

Introducing Foreign Language in Early Childhood

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Abstract--This research aimed to find the cause of the low achievement of early childhood in introducing of foreign language. This was one of case study on instructional foreign language in early childhood institution. The instrumentations of this study were observation, interview and documentation. This study based on a case in early childhood institution on foreign language instructional. Data of study analyzed by using steps from Miles and Huberman. Finally this study found that the cause of low achievement was unprofessional competence of teachers in teaching on foreign language in early childhood institution.

Keyword--foreign language; professional competence teachers; instructional.

I. INTRODUCTION

This article explains about the problems contained in the introduction of short Quran letters to early childhood. Background of this research, based on the facts in the field that the majority of the population of Indonesia are Muslims and generally introduce the Quran to child since the early age. The introduction of the Quran is closely linked to the development of language as well as the moral religion and values of early childhood. Therefore, the Quran is part of the religious belief of Muslims introduced his reading, the content of even daily deeds based on the values of the Quran. Beside of that, one aspect developed in early childhood is the language. Language is an important aspect that can not be ignored because of its development is closely related to other aspects of development such as the development of cognitive, psychomotor, emotional social, moral religious and values, art and more. For example, speech or mother's utterance to her child will be recorded, responded by a child with onward hearing to cognitive development to psychomotor and even social emotional. When a mother speaks of a call the child comes to her mother by stepping or running to her "psychomotor responses" after being processed in "brain/cognitive" and is part of "social and emotional" development.

In general, there are verbal language and nonverbal and written and unwritten. Verbal language is a language with the pronunciation of words/ phrases whereas nonverbal language is a language with gestures body or body language. In addition there is a language

written with stationery and there is not written just a greeting or gesture as mentioned earlier.

The type of language introduced to children since early in general there are two of the native language and other is foreign language. Mother language if in Indonesia is native language although there are also mothers who use their local language which is the embryo of the birth of the Indonesian language. Therefore the foreign language introduced to children such as Arabic, English, Mandarin and others. Specifically related to this research is foreign language or Arabic language.

Introduction Arabic language, at the level of early childhood is generally covered in several activities, among others, the introduction of Arabic/ vocabulary, the introduction of letters and numbers Arabic *hijaiyah*, the introduction of the Quran and the introduction of translation of Quran letters and the introduction of the *hadiths* of the Prophet with daily activities. Although there was in several schools activities conversation in Arabic. All of these activities include part of the introduction of foreign language to early childhood. But foreign languages strongly related to religious basic education. This is strongly that children's education includes the education of faith, morality, physical, intellectual, psychological, social, and sexual.[1] The education of these various aspects is followed by the religious development of the child. The development of religion in children begins with the innate nature of birth which is further developed in the process of post-natal advanced education. The introduction of the Quran is incorporated into the religious education section or part of religious and moral values education.

This research to find the cause of the low achievement of early childhood in introduction of foreign language. The focus of the problem in this study is why the low achievement of children in the introduction of foreign languages especially on the activities of the introduction of short letters of the Quran. In the case of the activities of the introduction of Quran letters lasted for three years and at least two years. Because in general since child at the age of 3 years (in play group) have been introduced short letters of Quran until age 6 years (kindergarten), but achievement still 12-15 letters in the duration of 3 years. On the language skills of children at the age of 3-6 years is very rapid. The child 3-year-olds

can already mention more than 1000 words[2]. There is even a family who has 3 children who have memorized the Quran, two boys memorized the Quran they were 4.5 years old and one girl who memorized the Quran at the age of 5 years [3]. But the child two-year-olds should be able to interact with the Quran guided by their teachers or parents[4].

II. RESEARCH METHOD

To solve this problem, case studies and surveys to several early childhood education institutions were conducted. A case study was conducted on one of the early childhood education institutions that is a pilot in early childhood management while the survey was conducted to several kindergartens and early childhood in the city of Padang and outside the city of Padang. By using observation techniques, interviews and documentation as data collection, then the next focus of the problem can be discussed until get the conclusion.

