ANALYSIS OF FACTORS INHIBITING THE APPLICATION OF THE MIMICRY MEMORIZATION METHOD IN MASTERING STUDENT *MUFRODAT* CLASS VII MTS AL-ITTIHADIYAH MAMIYAI

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Abstrack

Based on the theory, the mimicry memorization method is one of the methods that is considered effective in learning *mufrodat* because it is based on pronunciation and memorization. The application of the mimicry memorization method in learning *mufrodat* is not always effective even though the theory says so, this is due to several problems that cause the learning objectives not to be achieved and this often happens in educational institutions, one of which is MTs Al-Ittihadiyah Mamiyai Medan. The purpose of this research is to find out the inhibiting factors, as well as find solutions to the problems that occur in the field. This research uses a descriptive qualitative approach. Data were obtained in several ways, namely, literature review, in-depth interviews and participatory observation. The data were analyzed in four ways, namely, reduction, presentation, conclusion drawing and triangulation. The results of this study indicate that there are two inhibiting factors in the form of internal and external as well as alternative solutions that can be done in each problem that occurs.

Keywords: Mimicry memorization method; Mufrodat; Inhibiting factors

Abstrak

Berdasarkan teori metode, *mimicry memorization* merupakan salah satu metode yang dianggap efektif dalam pembelajaran *mufrodat* sebab berlandaskan kepada pelafalan dan penghapalan. Penerapan metode *mimicry memorization* dalam pembelajaran *mufrodat* tidak selalu efektif meskipun teori mengatakan hal demikian, hal ini disebabkan oleh beberapa problematika yang menyebabkan tujuan pembelajan tidak tercapai dan hal ini kerap terjadi di lembaga pendidikan salah satunya yakni MTs Al-Ittihadiyah Mamiyai Medan. Tujuan penelitian ini adalah untuk mengetahui faktor penghambat tersebut, sekaligus menemukan solusi atas problematika yang terjadi di lapangan. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data didapatkan dengan beberapa cara yaitu, kajian literatur, wawancara mendalam dan observasi partisipatif. Data dianalisis dengan empat cara, yakni, reduksi, penyajian, penarikan kesimpulan dan triangulasi. Hasil penelitian ini menunjukkan bahwa adanya dua faktor penghambat berupa internal dan eksternal serta alternatif solusi yang dapat dilakukan pada setiap peroblematika yang terjadi. Faktor penghambat internal terdiri dari lima komponen, sedangkan pada faktor penghambat eksternal terdiri dari enam komponen.

Kata Kunci: Metode mimicry memorization; Mufrodat; Faktor penghambat

INTRODUCTION

The use of methods in the world of education is something that should be, it aims to help educators in achieving learning goals.[1] In his book *Thariq At-Ta'lim Baina An-Badzriyyah Al-Mumarisah Fi Dhau Ittijahat Tarbawiyah Hadithah Wa Tadris Lughah Arabiyah*, Yusuf Marun says that learning is an effort to build a desire for mastery over himself and an effort to raise awareness in the form of stimulating the mind so that it can distinguish between good and bad things.[2]

Therefore, the method serves as a bridge between the subject matter and the achievement of student competence.[3] Learning methods are a series of ways used by educators to deliver subject matter to students with the aim that the material can be understood properly.[4] Regardless of what subject is being taught, things related to achieving learning objectives such as strategies, methods and media must still be applied.

Choosing the right method not only determines the effectiveness of the learning process, but also affects student interest, participation and learning outcomes.[5] To choose what type of method can be used, there needs to be some consideration in the form of suitability for the material, students' abilities and interests or even the advantages and disadvantages of the method itself.[6]

Based on this, it is clear that in the scope of learning, methods are very much needed. In the concept of learning Arabic *mufrodat*, one method that is considered appropriate is the mimicry memorization method.[7] This is also based on the theory mentioned by Kasmiati in her book *Strategi Pembelajaran Bahasa Arab*, she said that this method is considered capable of integrating four aspects of Arabic language skills, namely listening, speaking reading and writing Arabic, while listening is the main foundation for starting to learn foreign language vocabulary.[8]

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[1] Kamil Ramma Oensyar and Ahmad Hifni, *Pengantar Metodologi Pembelajaran Bahasa Arab*, ed. Ahmad Arifin, Pertama (Banjarmasin, Kalimantan Selatan: IAIN Antasari Press, 2015).

[2] Yusuf Marun, *Thara'iq at-Ta'lim Baina an-Nadzriyah Wa Al-Mumarisah Fii Dhau' Li Ittijahati at-Tarbawiyyah Al-Haditsah Wa Tadris Al-Lughah Al-'Arabiyah Fii at-Ta'lim Al-Asasi*, Pertama (Tahablus, 2011).

