



Scale for Measuring Arabic Speaking Skills in Early Children's Education

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ABSTRACT

Learning Arabic speaking skills depends on the teacher's teaching to his students by choosing learning media according to the needs and goals of a teacher to realize Arabic speaking skills to his students. The purpose of this research is the implementation of the learning activities of hand puppet media to improve the speaking skills of Sungai Tarab State Islamic Elementary students. Then, hand puppet media can improve the speaking skills of Sungai Tarab State Islamic Elementary students. This study uses two rounds of classroom action research. Each round consists of four stages: planning, implementation, observation and reflection. The research population was all students of Islamic Elementary School Sungai Tarab, while the sample was class Three Islamic Elementary School Sungai Tarab, totaling 35 students. Data collection techniques using interview, observation and documentation methods. At the same time, the analysis technique used in analyzing is data reduction, data presentation and conclusion drawing. The results of this study indicate that the use of hand puppet media in learning Arabic can improve the ability to speak Arabic for the third-grade students of Islamic Elementary School Sungai Tarab in learning activities.

Keywords: Early Children's, Measuring Arabic, Speaking Skills

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INTRODUCTION

Education is an important forum that should be processed by teachers as well as possible in order to fulfill their responsibilities as a teacher to their students so that their students can proceed quickly in education and become a benchmark for the progress of

the nation and state (Aldahdouh, 2020) Meanwhile, in the world of education, widely learned language and religion Islam, namely the Arabic language, is not something that is considered foreign. Many institutions in Indonesia have used Arabic as a way to know the basics of Arabic through teachers. This is the foundation for our society to be more aware of the need to learn and develop Arabic. As for Muslims in particular, acquiring Arabic is very necessary in order to demand Islamic teachings, which are revealed through learning Arabic. Without learning and developing Arabic, Islamic knowledge and teachings will be difficult to know and apply properly to society and early childhood (Altun dkk., 2022). Education for early childhood is to explore the direct experiences experienced by children through optimizing their five senses. Children can learn through what they see, hear and feel, then they feel, learn and make final conclusions about their respective observations. Learning in early childhood should be through interaction with real objects and concrete experiences by using various media and learning resources so that what children learn becomes more meaningful.

Educational development and technology have a rapid effect on the learning process and learning materials by means of the delivery of materials in teaching and learning activities. At this stage of primary school-age children's education, students will tend to play games that are easy to play with bright colors and animated images that attract attention (Kambara dkk., 2021). At this stage, it is easier for students to remember forms/writings that have attractive color characteristics and communicative and fun forms for students. And in the world of education, we need to use language that is appropriate to the conditions in which we are there we adapt. Language is the main means of communicating between humans (Mudinillah & Rizaldi, 2021). Language is a very important communication tool for interacting with anyone around the world. Lots of languages have been created, so all languages are made to make it easier for us to know students communicate with other people or students with the teacher. Language may not be separated from human life or students. Some of the languages that must be learned in Islamic Elementary School in Sungai Tarab is Arabic, which is highly recommended for early childhood to be able to speak Arabic. Teachers can provide Arabic language skills properly and correctly. Arabic needs attention from the madrasa level to higher education institutions, both public and private (Jennah, 2009).

Learning is a human process to achieve various kinds of competencies, skills, and attitudes. Through one's learning will gain experience and knowledge. Learning starts with humans being born until the end of life. Thus learning does not know time. However, learning at an early age has its own special features, which are often analogous to carving on stone. Early childhood referred to in this study are children aged 0-6 years as stated in Presidential Regulation (Perpres) Number 60 of 2013, that early childhood is newborns to children who are not even six years old. In relation to education, this early age is a golden age or golden age. At this early age, there is growth and development of both physical, spiritual, psychological, motor, and cognitive so that children quickly receive stimuli or stimuli. Among these stimuli are behavior and

