



Psycholinguistic Studies: Strategies for Acquiring Arabic Vocabulary in Preschool Children

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Abstract: The purpose of this study is to investigate the strategy of acquiring Arabic vocabulary in preschool children. This research uses a qualitative method with a library research approach. Data collection was conducted through documentation techniques. Data analysis employed a descriptive-analytical approach, utilizing content analysis method. The data sources for this study include literature and references related to the research problem. The results of this study show that there are seven strategies that can be applied to acquire Arabic vocabulary in preschool children, including: First, contextual learning strategies. Second, image-based vocabulary acquisition strategies. Third, vocabulary acquisition strategies by singing and rhyme. Fourth, vocabulary acquisition strategies with illustrated stories. Fifth, vocabulary acquisition strategies are based on language games. Sixth, vocabulary acquisition strategies with creative activities, and Seventh, vocabulary acquisition strategies with social interaction. It is hoped that, this research can help future research and these strategies can be applied in learning for the acquisition of Arabic vocabulary in preschool children.

Keywords: Arabic, Psycholinguistic Studies, Vocabulary Acquisition, Preschool, Strategy.

INTRODUCTION

Language is a tool used by humans to communicate with each other (Noermanzah, 2020), both verbally and in writing (Wiratno & Santosa, 2014). Through language, a person will easily get along with his environment. The ability to get along in the environment begins when the child is in preschool, which is when the child begins to master language skills. To have language skills, it is necessary to acquire language.

Language acquisition is an important process in human life, in which individuals acquire the ability to absorb, create, and use words as tools for communicative understanding and interaction (Sundari, 2018). Every child from birth has been equipped with built-in tools that allow him to learn a language. This tool is known as a Language Acquisition Device (LAD). The presence of LAD ensures that every child has a natural ability to develop language (Rahmawati et al., 2011). Thus, it can be known that a child is able to acquire or develop a language.

Nowadays, many children have started to learn a second language or foreign language. Either used to communicate with parents or used at the time they are

studying in kindergarten. The acquisition of a second language cannot be separated from the first language, because the first language is the basis for acquiring a second language (Kusuma, 2018).

Arabic is one of the second languages that is quite popular to learn. In addition to being an international language, Arabic is also the language of the Qur'an. So that not a few Muslims are willing to learn Arabic. To make learning easier, parents or teachers will usually teach Arabic from an early age or preschool age. Because the preschool period is a sensitive phase in the formation of a child's personality. Here, various aspects of personality begin to form, and the differences in individuality between children become more pronounced. During this phase, rapid progress occurred especially in the physical and language skills (Alwi, 2021).

The acquisition of a second language certainly cannot be separated from the acquisition of vocabulary. Because a person can be said to have acquired a language if he is able to use vocabulary. So that it can be used to communicate. In essence, without mastering vocabulary, one will not be able to express something (Opier, 2023). Adequate

vocabulary will make it easier for students to master the language, especially in the four language skills (Qomaruddin, 2017). The importance of vocabulary to the improvement and development of students' abilities causes vocabulary learning to be carried out more seriously and purposefully (Astuti, 2016). Therefore, vocabulary must be taught with strategies that are able to make preschool-age children able to grasp well what is taught. Thus, learning can take place in an orderly, systematic, directed and effective manner.

Strategy is needed, because strategy is an important component in learning. With a strategy, it will make it easier for teachers to understand the material to students. So that the student will quickly grasp the intention explained by the teacher (Tasya, 2021). , it is important to choose the appropriate strategy to be applied in the acquisition of Arabic vocabulary in preschool-age students.

Some of the research related to language acquisition includes research conducted by Said Alwi (2021) with the title "Second Language Acquisition and Learning in Preschool Children". Furthermore, research conducted by Diah Sabrotin (2021) with the title "The Acquisition of Arabic Language According to Ahmad Abdul Karim Al-Khuli". And finally, the research conducted by Hasna Qonita with the research title "Arabic Language Learning Strategies". of these studies, there has been no research that specifically discusses Arabic vocabulary acquisition strategies in preschool children. For this reason, this research will explain what strategies can be used to acquire Arabic vocabulary in preschool children based on a psycholinguistic approach.

