his philosophy by saying "God is the creator of the universe and man is the master of creation". He explained that “knowing” means “knowing how to make something”. This means that someone only knows something if he can explain what elements make something (Suparno, 1997: 24).

Constructivism theory developed from Piaget's cognitive theory and Ausubel's meaning theory. Constructivism theory is a philosophical flow of knowledge that is action based on existing knowledge and experience (Suparno, 1997: 18), Arabic as a science that is taught in schools, cannot be simply transferred from teacher to student. This means that students must be mentally active to build knowledge structures based on their cognitive maturity.

Constructivism philosophy assumes that knowledge is the result of human construction through interactions with objects, phenomena, experiences, and their environment. This is the opinion of Poedjiadi (2005: 70) that "constructivism starts from the formation of knowledge, and the reconstruction of knowledge is to change the knowledge possessed by someone who has previously built or constructed and that change as a result of interaction with the environment”.

Karli (2003:2) states constructivism is one view of the learning process which states that the learning process (knowledge acquisition) begins with the occurrence of cognitive conflicts that can only be overcome through self-knowledge and at the end of the learning process knowledge will be built by children through their experiences from a result of interaction with the environment.

According to Suparno (2007:49) broadly speaking, the principles of constructivism taken are (1) knowledge is built by the students themselves, both personally and socially; (2) knowledge is not transferred from teacher to student, except by the student's activity for reasoning; (3) active students construct continuously so that there is a change in the concept towards a more detailed, complete, and following scientific concept; (4) the teacher plays a role in helping to provide facilities and situations so that the student construction process runs smoothly.

The following will describe the characteristics of constructivist learning according to several kinds of literature, namely: 1. Knowledge is built based on previous experience or knowledge; 2. Learning is a personal interpretation of the world; 3. Learning is an active process in which meaning is developed based on experience; 4. Knowledge grows because of the negotiation (negotiation) of meaning through various information or agreeing on a point of view in interacting or cooperating with other people; 5. Learning must be in a realistic setting, assessment must be integrated with the task and not a separate activity. (Yuleilawati, 2004: 54)

3. Constructivism and knowledge

Constructivism is a philosophy of knowledge that argues that knowledge is the result of the construction (formation) of people who are learning. This means that each person forms his knowledge. Kukla (2003: 39) explicitly states that everyone is a constructivist. Knowledge is not "something that is already there" and just takes it, but it is a continuous formation of people who learn by reorganizing each time because of a new understanding (Fosnot (ed), 1996: 14)

Constructivists argue that knowledge is not something that has been made, but is a process of becoming (Suparno, 1997: 20). For example, our knowledge of "chicken", was first formed when we were young when we first met chickens. Knowledge about chickens as a child is not complete, but gradually becomes more complete as we interact more and more with chickens, which turn out to be of various types, but all are called chickens. Knowledge is not an item that can be simply transferred from one person's mind (in this case the educator) to other people or students. Even when educators intend to transfer concepts, ideas, values, norms, skills, and understanding to students, the transfer must be interpreted and shaped by the students themselves. Without the activity of students in forming knowledge, one's knowledge will not occur.

In that process, according to Glasersfeld (Suparno, 1997: 20), the following abilities are needed: (1) the ability to remember and recount experiences, (2) the ability to compare and make decisions about similarities and differences, and (3) the ability to be more prefer one experience over the other. According to constructivism

(Suparno, 1997: 18), knowledge is not an imitation of reality (reality). Knowledge is not a picture of the real world that exists. Knowledge is always the result of a cognitive construction of reality through one's activities. A person forms schemas, concepts, values, and knowledge structures necessary for knowledge. So knowledge is not about the world apart from observation but is a human creation that constructs experience or the world as far as it is experienced. This formation process goes on and on with every reorganization due to a new understanding. Knowledge, whether it is in the form of concepts, norms, or values, is formed by reason by abstracting facts, experiences, and reality around humans (Kukla, 2003: 1224).

C) Early Childhood

1. Child Psychology

The developmental period that extends from birth to 2 years of age is known as the infancy period. Where this period is a period that is very dependent on adults. Many psychological activities that occur such as language, symbolic thinking, sensorimotor coordination, and social learning are just the beginning. Many experts call infancy a vital period because the condition of infancy is the foundation for further growth and development. The form and function of speech are interrelated. When children have mastered words, sentences, and grammar, they will also be able to communicate better and more effectively.