speech (language) (Al-Jubouri, 2021). Stimulus language in children is called the acquisition of the first language/mother tongue. After a child acquires his first language, the child will experience the process of acquiring a second language through what is called language learning. In this discussion, there is a mention of the term language learning (language learning) for a second language / foreign language, and there is also a mention of language acquisition (language acquisition) for the first language/mother tongue (Gultom dkk., 2022; Hendra dkk., 2022). Thus, Arabic for Indonesian children is a foreign language. Arabic can be mastered only by a learning process that is carried out intentionally and consciously, so it is appropriate that the term used is learning (language learning). Language as a communication tool is needed, especially in this digital era where social connections know no distance and boundaries. Likewise, Arabic, considering that Arabic is an international language, the language of the Qur'an and the language of Islam (Ali & Amin, 2022), which is used daily in worship, then Arabic must be meaningful. Along with the development of technology and the condition of the pandemic, gadgets have become a basic need for the community and even early childhood. Early childhood is adept at operating smartphones, whether for studying, gaming or playing social media. Social media is a medium of communication that has both positive and negative impacts on children (Sanusi dkk., 2022; Yul Fanani dkk., 2022). One of the positive impacts is the awareness of children and parents about the importance of foreign languages.

Awareness of the need for Arabic began to be felt by our society with the emergence of the content of sholawat songs in Arabic. Children's habit of listening and awareness of the need to master Arabic can actually be a factor that brings meaning to learning Arabic for children. The meaning of learning comes from the students themselves (intrinsic) or from outside (extrinsic). The purpose of meaningfulness cannot be achieved easily without the cooperation of various parties and all aspects that play a role in it. Language is one aspect that must be developed in early childhood education, directed so that children are able to use and express their thoughts using the right words. Language development in early childhood places more emphasis on the sequence of listening and speaking and then only on the reading stage and writing. Language as a form of communication has a very important role in human life. The language we need to talk to other people, listen to others, read, and write. Language makes a person able to describe past events and plan for the future. With someone's language can pass information from one generation to the next and create a rich cultural heritage (Aguilar, 2019). According to Vygotsky (in Peercy dkk., 2022), language is an important central learning process. He is of the view that language development is directly related to cognitive development. Language is needed by individuals to manage their thoughts. According to him, we symbolize and describe our world through language, so language is a symbolic system with which we communicate; in other words, a language is a cultural tool.

In teaching Arabic, there are four pillars in learning Arabic which must be considered because they are interrelated with each other, namely: maharah al-kitabah

(writing skills), maharah al-istima' (listening skills), maharah al-kalam (speaking skills), and finally maharah al-qira'ah (reading skills). Maharah Kitabah is a writing skill that has the highest level of difficulty in expressing thoughts or ideas to the point of being able to compose an article, let alone composing using Arabic. With maharah or writing skills, students can pour out ideas or thoughts that are reflected in their minds of students so that they can bring up a written work (Fauzi, 2020). Furthermore, maharah istima' is a listening skill that is first learned before other maharah. If you have the ability to hear well and clearly, then it is a very good point to get some main ideas in detail, and also, in this maharah istima, we should focus on listening to the voice that comes out so that misunderstandings do not occur (Rathomi, 2019). While maharah kalam is a speaking skill that functions to pronounce or express words or articulation sounds properly and correctly, in this maharah kalam, we must be able to pronounce Arabic well or fluently so that the listener or interlocutor can understand what is being said (Achilie-Valencia, 2021). And the last is maharah qira'ah, which is a reading skill that is not only based on reading the text but also can take understanding and take the meaning of a text, and in this maharah qira'ah, we can also learn various kinds of Arabic readings, not only text but can also read poetry, or poetry that uses Arabic or the like (Nandang Sarip Hidayat, 2020). Of the four pillars of skill, this research focuses on Maharah Kalam, namely by utilizing speaking skill in Islamic Elementary School at an early age in the Sungai Tarab. In grade three, Islamic Elementary School, the Sungai Tarab provided innovation in the world of education by getting to know a variety of Arabic learning which began with the basic knowledge of nahwu wa shorof. Teachers at Tutut to be active in providing videos of daily conversations related to the basic science of nahwu wa Sharaf. So that students can look for teaching materials from the teacher. In addition, students are also actively involved in being able to speak Arabic directly through conversations conveyed by the teacher so that learning is more practical, flexible, and not limited by space and time.