METHOD

The method used in this study is a qualitative method, which is a method used to process data without using numerical counts (statistics), (J. Moleong, 2001). a library research approach, where researchers use literature materials or other literature related to research problems as the object (Hayati, 2019).

The data collection technique used is in the form of documentation techniques. Data analysis techniques with a descriptive-analytical approach are used to study, describe and analyze using the content analysis method. The data sources in this study are references and guidelines related to the problem being researched as literature data, as a characteristic of literature research (Petta Solong, 2023). The data sources used in this study are secondary which mostly use reputable scientific books and journals (Bungin, B., 2008).

RESULT AND DISCUSSION

Language Acquisition in Preschool Children

Language acquisition involves a number of skills, including syntax, phonetics, and a broad vocabulary.

Generally, it refers to the way children learn their first language. If the same acquisition process is applied to a second language, then second language acquisition can be understood as a process in which a person naturally acquires the ability to produce, understand, and use words without realizing it to communicate. It includes syntactic, phonetic, and broad vocabulary abilities, not only in the mother tongue or first language, but also in the second, third, fourth, and so on, which are often referred to as the target language. In line with the view of Rod Ellis, a professor in the Department of Languages at the University of Auckland in New Zealand, the acquisition of a second language can refer to any language learned after the mother tongue. In other words, the acquisition of a second language can also mean the acquisition of a third, fourth, and so on (Syam'un Salim & Setiyadi, 2013).

According to Dardjowidjojo, the term "acquisition" is used to describe the concept of "acquisition" in English, which refers to the natural process in which a child learns his or her mother tongue spontaneously (Permanamiarta, 2021). On the other hand, Chaer gave the definition that language acquisition is an internal process that occurs in a child's brain when they learn their first language or mother tongue. Usually, language acquisition is distinguished from language learning. Language learning is related to the process by which a child learns a second language after they acquire the first language. Another definition proposed by Krashen describes language acquisition as "the product of a subconscious process very similar to the process children undergo when they acquire their first language". In other words, language acquisition is the way in which a person naturally masters a language, or the process that children go through when they learn their first language (Fatmawati, 2015).

According to Kiparsky and Tarigan (1998), language acquisition is a process in which children align their hypotheses with their parents' speech to choose the most optimal and simple grammar rules in the language being learned. Learning in preschool-age children, basically, adopts the principles of learning, playing, and singing. The learning approach is designed in such a way that it is engaging, fun, and inclusive, with the aim of involving children in every learning activity. They are not only passive listeners in the teacher's lectures, but also actively interact with the surrounding environment, both physically and mentally (Suyanto, 2005). In other words, learning Arabic for children should be presented as a fun, exciting, and engaging experience for them. The use of innovative symbols and educational models, such as learning through play, is also important in this context (Arifin, 2009).

Thus, it can be concluded that language acquisition is the process that children experience in mastering their first language or mother tongue, while language learning is

related to the acquisition of a second language, which requires formal teaching to children. Where in the learning process it is designed to be interesting and exciting so that children at preschool age are able to participate in the learning that takes place. And to acquire a language must be preceded by the acquisition of good vocabulary.

Arabic Vocabulary Acquisition Strategies in Preschool Children

There are many strategies that can be used for vocabulary acquisition. The following vocabulary acquisition strategies can be applied to preschool-age children, including:

1. Contextual Learning Strategies

A contextual strategy or approach is a concept that helps teachers integrate their teaching material with real-world situations, encouraging students to relate the knowledge they have to its application in everyday life. This strategy involves seven main components of effective learning, such as constructivism, questioning, finding, learning society, modeling, reflection, and actual assessment. Teachers create a direct connection between classroom learning and students' real-world experiences, allowing them to see the relevance of the subject matter to their practical lives. Thus, contextual learning emphasizes the role of the teacher as a facilitator who allows students to relate the subject matter to the context of their personal, social, and cultural lives (Romli, 2022). The methods that use contextual learning strategies for learning Arabic vocabulary in preschool-aged children:

a. Role-Playing

The methods that use contextual learning strategies for learning Arabic vocabulary in preschool-aged children: Role playing is one of the learning approaches that focuses on hands-on experience. Through role-playing, children can express their emotions and thoughts without being limited by words or gestures. This method encourages students to be actively involved in the learning process, allowing them to master the subject matter with creativity and expression, without leaving the framework of the material being taught.