One of the functions of speaking for communication is chatting (social speech). Chatting is talking that has social meaning. The goal is to be heard and understood by others and not by oneself. Therefore, chatting is an expression of the need for others and is used to establish and maintain communication with them. The chat itself can be in the form of questions and answers, exchanging ideas or information but can also contain criticism, orders, requests, or threats. Cognitive development is one aspect of human development related to understanding (knowledge), namely all psychological processes related to how individuals learn and think about their environment (Desmita, 2010: 103).

By the time the child is 3-4 years old, the child's basic neuronal connection system has been well connected, while the neural network has begun to expand. Networks that get a lot of reinforcement will grow well and be maintained, while those that don't get strengthening will weaken and over time will disappear. By the time a child is 2-3 years old, the connections between different parts of the brain continue to expand. Likewise, the myelination process continues. All the parts that have been connected in the connection network begin to work as a unified whole. When children are around 3 - 4 years old, strong connection lines begin to be built in associative networks. These pathways strengthen the connections between the

auditory and visual centers, between the auditory and motor areas, allowing for better coordination of the visual, auditory, and motor nerves.

2. Cognitive Development

Knowledge is the result of human construction. Knowledge cannot simply be given from one person to another, but the person who receives the knowledge must first process and interpret it himself.

A. Piaget's Theory

In actively understanding the child's world, children use schemas (cognitive frames or frames of reference). A schema is a concept or framework that exists in an individual's mind that is used to organize and interpret information. Schemas can range from simple schemes (such as the scheme of a car) to complex schemes (such as the scheme of what makes up the universe). A six-year-old who knows that five small toys can fit in a small book of the same size means he is already using a numbering scheme

Piaget's interest in schemas was focused on how children organize and understand their experiences. Piaget (Jahja, 2013:119-1120) suggests that an individual in his life will always interact with the environment, which in this interaction will obtain: Schemata, namely schemas in the form of categories of knowledge that help in interpreting and understanding the world. Schema also describes the mental and physical actions involved in understanding the world. Schemas also describe the actions both mentally and physically involved in understanding or knowing something. Thus, in Piaget's view, the schema includes both this category of knowledge and the process of acquiring this knowledge. Furthermore, Piaget (in Jahja, 2013:116) because in essence teaching is not an activity of transferring finished knowledge from teacher to student. This is in line with Piaget's opinion, that knowledge is found, formed, and developed by students, the teacher only creates conditions and situations. He argues that this stage marks the development of important spatial abilities and understanding in six sub-stages, namely: (Jahja, 2013:116)

The reflex schema sub-stage occurs from birth to six weeks of age and is associated primarily with reflexes. For example: in stage 1, when Piaget's youngest son Laurent is only 2 days old, he begins to make sucking movements even though nothing triggers this reflex, because Laurent does these movements outside of mealtimes, when he is not hungry he seems to suck just for the sake of sucking itself. Then when Laurent was 3 days old he was looking for a nipple as soon as his lips touched

his mother's chest. With his mouth open, he groped the chest until he finally found the nipple he was looking for.

The sub-stage of the primary circular reaction phase, from six weeks to four months of age and associated primarily with the emergence of habits. As an example; in stage 2, the baby sucks his thumb, coincidentally the baby's hand falls, and the baby wants to bring it back, but for a while, the baby can't immediately do what he wants, it hit his face with their hands but can't catch his mouth, or they hang their arms roughly to his face; or they chase the hand with their mouth but cannot catch it because the whole body, including the arms and legs, move as a unit in the same direction.

The sub-stage of the secondary circular reaction phase occurs between four and nine months of age and is concerned primarily with the coordination between vision and meaning. For example: in stage 3, one day Piaget's second daughter Lucienne was lying on her bed, she moved with her feet trying to control the dolls hanging above her head. He stared at the dolls for a moment and then moved his legs again, watched the dolls, and moved his feet again, for the next few days he kept repeating this, kicking his legs and watching the dolls sway and he would often chuckle when watching the dolls move.