[3] Muhammad Afandi, *Model Dan Metode Pembelajaran Di Sekolah*, pertama (semarang: unissula press, 2013).

[4] Endang Tyasmaning, *Model Dan Metode Pembelajaran*, ed. Gatut Setiadi, Pertama (Malang: Penerbit Institut Agama Islam Sunan Kalijogo Malang, 2022).

[5] M. Sobry Sutikno, *Metode & Model-Model Pembelajaran "Menjadikan Proses Pembelajaran Lebih Variatif, Aktif, Inovatif, Efektif Dan Menyenangkan,"* ed. Prosmala Hadisaputra, Pertama (Lombok: Penerbit Holistic, 2019).

[6] Zulfiah Sam, "Metode Pembelajaran Bahasa Arab," 2016.

[7] Binti Nailatul Izzah and Lulur Rochmawati, "Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing," in *Kanzun Books*, ed. Muhammad Thohir et al., Pertama (Sidoarjo: Kanzum Books, 2021), 76–92.

[8] Kasmiati, *Strategi Pembelajaran Bahasa Arab*, ed. Titi Anisatul Laely and Dian Wahyu Sri Lestari, *Religia*, Pertama (Banyumas: CV. Rizquna, 2020), https://doi.org/10.28918/religia.v22i2.2065.

In Arabic language learning, the mimicry memorization method is often called *thariqah al-sam'iyyah al-syafawiyyah*.[9] Binti Nailatul Izzah and Lulur Rochmawati also explained in a book section entitled *Metode Pembelajaran Bahasa Asing*, that the *al-Sam'iyyah al-Syafawiyyah* method is a method based on several assumptions, namely pronunciation or speech and habit[10]. This is also in line with several assumptions, including that language is first with speech even though the source is different.[11]

Based on this, it can be concluded that this method relies heavily on repetition and memorization so that it becomes a habit, where repetition and memorization are things that are needed in learning *mufrodat* because the form of language for the first time is in the form of speech. In the context of Arabic language learning, this method involves students imitating speech, intonation and sentence patterns modeled by the teacher or audio/visual sources. Students then memorize the phrases, sentences or dialogs to be able to use them actively in conversation or practice.

As the main foundation in learning Arabic, *mufrodat* is an important component that is needed to support the mastery of Arabic, including four maharah namely *istima', qira'ah, kalam* and *kitabah*.[12] This opinion is in line with the explanation given by Mahir Sya'ban Abd Al-Bari in his book *Ta'lim Al-Mufrodat Al-Lughawiyyah*, that *mufrodat* is the basic building block of every language, therefore *mufrodat* has great power and supports a language.[13] This shows that *mufrodat* is the smallest part of a language.

In the application of the mimicry memorization method, the existence of inhibiting factors is often one of the reasons for the ineffectiveness of the implementation of the method, both internal and external factors. This happened in a private school located on Jl. Bromo No. 25 Medan, MTs Al-Ittihadiyah Mamiyai Medan. The mimicry memorization method has been implemented by the teacher, but the students' learning outcomes do not show the successful implementation of this method.

Similar research has been done by several previous studies. The first is a journal written by hifni Mevin Miavara, Wiena Safitri and Moh. Mas'ud Arifin with the title *Penggunaan Metode Mimicry Memorization Dalam Penguasaan Mufrodat Siswa Kelas VIII B SMP Muhammadiyah Hauggeulis.*[14] One of the results of this study shows that

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[9] Riang Setia Mahera Putri, "Implementasi Metode Mimicary Memorization Dalam Pembelajaran Mufradat Kelas VIII Di Pondok Pesantren Daarul Falaah Merden Banjarnegara" (Institut Agama Islam Negeri Purwokerto, 2020), http://repository.uinsaizu.ac.id/id/eprint/11843.

[10] Izzah and Rochmawati, "Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing."

[11] Aufia Aisa and Vera Fikrotin, "Metode Mim-Mem Dalam Pembelajaran Bahasa Arab," *Al-Lahjah: Jurnal Pendidikan Bahasa Arab Dan Kajian Linguistik* 5, no. 1 (2022): 91–96, https://doi.org/10.47467/edui.v3i1.2869.

[12] Umi Hijriyah, *Analisis Pembelajaran Mufrodat Dan Struktur Bahasa Arab Di Marasah (Sebuah Analisis Isi Penerapan Kurikulum Di Madrasah IbtidaiyahUntuk Menghasilkan Bahasa Ajar)*, ed. Syarief, Pertama (Surabaya, Jawa Barat: CV. Gemilang, 2018).

[13] Mahir Sya'ban Abd Al-Bari, *Ta'lim Al-Mufrodat Al-Lughawiyah*, Pertama (Amman: Daar al-Masirah, 2011).