Through the application of role-playing, students are facilitated to learn actively by involving themselves in the roles they play. The advantages of this method creates a fresh learning atmosphere and provides a different learning experience, which in turn stimulates students to think more creatively and actively. This method also emphasizes experiential learning.

The benefit of using role playing is the ability of students to identify real-world situations and

collaborate with ideas from others. This ability allows them to change their behavior and attitude according to the character they play in the game (Nurhasanah et al., 2016). For example, a child is asked to play the role of a seller or buyer at a toy store or toy restaurant. They will use the Arabic vocabulary they learn to interact with each other, such as ordering food or negotiating prices.

b. Use of Daily Activities

Children are invited to participate in daily activities such as shopping at the market or cooking together. During this activity, they are introduced to Arabic vocabulary that is relevant to the objects or activities they experience firsthand. For example, when in the market, children are invited to get to know the names of fruits in Arabic. or if the child is already in kindergarten. Teachers can provide material about vocabulary in class, in the canteen or outside the classroom.

c. Scenic Activities

The landscape activity method is an approach in learning that involves direct observation of the scenery or surrounding environment as a means to gain knowledge or understand certain concepts. In this method, students are directed to observe and analyze the objects or situations that exist around them, be it natural, cultural, social, or physical environments.

Through this activity, students are given the opportunity to experience firsthand the concepts learned and relate them to real-life contexts. The visual activity method often involves using all of the senses, such as sight, hearing, smell, touch, and taste, to deepen students' understanding of the subject matter. This method can be applied in various areas of learning, its application is such as a walk in a park or zoo. During this activity, children are introduced to Arabic vocabulary related to flora and fauna, such as the names of animals or plants in Arabic.

2. Image-Based Vocabulary Acquisition Strategies

Image-based vocabulary acquisition strategies are approaches in learning that involve the use of images or visual illustrations as tools to facilitate information understanding and retention. In this context, images are used to communicate concepts, clarify ideas, or present information visually to learners. This approach can help students understand the subject matter better because images can provide visual representations that can improve memory and clarify concepts that may be difficult to grasp with just text or oral explanations. Image-based strategies are often

used in a variety of learning contexts, from formal education in schools to on-the-job training.

The use of images is one of the strategies that can be applied in vocabulary acquisition. There are many methods that use pictures as a strategy to master vocabulary, also in learning Arabic, including:

a. Methods of Playing Flashcards Media

Flashcards are a form of educational media that consists of cards with pictures and words (Zubaidillah & Hasan, 2019), which can be tailored to the needs of students and can be made by themselves or used by existing ones. The advantages of flash cards include portability, practicality, ease of remembering, and fun aspects. According to Angreany (2017), flash cards are graphic learning media that consists of small cards with images, usually using photos, symbols, or illustrations, which are placed on the front of the card, while captions in the form of words or sentences are found on the back.

Flashcards act as reminders or hints for students related to the displayed image (Wahyuni, 2020). In the acquisition of Arabic vocabulary, you can make interesting flashcards with appropriate Arabic vocabulary. For example, a picture of an Apple with the text تفاحة (tufaha). Children can play matching with words, or identifying words from pictures.

b. Illustrated Posters

Posters can serve as a means to educate students (Adib, 2024). Illustrated posters are one way to acquire Arabic vocabulary for preschool-aged children. Create large posters containing pictures of various objects, animals, or situations, complete with names in Arabic. Put the poster on the wall of the classroom or at home so that children can see and remember it every day.

c. Picture Story Book

Use picture story books written in Arabic. Read the story to the child and show them relevant pictures while explaining the new words. For example, when reading about animals, show them pictures and mention their names in Arabic.

d. Coloring Activities

Provide pictures to color with relevant Arabic vocabulary. For example, a picture of a house with parts labeled like "باب" (bab) for doors, "نافذة" (nafidzatun) for windows. Children can color while learning new words.