The use of media in learning can help children by providing meaningful experiences for students. The use of media in learning can make it easier for students to understand something abstract to be more concrete. The hand puppet stage media is one of the many learning media that an educator/teacher can choose according to the learning objectives to be achieved (Alenizi, 2019). The reason the researcher chose hand puppet media and image media is that this media is in accordance with the characteristics of early childhood where children are in the concrete pre-operational stage Piaget about cognition theory, so children need an intermediary, namely media, to make it easier to understand the message or material conveyed by educators/ the teacher is accepted or understood by the child (Amrina dkk., 2021). Because at this stage, the child's ability to think is still limited to things that are real or concrete, and they do not understand abstract things. The hand puppets used can represent objects that are difficult for children to reach into something real through imitation models. The forms of hand puppets can be in the form of imitation of various kinds of animals, humans who play the role of father, mother, child, work profession etc. So that through this hand

puppet model can achieve the learning goal of being able to develop children's language skills optimally.

Various studies have been conducted and studied in order to overcome the problems that arise in learning Arabic. Various solutions are offered, such as the use of methods, selection and presentation of materials, media innovation and others. In general, methods and media are an important concern in the study of learning development. The non-achievement of learning objectives is considered to be due to the use of wrong methods and media. It should be realized that there is no term “wrong” or “right” in learning but “right” or “inappropriate”. After seeing the various problems of learning Arabic at various levels, one of the learning problems arises because of the lack of meaning in the learning. In previous studies, there has been a lot of discussion about early childhood education, and there are several studies that examine Arabic learning strategies for early childhood. Saidah Ramadhan, in the journal *Utile*, examines children's Arabic learning strategies and focuses on teaching materials, how to deliver teachers to students ibtdaiyah level and its supporting and inhibiting factors (Denman, 2019). In a lesson, there will definitely be things that can encourage the spirit and activeness of the students, but surely later, there will also be things that make them bored and less participating in the process of teaching and learning activities. The thing that causes learning to continue as desired is not far from the role of an educator who always tries his best to prioritize the continuity of learning by finding and designing conducive forms of learning.

In line with previous research, Nasrul Umam and Utami Budiayati also studied Arabic learning in early childhood based on character values with a focus on planning studies and the steps for presenting Arabic language material. In this study, the focus is on the phenomenon carried out by formal and non-formal institutions that accommodate early childhood education in achieving meaningfulness (Alqurashi, 2022). Meaningfulness in learning is important for the success of learning. Meaningful learning in learning theory is called meaningful learning, including the meaningful learning theory of Carl R. Rogers and David Ausubel. Meaningful learning or meaningful learning is actually the central idea of David Ausubel's theory which is incorporated in cognitive theory, which is a process in which new information is associated with an aspect of the structure of knowledge (cognitive) that relevant things that students have learned and remembered (Alhamami, 2021). Learning is also meaningful was used as a term by Carl P. Rogers, who joined. In humanistic learning theory. Rogers says, in his book *Freedom to Learn*, suggests two kinds of learning: learning without meaning is learning that only involves the brain without including individual meaning, while meaningful learning involves direct experience, thoughts and feelings; learning on their own initiative and includes humans as a whole. Meaningful learning is pervasive, and it will quickly change students' behavior, attitudes, and even personality. Rogers' meaningful learning is different from Ausubel's understanding of meaningful learning. Rogers interprets meaningful learning (significant learning) as a match between what students learn with their needs and interests. According to him,

students will learn fast if what they learn has meaning for themselves. Arabic learning requires the right strategy to apply the method, delivery and selection of materials and media. This strategy certainly needs to be carried out by early childhood education institutions.