The sub-stage of coordination of secondary circular reactions appears from 9-12 months of age when the ability to see objects as permanent even though they look different when viewed from a different angle (object permanence) is developed. For example: in stage 4, one day Laurent, Piaget's youngest son, wanted to hug a toy box, but Piaget put his hand in the middle of the road, at first, Laurent wanted to ignore his father's hand, but he tried to break through or circle it, not trying to move it, when Piaget keeping his hands up to block his son Laurent was forced to hit the toy box waving his arms, shaking his own body and wagging his head from side to side, like "magic" gestures. Finally after several days of trying he managed to move the barrier by waving his father's hand off the road before embracing the toy box. This means that Laurent manages to coordinate two separate schemes of waving the barriers and hugging the toy box to achieve one goal. These simple observations are important to our understanding of how children develop basic categories of experience, time, and space. Where when Laurent learns to move his hand towards the toy box, he points to an understanding that some objects lie in front of other objects in space and even some events must precede other events in time.

The sub-stage of the tertiary circular reaction phase occurs between 12-18 months of age and is associated primarily with the discovery of new ways of achieving goals. For example: at stage 5, one day Laurent became interested in the table his

father had just bought, he hit it with the palm of his hand several times, sometimes hard, sometimes softly, to hear the difference in the sound, oh his actions made. Thus, babies learn entirely from themselves, without needing to be taught by adults, they develop their schemas solely from an intrinsic curiosity about the world.

The initial sub-stage of symbolic representation occurs between the ages of 18-2 years and is associated primarily with the early stages of creativity. At this stage, children begin to think about situations more internally before finally acting. For example: in stage 6, the story of Lucienne and the toy box, Piaget puts a chain in the toy box that makes Lucienne want to pick it up, he has two schemes to get the chain: turning the box upside down and slipping the tissue into the gaping gap, but neither the attempt was successful, she did something very interesting, Lucienne stopped her actions and stared intently at the gap in the box, then after several times opening and closing her widening mouth, Lucienne gathered her strength to open the box and finally got the chain. Thus the child's progress is seen as an attempt to imitate.

B. Vygotsky's theory

Lev Semionovich Vygotsky (1896 – 1934) was a Russian social psychologist. The theory of its development is called the theory of sociocultural revolution (sociocultural-revolution). The results of his research are widely used in developing education for early childhood. His experiment on exploring children's thinking goes as follows: “In an experiment, Vygotsky instructed children and adults to respond in different ways when they saw different colors, he told them to raise a finger when they saw red, to press a button when they saw a color. green, and so on for other colors.

Sometimes he makes the task simple, sometimes makes it difficult and at some point, he offers this memory aid. In these experiments, the youngest children, between the ages of 4-8, acted as if they could remember something. Whether the task is simple or difficult, they do it as soon as they hear the instructions. when researchers offer them pictures and cards to help them remember, they usually ignore the aids, or use them inappropriately, young children Vygotsky concludes “don't know their capacities and limitations' or how they use external stimuli to help them remember things. . A person's cognitive development is not only determined by the individual himself, but also by an active social environment. (Sujiono, 2009: 4.10-4.11)

Older children, usually 9 -12 years old, use the pictures Vygotsky offers and these aids enhance their performance. What is interesting is that the addition of such aids does not always improve adult memory. But that does not mean this is because they

have returned to being childlike and no longer use memory devices, rather it is because they are now training themselves to understand instructions and make some mental notes for themselves inside without needing any more instructions. external. (Crain, 2007:347)

Vygotsky's theory is focused on how children's cognitive development can be assisted through social interaction. According to Vygotsky, children's cognition grows not only through actions towards objects but also through interactions with adults and their peers. Help and guidance from teachers can help children improve their skills and acquire knowledge. Meanwhile, peers who master a skill can be learned by other children through models or verbal guidance. That is, children can build their knowledge from learning through adults (teachers and not solely from objects or objects. Learning and working with others can provide opportunities for children to respond to others through suggestions, comments, questions, or actions. The teacher must be an expert observer of the child, understand their learning level, and consider what the next steps are to meet the individual child's needs. The teacher's position is very strong in this process, both to answer questions and to interlocutors for the child. According to Vygotsky, this social interaction is the key to learning

The application of Vygotsky's theory in teaching Vygotsky's educational theory has two main implications, namely: First: is the desire to develop cooperative learning plans among groups of children who have different levels of ability, private teaching by a more competent park can run effectively in promoting growth in the zone of proximal development. Second: Vygotsky's approach to teaching emphasizes scaffolding, with children taking more responsibility for their learning. For example, in reciprocal teaching, the teacher leads small groups of children to ask questions about the subject matter and gradually shifts responsibility for leading the discussion to the children.