e. Picture Puzzle

Create puzzles from different pictures with Arabic vocabulary. Children can put together a puzzle and then identify the pictures and words. For example, a puzzle in the form of an animal with the name of the animal in Arabic.

f. Memory Cards

Create a pair of cards with the corresponding picture and word in Arabic. Children play by matching pictures with the correct words, helping them remember vocabulary through repetition and visual recognition.

g. Educational Apps and Games

Use an educational app or game designed for preschoolers. Many apps provide interactive images with Arabic vocabulary, where children can touch the pictures and hear the pronunciation of words.

h. Picture Dictionary Books

Use a children's picture dictionary full of interesting pictures and Arabic vocabulary. This book can be used as a daily reference to enrich children's vocabulary.

i. Word Wall

Create a word wall with pictures and Arabic vocabulary in the child's learning area. Add new pictures and words every week so that children always have a new vocabulary that they can see and learn.

3. Vocabulary Acquisition Strategies with Songs and Rhyme

Vocabulary acquisition strategies with songs and rhythms is an approach in learning that utilizes music, songs, and rhythm patterns as tools to teach certain concepts or subject matter. In this strategy, teachers or facilitators use songs, rhymes, or rhythm patterns to convey information or teach skills to students.

The use of songs and rhythms in learning has several advantages, including improving students' memory, making learning more fun and engaging, and helping to strengthen the bond between the concepts learned and the lyrics or melody of the song. The Arabic vocabulary learning method through song and rhyme strategies is very effective for preschoolers because they tend to enjoy music and rhythm, which makes it easier for them to remember new words. Here are some methods that can be used:

a. Vocabulary Songs

Create or use simple songs that contain basic Arabic vocabulary. For example, a song about numbers, colors, days of the week, or body parts. These songs can be repeated so that children are familiar with the vocabulary taught.

b. Interactive Singing

Use singing that involves body movements to make children more active and engaged. For

example, a song about a body part where they have to touch the body part mentioned in the song.

c. Theme Song

Teach songs based on specific themes, such as weather, family, or school. For example, a song about the weather could include words like "sun" (شمس), "rain" (مطر), "cloud" (سحاب), and "wind" (رياح).

d. Educational Song Videos

Use Arabic educational song videos available on platforms like YouTube. These videos are usually equipped with interesting animations that make children more interested and focused on learning new vocabulary.

e. Self-Introduction Song

Teach songs that help children introduce themselves in Arabic, including their names, ages, and hobbies.

f. Rhyme with Gestures

Teach rhyme that is accompanied by hand or body movements. This helps children associate words with gestures, making them easier to remember.

4. Vocabulary Acquisition Strategies with Picture Stories

Vocabulary Acquisition Strategy with illustrated stories is a learning approach that uses pictures or illustrations as a tool to tell a story or convey information. In this strategy, the story is presented in visual form with the help of images or illustrations that depict scenes or concepts that are relevant to the story.

The use of pictorial story strategies in learning has several advantages. First, images or illustrations can help students to understand the story better, especially for those with visual learning styles. Second, images can enrich students' learning experience by providing an in-depth visualization of the story or concept being conveyed. Third, this strategy can also improve students' memory because images have the potential to help students remember the details of stories or information better. With the implementation of this strategy, students will acquire new vocabulary contained in the story.

5. Language Game-Based Vocabulary Acquisition Strategies

Here are some examples of Arabic vocabulary learning methods using language game-based vocabulary acquisition strategies that are suitable for preschool-age children:

a. Word Guessing Game (Charades)

Children guess the word that is demonstrated by a friend or teacher.

How to play:

1. Choose a few words in Arabic that you want to teach, such as the name of an animal, a fruit, or a daily activity.
2. One child or teacher demonstrates words without speaking, for example, imitating the sounds and movements of animals.
3. The other children guessed the word in Arabic.

Example: demonstrating an elephant, children guessing "فيل" (fil).

b. Bingo Vocabulary

Bingo game in which children match pictures with words in Arabic.