RESEARCH METHODOLOGY

The researcher conducts research on Maharoh Kalam learning using the method used is the qualitative method which uses a process used to solve a problem in carrying out research related to place and research with data that has been researched in accordance with the original as used for Maharoh Kalam learning media in Islamic Elementary School Tarab variables and tools (Agee, 2009; Creswell, 2007, 2014). The main tool studied was the speaking skill scale in early childhood presented above. Apart from the usual pertinent questions regarding trainee age, gender, and academic year of study, we included further items for orientation purposes. So we asked our respondents how they gained access to the early childhood system and whether they had received compulsory music instruction at all (Alt & Raichel, 2020). The analysis was carried out looking for data directly from the schools studied. This analysis uses a qualitative approach because the problem is related to the perception of teaching in Arabic lessons. If the author wants to know how the perception of teaching activities is, it is not possible in this analysis to use a qualitative research design that is applied in the form of data. And in this study, the form of data analysis that the researcher uses is by using the google form media, which is written through the Google Drive application. Before making that google form, we need to register our Gmail account first. Then after that, we load some statements or questions related to the title of the research to be studied, both from the problems that appear and so on.

RESULT AND DISCUSSION

Research is carried out in early childhood education using a descriptive analysis strategy with qualitative research that uses instructions so that the test can be tested before going directly to the field. It is necessary to prepare an instrument in the form of a questionnaire. The author's questionnaire is used to obtain how their perceptions are related to learning which early childhood enjoys, which the Arabic language can be understood by early childhood and local learning techniques to utilize the media for learning Arabic with an Arabic speaking acquisition system at an early age. Furthermore, the responses that can be given by the object of research are 32 people, agree, strongly agree, disagree, and disagree (Bhalla Prem, 2017) The author's various responses are included in a questionnaire so that early childhood can express what they feel with several varied choices so that early childhood can speak fluently in Arabic, which has been studied previously. Also, to compare one item with another. Various choices or optional that the researcher made so that the object of research can choose according to what he feels so that they are free and have the right to choose according to what he has felt before. However, this can also sometimes be a benchmark for the

school whether the answers and perceptions of their students may have some positive or negative effects later. This research was conducted to assess the effectiveness and sustainability of learning in the school without any intention to isolate or create negative things in the future (Alfakih, 2021).

This study uses a questionnaire as an instrument. This result the author did not get by being directly in the field, writing using google form. Google form is an application that is used that uses asking questions to people, such as how to learn what to do and can ask questions according to the questions that we will ask. There are also multiple-choice, long answers and short questions according to the questions suggested by the question. We can open this application on Cho, open it on chrome, and it can be accessed on chrome. We have to log into our g-mail account. We log in, enter our account name and password that we can easily remember and allow us by default. Chrome needs our permission to do something access (Alamri, 2021). Google form research can use the time and place to test the object. It can be seen in the joints, and the students can be helped by the parents how to use the child because the child's parents use cell phones a lot in terms of time and are not disturbed during class hours and their free time. In filling out google, we give a time limit if the data processor from the questionnaire results and the author knows when to process the data that has been obtained. Using google form this can be done and makes it easier for students in terms of place and time and helps make them more open, and can develop technology that has developed (Ahmad dkk., 2021).