3. Early Childhood Cognitive Development

Kindergarten children are children who are in the age range of 4-6 years, who are individual figures who are in the process of development. Child development is a process of changing behavior from immature to mature, from simple to complex, a process of human evolution from dependence to becoming an independent adult being. Child development is a process of change in which children learn to master a higher level of aspects: movement, thinking, feeling, and interacting both with others and with objects in their environment.

The education process for children aged 4-6 years can be formally taken in kindergarten or raudhatul athfal. This institution is an educational institution that is

intended to carry out a learning process so that children can develop their potential from an early age so that children can develop naturally as a child. Through a learning process from an early age, it is hoped that children are not only ready to enter further education levels, but more importantly so that children get physical-motor, cognitive, social, and emotional stimuli according to their age level.

Piaget argued that playing activities are exercises to consolidate various newly mastered knowledge and cognitive skills so that they can function effectively. Through play activities, all newly mastered mental processes can be internalized by children. He further stated that this play activity begins in the sensorimotor period, especially at the age of 4 months when the child's movements are coordinated towards purposeful activities that are repeated by the child and are referred to as functional pleasure practice. At the end of this period, children have begun to master simple symbolism, allowing them to play pretend games.

4. Children's Language Acquisition

If we observe the development of children's language skills, we will be impressed by the gradual and orderly language acquisition of children. At the age of one year, children begin to say their first words which consist of one word which is sometimes unclear but means a lot. For example, children say the word "eat", the meaning may be wanting to eat, already eating, hungry or maybe the food is not good, etc. In subsequent developments, the child may be able to say two words, for example, “mama cook”, the meaning of which can mean: mother is cooking, mother has cooked, or mother is about to cook something. And so on until the age of six, the child is ready to use his language to communicate earn in elementary school, as well as with the forms of writing. The description above is a brief example of how a child masters a language for up to six years. The process of children starting to recognize verbal communication with their environment is what is called child language acquisition.

So the acquisition of the first language occurs when the child at the beginning of his life without language has now acquired one language. At the time of language acquisition, children's language is more directed at the communication function than the form or structure of the language. The child will say the next word to communicate with his parents or close relatives

Gracia (in Krisanjaya, 1998) says that children's language acquisition can be said to have the characteristics of continuity, having a series of units, which move from simple one-word utterances to more complex word combinations (syntax). If we assume that the function of crying is the beginning of communication competence, then the utterance of single words which are usually very individual and sometimes

strange, such as: "mamam" or "maem" for eating, marks the first stage of formal language development. For the next development, the child's ability will move to a stage that exceeds the initial stage, namely the child will face developmental tasks related to phonology, morphology, syntax, and semantics.

There are two views regarding language acquisition (Mc Graw in Krisanjaya, 1998). First, language acquisition has a sudden or sudden onset. Freedom of language begins at about one year when children use independent words or symbols in language to achieve their various social goals. The second view holds that language acquisition has a gradual beginning that arises from the achievement of motor, social and prelinguistic cognitive abilities. Specifically, regarding the relationship between cognitive development and children's language development, two things can be concluded. First, if a child can produce utterances based on well-ordered grammar, it does not automatically imply that the child has mastered the language in question well. Second, language speakers must acquire cognitive categories that underlie various expressive meanings of natural languages, such as time, space, causality, and so on. Lenneberg, one of the most famous language learning theorists (1969) said that language development depends on the biological maturation of the brain

CONCLUSION

The educational environment becomes a pillar for contextual daily practice. It is in this environment that communication practices are applied according to the pattern of learning through constructivism. The opportunity to interact, use the abilities that have been obtained in the lesson, understand the context of a sentence, and interpret speech into completeness in learning. So learning a language is not just in the room. But the educational environment that is occupied is at the same time a vehicle for continuous learning. This environmental support becomes a facility as well as a laboratory. The pattern of communication is carried out in a real setting. The language is spoken at the same time as maintaining the vocabulary that has been learned. Finally, the combination of desire, management, and implementation with an integrated pattern forms a mastery of language that can be used as a communication tool.