How to play:

1. Create bingo cards with pictures that represent Arabic vocabulary.
2. The teacher mentions the word in Arabic, and the children mark the corresponding image on their cards.
3. The child who manages to make a horizontal, vertical, or diagonal line for the first time is the winner.

c. Memory Game

The game of matching cards in pairs.

How to Play:

1. Create a memory card with the appropriate Arabic images and vocabulary.
2. Place the cards randomly with the picture face down.
3. The children take turns flipping two cards, trying to find matching pairs of pictures and words.
4. Each matching pair remains open, and players earn points.

d. Board Game

Game board with Arabic vocabulary on each square.

How to play:

1. Create a game board with a path consisting of tiles that have pictures and words in Arabic.
2. The children roll the dice and move according to the amount they get.
3. When landing on the square, the child must say the word on the square correctly to be able to stay in the square.

e. Pictionary

Pictionary is a timeless game where players draw images and others try to guess what they represent (Hamer & Lely, 2019). The children drew the given word, and their friends guessed the word in Arabic.

How to play:

- 1) Prepare a few words in Arabic to be drawn, such as objects, animals, or activities.

- 2) One child draws the word on a board or a large piece of paper.
- 3) The other children tried to guess the word drawn in Arabic.
- f. Simon Says
The game follows the instructions given by "Simon".
How to play:
- 1) One child or teacher becomes "Simon".
 - 2) "Simon" gives instructions in Arabic, such as "Simon says, touch your head" ("قال سيمون المس "رأسك").
 - 3) Children should follow the instructions if it begins with "Simon said". If it does not begin with "Simon said", they should not carry out the instruction.
- g. Word Relay
A race game where children have to find and carry objects that match the mentioned word.
How to play:
1. Prepare some objects or pictures that correspond to the Arabic vocabulary to be learned.
 2. For the children into several teams.
 3. The teacher mentions the word in Arabic, and representatives from each team have to run to find a suitable object and bring it back to their team.
- h. Vocabulary Circle
Children stand in a circle and throw a ball while saying a word in Arabic.
How to play:
1. Children stand in a circle.
 2. One child holds a ball and says a word in Arabic, then throws the ball to another friend.
 3. The friend who receives the ball must say the next word in Arabic that corresponds to the previous word, and so on.
- 6. Vocabulary Acquisition Strategies with Creative Activities**
Here are some examples of Arabic vocabulary learning methods using vocabulary acquisition strategies with creative activities that are suitable for preschool-age children:
- a. Coloring with Vocabulary
Children color pictures accompanied by Arabic words
Steps:
- 1) Prepare coloring sheets with simple drawings such as fruits, animals, or everyday objects. Below each picture, write down the appropriate Arabic vocabulary.
 - 2) Have the children color the picture while introducing and saying the words, such as "تفاحة" (tufaha) for an apple or "قطعة" (qitthah) for a cat.
- b. Create a Picture Collage
Children make collages from magazine clippings or pictures they draw themselves and write down the appropriate Arabic vocabulary.
Steps:
- 1) Give the children old magazines, scissors, glue, and large paper.
 - 2) Ask them to cut out the pictures they like or draw a specific object themselves.
 - 3) Stick the pictures on a large piece of paper and write the appropriate Arabic vocabulary under each picture.
- c. Vocabulary Minibook
Children make mini-books with pictures and Arabic vocabulary.
Steps:
- 1) Give the children some small sheets of paper folded into a mini-book.
 - 2) On each page, have the children draw something, such as an animal, fruit, or object, and write the appropriate Arabic vocabulary under the picture.
 - 3) Once done, children can read their own mini-books or exchange with friends to learn more vocabulary.
- d. Class Project: Thematic Posters
Children work together to create large posters based on a specific theme.
Steps:
- 1) Choose a specific theme, such as "At the Zoo," "In the Kitchen," or "At School."
 - 2) Give the children large papers, markers, and relevant pictures.
 - 3) Ask them to create a poster by drawing or pasting an image that matches the theme, and write Arabic vocabulary next to each image.
 - 4) This poster can be displayed in class as a visual aid for remembering vocabulary.
- e. Crafts
Children make simple handicrafts related to Arabic vocabulary.
Steps:
- 1) Choose an easy craft project like making an animal out of paper, making a house out of cardboard, or making a simple toy.
 - 2) During crafting, teach relevant vocabulary, for example when making animals out of paper, mention the names of animals in Arabic such as "فيل" (fil) for elephant or "أسد" (asad) for lion.