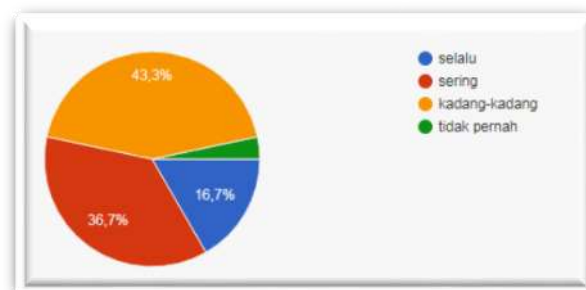
The ability to speak Arabic is not owned by someone in an easy way. It takes a process and effort to acquire these skills, such as reading skills which require intense practice (Jonata dkk., 2021) and the existence of a language environment also has a good impact on maharah kalam (Lacka, 2021). Good Arabic language skills can also be formed through the idealism of teachers who are aware of the importance of practicing qira'ah, sima'ah, kitabah, and kalam so that they are not monotonous with the delivery of material only (Alsharbi, 2021). Thus, Arabic language knowledge is balanced with direct practice so that students' opportunities to take action have been accommodated by these practical activities. Seeing the phenomenon of Arabic language skills, which is encouraged by intense practice and the teacher's attention to its realization, allows maharah kalam to be implied to elementary-age children who, in fact, still tend to like to play (Jennah, 2009). Through this tendency to play, a child can actually be formed with a touch of motivation as a driver of interest because motivation and interest are stages in obtaining achievement (Guerrero, 2018). For the sake of achieving good achievements, especially in the field of maharah kalam, there is no harm in trying to use guesswork as a medium that is introduced early on because the behavior brought by children since childhood will also be carried over when he grows up.

In essence, learning is not just the achievement of achievement but the achievement of optimal goals. One of them is achieving meaningful learning. The meaning of learning needs to be pursued with various strategies. Teachers/ustadz/ustadzah, as formal and non-formal early childhood education institutions, play

an important role in implementing this strategy. The meaningfulness of learning Arabic in early childhood can be achieved by applying the right strategies among the selection of materials, media, and appropriate methods according to the child's developmental stage. Early childhood is learning while playing. The material presented is the basic material in the form of vocabulary recognition that is found, needed and used by children in their lives. The material is presented with playing and singing methods using interesting audio-visual media and concrete objects according to the age of the child. Adjustment of materials, methods and media used according to the age and development of children will affect the meaningfulness of learning. The sign refers to the cognitive meaningful learning theory (David Ausubel) and the humanistic meaningful learning theory (Rogers). The achievement of student competence is assessed from three aspects, namely: cognitive, in the form of the student's level of intelligence, affective and psychoneurotic or attitudes in their daily lives.

The purpose of the study was to find out the views of students by learning all the mufradat words for students. Very useful for the author is how many people know early childhood to find out how much speaking skills in Arabic early childhood are. After carrying out the teaching and learning process at the school and we must be able to learn the language at an early age because we expect early childhood to be able to speak in Arabic and understand what Arabic is speaking skills in Arabic with skills such as cheap vocabulary for everyday life. This research was carried out to be able to understand the extent to which early childhood can speak Arabic. Serious learning cannot ensure fluency in Arabic, especially this early childhood, by studying with each other so that early childhood can speak Arabic well and in the future can deepen their religion according to applied teachings. In addition, the researchers also looked at the preparations made by the educators at the School to create an educational atmosphere in the classroom that is as effective and interesting as possible. How is the development of cognitive, psychomotor and affective learners and see how far the level of success of educators in improving the quality standards of education that have been designed and prepared beforehand? The following are the results of the questionnaire that the researchers have distributed to the research object, which are as follows:

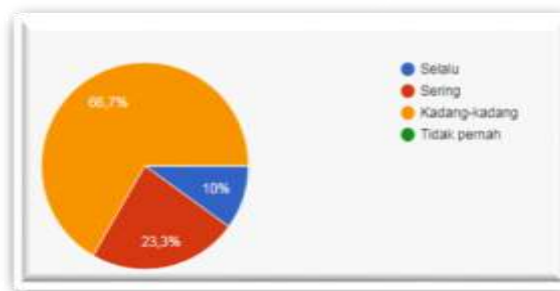
Figure 1. Student participation in learning



Based on this first graphic describes how student participation in the teaching and learning process of maharah kalam is for grade III students of Islamic Elementary School Sungai Tarab, with cumulative achievements in the form of: 43.3% of students