The existence of constructivism theory states that students who in this case are early childhood in speaking skills always follow what is being discussed and always build it in the assimilation process according to circumstances and time, and must find themselves and transform complex information, check new information with the rules. and revise it if the rules are not appropriate, students are active in constructing continuously, so that children always experience changes in existing scientific

concepts, while teachers only help provide facilities and situations so that the construction process runs well and smoothly.

Teaching Arabic to Early Childhood Children will be easier to learn something from what he already knows, therefore to learn new material, and past learning experiences from someone will affect the learning process, then in terms of children's learning, the teacher must know because of the importance of active student involvement in the process of associating many ideas and constructing knowledge through their environment, because the center of learning is how students actively think, and knowledge cannot simply be transferred from the teacher's mind to the child's.

DAFTAR PUSTAKA

Abdullah al-Gali dan Abdul Hamid Abdullah, 2012, *Menyusun Buku Ajar Bahasa Arab*, Padang : Akademia Permata.

Desmita., 2010, *Psikilogi Perkembangan*, Bandung: PT Remaja Rosdakarya.

Fosnot 1996, *.EnquiringTteacherrs.EnquiringLearners.A construct*ivist *Approach for teaching*. New York: Columbia University

Jas Daniel parera, 1987, *Linguistik Edukasional* Jakarta: Erlangga.

Karli, H. dan Yuliariatiningsih, M.S. (2003). *Model-Model Pembelajaran.* Bandung : Bina Media Informasi.

Klippel Friederike, 1992, *Keep Talking Communicative Fluency Activitis for Language teaching,* Cambridge University

Krisanjaya. 1998. *Teori Belajar Bahasa*, *Pemerolehan Bahasa Pertama*. Jakarta. IKIP Jakarta.

Mukti, Maidar G. Arsjad dan U.S., 1991, *Pembinaan Kemampuan Berbicara Bahasa Indonesia* Jakarta: Erlangga

Nugiyantoro, Burhan, 1995, *Penilaian dalam Pengajaran Bahasa dan Sastra*, Edisi Kedua, Cet. Pertama Yogyakarta : BPFE

Poedjiadi, A. 2005. *Sains Teknologi Masyarakat; Model Pembelajaran Kontekstual Bermuatan*
Nilai. Bandung : Remaja Rosdakarya.

Sujiono Nurani Yuliani. 2005.*Metode Pengembangan Kognitif.* Jakarta: UniversiTerbuka.

Suparno, P. 2001. *Filsafat Konstruktivisme dalam Pendidikan.* Yogyakarta : Kanisius.

_____ 2007 *Filsafat Kontruktivisme dalam pendidikan*, Yogyakarta: Kanisius.

Suyanto, Slamet, 2005, *Dasar-Dasar Pendidikan Anak Usia Dini*, Yogyakarta: Hikayat Publishing.

Syamsu Yusuf, 2000, *Psikologi Perkembangan anak dan Remaja*, (Bandung: PT. Remaja Rosda Karya.

_____ 2005, *Pembelajaran untuk Anak TK* : Universitas Terbuka.

Tarigan, Henry Guntur dan Djago Tarigan. (1980). *Teknik Pengajaran Keterampilan Berbahasa*. Bandung: Angkasa.

_____ (1990). *Teknik Pengajaran Keterampilan Berbahasa*. Bandung: Angkasa.

_____ (1988). *Pengajaran Pemerolehan bahasa*, Bandung: Angkasa.

_____(1983). *Berbicara Sebagai Suatu ketrampilan Berbahasa*. Bandung: Angkasa.

Tarigan, Djago. 1990. *Materi Pokok Pendidikan bahasa Indonesia 1. Buku 1 : Modul 1-6*. Jakarta: Depdikbud .

Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, 1994 *Kamus Besar Bahasa Indonesia*, Cet. Ke-2, Jakarta: Balai Pustaka.

Yulaelawati, E. (2004). *Kurikulum dan Pembelajaran; Filosofi, Teori dan Aplikasi. Jakarta* : Pakar Raya.