- 3) Once the craft is complete, ask the children to present their work while mentioning the vocabulary they have learned.
- f. Exhibition of Works
Children create various artworks or projects and hold mini-exhibitions in class.
Steps:
- 1) Each child creates a small piece of art or project that contains Arabic vocabulary, such as drawing, making a sculpture out of clay, or any other project.
 - 2) Once all the works are finished, arrange a mini exhibition in class and invite the children to go around looking at their friends' work.
 - 3) Ask each child to describe their work and name the relevant Arabic vocabulary.
- g. Arabic Greeting Cards
Children make greeting cards with messages in Arabic.
Steps:
- 1) Provide cardboard, markers, stickers, and other decoration materials.
 - 2) Ask children to make greeting cards for different occasions, such as birthdays, holidays, or thank-you notes.
 - 3) Write a short message in Arabic on the card, such as "عيد ميلاد سعيد" (eid milad sa'id) for a happy birthday or "شكرا" (syukran) for thanks.
- ## 7. Vocabulary Acquisition Strategies with Social Interaction
- Here are some examples of Arabic vocabulary learning methods using social interactive strategies that are suitable for preschoolers:
- a. Small Group Discussion
Children discuss in small groups using Arabic vocabulary that has been learned.
Steps:
- 1) Divide the children into small groups, each consisting of 3-4 children.
 - 2) Give it a simple topic of discussion, such as "What do you do on the weekend?" or "What's your favorite food?".
 - 3) Provide the necessary vocabulary and help them construct simple sentences in Arabic.
 - 4) Let them discuss and share stories in Arabic, with guidance from the teacher if needed.
- b. Pair Work
The children worked in pairs to complete tasks using Arabic.
Steps:
- 1) Prepare worksheets or task cards that require paired cooperation, such as matching pictures to vocabulary or filling out crossword puzzles.
 - 2) Have the children work in pairs, help each other and discuss in Arabic to complete the task.
Example assignment: "Pair a picture of a fruit with an appropriate word in Arabic" or "Fill in a crossword puzzle with animal names in Arabic".
- c. Circle Time
Children sit in a circle and share experiences or stories in Arabic.
Steps:
- 1) Ask the children to bring one favorite object from home.
 - 2) Sit in a circle and each child takes turns pointing out the object and explaining in Arabic what it is and why they like it.
 - 3) Give them simple vocabulary and sentences that they can use, such as "هذا دمية" (hadha dumya) for "It's a doll" or "أنا أحب هذا لأن..." (ana uhibbu hadha li'anna...) to "I love this because...".
- d. Team Vocabulary Game
The children were divided into teams and competed to collect points by mentioning vocabulary in Arabic.
Steps:
- 1) Divide the children into two or more teams.
 - 2) Prepare cards with pictures and vocabulary in Arabic.
 - 3) It is each team's turn to choose a card and team members must mention the vocabulary that corresponds to the picture.
 - 4) Give points for each correct answer. The team with the most points wins the game.
- e. Arabic Language Day
For one day, the children interacted and did all the activities in Arabic.
Steps:
- 1) Designate one day as "Arabic Language Day" where all interactions in the rukmah or in the classroom are carried out in Arabic.
 - 2) Give names in Arabic, use Arabic vocabulary for daily activities, and hold games and activities that promote the use of Arabic.
 - 3) Activities can include games, singing, storytelling, and exercise, all with instruction and interaction in Arabic.

CONCLUSION

Based on the results of the research that has been described above, it can be concluded that there are seven strategies that can be applied in the acquisition of vocabulary for preschool children. First, contextual learning strategies. Second, Image-based vocabulary acquisition strategies. Third, vocabulary acquisition strategies by singing and rhyme. Fourth, vocabulary

acquisition strategies with illustrated stories. Fifth, vocabulary acquisition strategies are based on language games. Sixth, vocabulary acquisition strategies with creative activities. Seventh, vocabulary acquisition strategies with social interaction.

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