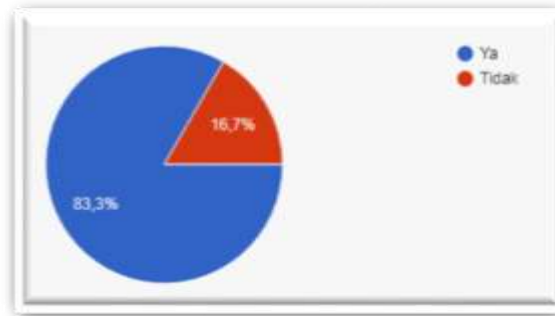
choose sometimes they participate in the teaching and learning process, then followed by perception often with the nominal achievement of 36.5% and 16.7 percent of students choose to always follow and participate in learning activities at school. Now, based on the results of the data acquisition above, it is dominated and considered with the perception of "sometimes" that the students follow and actively participate in the ongoing learning. Things that might cause students to choose and act in this way are the lack of supervision and strict treatment from educators, then the lack of supporting media and the selection of appropriate methods. Now, in fact, these learning media and methods greatly affect the responsiveness and activity of students in the learning that will take place. Not only that, there are other things that play an important role as well, namely teaching materials or materials that are presented in an interesting way. This must be prepared and guide educators to always think about and find the right method in a class and which applicative media can be applied in learning maharah kalam in that class. Teachers must move quickly and act responsively to mistakes that are considered very influential in improving the quality of learning from their students.

Figure 2. Learning methods attract student participation



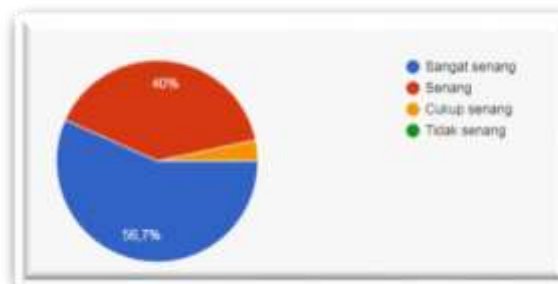
Based on the graphic image in Figure 2 explains and describes the learning method given by the teacher when teaching students maharah kalam learning. In this School, it is still classified as conventional or usually carried out by educators in a lesson. However, researchers and based on data obtained from this google form, this conventional method may be applicable to other lessons, but not to learning maharah kalam to students. This conventional method still uses book media as the only learning support. This is very sad felt by the students. It is indeed a branch book of every science, but if this is still applied to learning maharah kalam, it will not really help students' understanding and competence in studying materials related to maharah kalam. Maharah kalam is the skill of conversing or talking about a topic that will later be adapted to the theme of the day. If students only use books to improve understanding, it is not helpful because learning maharah kalam does not only begin with the student's ability to read a book, he also needs to use media or listening devices to understand a text, and after that, he also needs to write down anything. what points he has heard before to improve his understanding of the vocabulary. Only then will he be able to do a good and correct maharah kalam later. So, one of the supporting media that can help educators is Benime, Canva and Lecture Maker because the applicative media contains videos with additional sound and text as complements.

Figure 3. The existence of applicative media supports learning



Furthermore, in picture number three, applicative media support academic achievement. Media is a tool that can lead to something that delivers or distributes information to what we mean. Media is also called material, or events that can improve the condition of students in obtaining knowledge, skills, and knowledge a new attitude. Applicative learning media is a change in the learner's experience which includes the cognitive domain and effectiveness. So for that as educators must prepare quality learning media. There are many kinds of learning media, such as visual media, which is a tool or learning resource which it contains information, especially when the lesson is presented in an interesting and creative way by focusing on the sense of sight. Furthermore, in audio media or also called hearing media, in this media students are focused on hearing, then in audio-visual media, namely, this media focuses on the senses of hearing and sight. Media that is suitable for students depends on the needs to be achieved, as most currently use application media such as PowerPoint, Canva and many more creative media. Based on the graph above, it shows that many respondents chose that applicative media could support students' academic achievement, namely with a total frequency of 83.3%, then students who chose the results of the responses in the questionnaire which stated (Agbo & Oyelere, 2019) applicative media did not support student academic achievement by frequency 16.7%. This may be because students are not able to take advantage of this many learning media.