III. DISCUSSION

In general, in every early childhood educational institution introduces short letters of the Quran to early childhood at least 12 letters. Among the short letters are; (4) Al-ikhlash, (5) Al-kafirun, (6) Al-'ashr, (7) Attiin, (8) Adh- dhuha, (9) An-nashr, (10) Al-fil, (11) Attakatsur and (12) seat verse. In addition there are 15 letters or less than 12 letters.

The introduction of short letters when observed in the field is done on several activities, among others; 1) on the morning of the initial activity, 2) before the start of the core activities, (two times this is generally from Monday to Thursday), 3) on Friday at the center of worship in the mosque or PAUD hall and 4) during extra curricular days Saturday.

In general the findings of short letter introduction are done by using *Talaqqy* method. The *talaqqy* method means that the child listens to the teacher's reading and then the child tries to imitate. It is repeated, even the repeats routinely follow the activity time phases as described earlier. Furthermore, the child is asked to read ahead on early morning activities or on Friday at the center of worship or Saturday during extra activities.

In addition to using *Talaqqy* method there are some PAUD institutions that use various media in introducing short letters to children, among others; Auditory media reading short letters via CD or cassette assisted by speakers or loudspeakers, showing short letters reading video. So also in introducing to children there who use the method GEFAL (movement and memorization).

At the time of interviews to some teachers found information that the use of methods and media in the introduction of the Quran to early childhood is very varied between one teacher with another. This is due to the lack of training and training of teachers about the

methodology of the introduction of the Quran. Even among teachers who explained at the interview that many teachers are very weak in terms of the ability to pronunciation or articulation of hijaiyah letters and even the sentences of the Quran language.

The documentation data of the introduction of Quran letters also provides information that the introduction of the Quran is almost without a clear curriculum and evaluation or assesment. The curriculum does not explain the achievements, the time phases, the distribution of letters for each class or child force. Child reading achievements are also varied from one person to another even in one class. Even sometimes many are not up to the number of readings in accordance with the targeted. In addition, there is also no assessment instrument that describes the indicators of achievement and filled the teacher as information to parents about the condition of the child's ability. This can then be used as a collaborative material between parents and teachers.

Some expert opinions on the findings among others that teachers should be able to develop a curriculum based on the competence of children according to the material that will be introduced because it will impact on the achievement of goals appropriate to child development[5]. Must be asserted that the introduction of foreign languages to early childhood needs to be integrated between the developmental areas, the goals to be achieved, and the child's age and abilities[6]. Eventhought specifically in language recognition methods alone there are three crucial components of approach, design methods and procedures practiced or implemented[7].

Some of the experts above emphasize the importance of curriculum, methodology and even the approach in the introduction of a language to early childhood. The intensity of interaction with language skills is likely only receptive, of course, while introducing more complex foreign language to the child[8]. The method crisis is also explained that the majority of learning activities in early childhood is done through academic activities, putting forward workbooks, so emotion, social, art and even play is neglected[9].

The importance of variations in activities and the emphasis on activities while playing was also stated by Riyadh that a six-year-old child can only concentrate on educators for a maximum of eight seconds. After that it needs to change the activity type. In addition, educators should know that children have their own needs according to the growth phase. Among the things a child needs is play and joke. Therefore do not make the Quran as the main cause that will prevent the child from playing or fulfilling his needs because it will be able to cause him to waste the Quran[4].

IV. CONCLUSION

The low achievement of children in the introduction of the quran is more due to the weakness of

professionalism of teachers in the introduction of the quran to young children. due to the misunderstanding of this profession, it affects the problems of curriculum, methodology, approach, media use and assessment to children. therefore, it is suggested to be held intensive training or wokshop to the teacher about the introduction of quran to the early child as well as the learning activities of the quran can be effective and efficient references

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