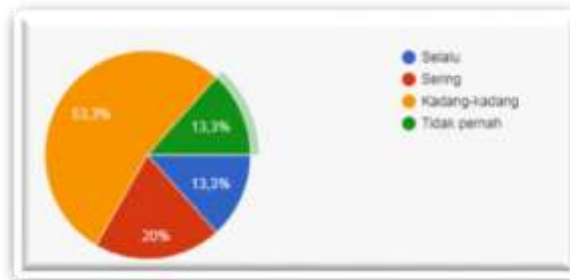
Figure 4. Giving appreciation to students



Furthermore, based on schematic number four related to how to respond if the lecturer gives appreciation to students, there are four responses that can be selected, namely very happy, happy, quite happy, and not happy. Appreciation is a form of appreciation or giving or evaluating something to express feelings of satisfaction or pleasure. The benefit of this appreciation is that it can increase the enthusiasm of

students' interest in learning, and they feel the happiness that they have achieved. Many forms of appreciation can allow lecturers to give verbal appreciation, such as achieving good grades to students in the form of praise by expressing words such as wow, you are great, smart boy, Mumtaz, and the teacher can give nonverbal appreciation, which is a form of code appreciation or limb movement, for example, clapping, showing thumbs or thumbs or patting students' shoulders. It can also be in the form of awards such as giving of valuable objects such as necklaces, medals and others. The purpose of appreciation for students is that they are happy with what they are doing and can also improve the students' abilities that they have achieved. The research is the result that students are very happy, namely 56.7% of students who feel very happy when the lecturer gives appreciation. Furthermore, the second frequency is that students choose to be happy with what the teacher gives for their appreciation to students. Whether it's lecturers or students, that is equal to the frequency of 0%. Furthermore, the response is 0% choosing quite happy and not happy.

Figure 5. The rebuke by educators on students who are not focused



Next, we see picture number five about the lecturer rebuking students for not focusing on learning. The thing that makes students less focused is that there are many possible causes, especially in online lectures, because there are network disturbances that are not good, or the student's intentions do not increase their knowledge of learning intentions it's just absences and grades, plus the delivery of material that is not optimal, and the limitations of practice and questions and answers for theoretical subjects are not problematic. Studying maharah kalam but for practical lectures will make it difficult to understand. How many possible causes of the lack of focus on student learning might be too much? Many tasks are given by the teacher, and not setting the priority scale for time management can also have a negative effect on excessive use of gadgets, the absence of motivation to learn, the absence of learning targets, coercion from parents or others, and unhealthy eating patterns and other problems. The first solution that must be done by students is to increase the spirit of concentration in learning do preparation for learning, namely preparing things related to learning, for example, bad network problems, immediately looking for a good network. The next solution may be to make your own method appropriately and maintain health with adequate rest and consumption of nutritious and good food. In this study, we can see where the results of obtaining data from students who choose teachers sometimes reprimand students when they are not focused on learning are 53.3%, further 20% of students state that teachers often reprimand students, and then 13.3% of students choose always and so on. 13.3% of

students also chose that the teacher never reprimanded students when they did not focus on learning.

A teacher must understand students. This must create cool learning conditions if students do not understand the vocabulary given. That is the pillar of the teacher; can he bring students to be cool in learning speaking skills in Arabic. Arabic speaking skills in early childhood education has many benefits and advantages, such as students being able to speak Arabic and understand the religion that we profess and are taught by Allah and his messenger behind that, learning Arabic can use mobile phones, motivated students to learn about the world of lessons taught by educators, both in terms of teaching materials. Learning methods to attract students to be interested in learning Arabic speaking skills in early childhood education .by the way it is delivered, the way the teacher is passionate about teaching want to teach students, so they don't get bored in the ongoing learning Move in the learning process, first of all, the teacher explains some of the mufradat, and students can learn it by looking at the cellphone only because on the cellphone, there is a lot that can be learned besides mufradat.

Many of the lessons learned by students that we teach can be of benefit to students. Behind that, many teachers fight for students to memorize the vocabulary they share. The choice of this method can be seen directly by students who want to learn to speak Arabic. And support the teaching and learning process at the school. It also depends on the students for learning to be shared by the teacher. Intellectual abilities in education staff and students. Can compromise applications and develop an application that can be used for students can listen to a mufradat that is given by downloading applications that can sound. Furthermore, the right education personnel is responsive to the world of education that we feel today. Learning in schools that we observe in these schools made by the government in the vicinity and decisions and a short time and this is what educators respond to and act directly for the world of education at this time.

Many give us lessons where a teacher will educate and give us knowledge that is useful for us in the future and guides us for our future and our goals are achieved in the future. And students whose minds are hard in educating their own students and preparing learning methods that are able to attract muralam children educate their own students and prepare learning methods that are able to attract their students to study diligently.

The results of this study support researchers who state that lessons with an Arabic vocabulary memorization system are taught by teachers. The analysis written by the author has very important points that have been carried out by previous researchers. It can be observed that a student is open to the factor that his parents do not understand that their child is completing the lesson he teaches. And most parents understand their child to study and achieve his goals. as an internal factor in the success of a child, what a child dreams of. If parents always encourage their children, they will succeed in carrying out learning. And some students are busy learning, and some students are busy with games in the surrounding environment. The advantages of research conducted by researchers and writers reveal the advantages and disadvantages of the learning process

using a vocabulary memorization system. Educators mention learning speaking skills in Arabic. The decisions are taken by the teachers and students. This means that students can no longer play in the teaching and learning process because teachers monitor students carefully so that in the learning process, students focus on learning and educators who are overwhelmed in educators can speak Arabic. However, the reality will still be carried out. And the results cannot be achieved in the proper quality of education.

CONCLUSION

Early childhood is a golden phase or often called the "golden age". This phase is an important phase of child development in all aspects, one of which is the cognitive aspect. Early age starts from 0-6 years At this time, children experience physical, spiritual, psychological, physical and cognitive growth and development. At this early age, children receive stimuli and learn to respond to stimuli received, both behavior and speech, in this case, language. Children acquire the first language by imitating, while the second language is obtained by learning intentionally through the learning process. Arabic is a foreign language for Indonesian children. In learning, there are various problems that must be found solutions. In essence, learning is not just the achievement of achievement but the achievement of optimal goals. One of them is achieving meaningful learning. Overall learning Arabic in early childhood, especially learning to speak Arabic at that level, there are many obstacles that occur, both from the pattern of teachers, students, approaches, methodologies and learning strategies, learning approaches, speaking in Arabic using the approach method described above. Used by the teacher is qiroah With this emotional intelligence approach model, it is expected that students can be more flexible, motivated and master emotions and empathize in the learning process and get maximum results from the learning. The researchers suggest that Arabic language teachers, especially in teaching speaking Arabic, use an emotional approach to teaching. Teaching and learning activities. Hopefully, the explanation that has been presented by the author can be understood and implemented by Arabic language teachers, especially in teaching speaking the language of direction. So it is hoped that students will be able to find solutions to any problems that occur and mediate in resolving these problems until they are clear.

SUGGESTION

Regarding the results of this study, the teaching and learning process, the suggestions put forward by the authors are as follows: first, teachers in carrying out Arabic language teaching, especially in teaching speaking, are suggested to be able to use the latest language learning, have fun and always make innovations in practice, so that The expected learning objectives can be produced by competent students. Second, students in learning activities to speak Arabic teachers, such as providing and involving teachers in educational training, conducting comparative studies on educational institutions that are already competent and developing bi'ah Arabiyyah at school

Providing special hours for self-development activities with Araby activities, such as khatabah, taqdimul qishah, practicing being a ro'is jalsah (MC), and in research articles that the authors of this research are doing, there are still many mistakes or shortcomings, please criticism, input and constructive suggestions so that the author can improve it in the future process so that the author can be more creative, innovative and more organized in the system of doing an article and can create advanced articles that are in accordance with the writing rules that should be.

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