[14] Hifni Mevin Miavara, Wiena Safitri, and Moh. Mas'ud Arifin Arifin, "Penggunaan Metode Mimicry Memorization Dalam Penguasaan Mufradat Siswa Kelas Viii B Smp Muhammadiyah Haurgeulis," *PUSTAKA: Jurnal Bahasa Dan Pendidikan* 2, no. 4 (2022): 102–13, https://doi.org/10.56910/pustaka.v2i4.190.

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there are supporting factors in the form of facilities and inhibiting factors in the form of teacher factors, consisting of teacher education background and teacher teaching experience; and student factors, namely student interest, student attention and student activity.

Second, the research conducted by Rosalinda with the title *Penguasaan Mufrodat (Kosakata) Bahasa Arab Dengan Menggunakan Metode Mimicry memorization (Mim-Mem Metho)*.[15] The result of this study is that in learning Arabic vocabulary, students often do imitation and memorization activities, these activities are very suitable in the introduction of Arabic vocabulary. Many elementary students have difficulty in remembering and pronouncing foreign vocabulary. Therefore, by using the Mim-Mem method students are trained to pronounce vocabulary and sentence structures by imitating the teacher so that students are clearer, understand and remember more easily.

Third, the research conducted by Risa Sasiningtyas with the title Penerapan Metode *Mimicry memorization* dalam Pembelajaran *Mufrodat* Bahasa Arab Madrasah Diniyah Al Huda Thalab Kidul Karangreja Purbaingga.[16] The results showed that the mimicry memorization method was less applied in the author's research site, this happened because of the limited time seen from the learning hour which was only one hour.

The three studies have differences with the research that has been conducted by researchers. The equation in the three studies is the focus of the discussion which examines the mimicry memorization method. As for the first previous research, researchers found significant similarities, namely in the findings that put forward the inhibiting factors of the application of the mimicry memorization method. The difference is, that in the research conducted by the researcher describes the results of specific inhibiting factors by explaining in detail and providing alternative solutions to the problems that occur. Whereas in the second and third studies, the difference in research results is very visible, where the second study resulted in the discovery of the mimicry memorization method suitable for use in the school where the author researched. And in the third study resulted in the discovery that the lack of learning time was also the cause of the mimicry memorization method being less applied in the school where the author's research was conducted.

Then, this research was conducted to describe the inhibiting factors of the application of mimicry memorization method in mastering *mufrodat* of seventh grade students of MTs Al-Ittihadiyah Mamiyai Medan. The results of this research are expected to contribute to the development of more effective learning methods so that Arabic language learning, especially in the aspect of mastery of *mufrodat* can run

[15] Rosalinda, "Penguasaan Mufradat (Kosakata) Bahasa Arab Dengan Menggunakan Metode *Mimicry memorization* (Mim-Mem Method)," *Serambi Konstruktivis* 4, no. 1 (2022).

[16] Risa Sasiningtyas, "Penerapan Metode *Mimicry memorization* Dalam Pembelajaran *Mufrodat* Bahasa Arab Madrasah Diniah Al Hida Thalab Kidul Karangreja Purbalingga." (Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, 2024).

optimally. By identifying and understanding these inhibiting factors, it is hoped that solutions can be found that can increase the effectiveness of the application of the mimicry memorization method in learning *mufrodat*.

RESEARCH METHODS

The type of method used in this research is qualitative research, which is a type of research on society, history, behavior, functionalization of organizations, social activities and so on because it aims to understand social reality.[17] This research was conducted directly in class VII MTs Al-Ittihadiyah Mamiyai Medan for three months. The data collection techniques used include several things, namely. First, literature review, namely seeking information and analyzing various sources such as books, journals, theses, articles and other references relevant to the research.

The data collection techniques used include several things, namely. First, literature review, namely seeking information and analyzing various sources such as books, journals, theses, articles and other references relevant to the research, such as research conducted by Risa Sasiningtyas and research by Rosalinda. Second, in-depth interviews with Dra. Titriati, S.Pd.I as a teacher who teaches Arabic language subjects in class VII MTs Al-Ittihadiyah Mamiyai Medan, where the researcher acts as the main instrument to obtain valid data. Third, participatory observation, where researchers directly participate in the activities of research subjects in order to understand the problems, social context and objective behavior of research naturally. In addition, field notes are also needed as a tool to document the findings obtained.

The data analysis technique used in this research is a technique based on Miles and Hubermant in Sirajudin Saleh's book entitled *Analisis Data Kualitatif* where qualitative research data analysis techniques go through four steps, namely data reduction, data presentation, conclusion drawing and triangulation.[18] The data obtained is simplified, to be presented in descriptive form and draw conclusions from the research results. Furthermore, in testing the validity of the data, the researchers triangulated the data.

RESULTS AND DISCUSSION
Concept of Mimicry Memorization Method

The mimicry memorization method was first applied to English language learning in 1939[19]. The University of Michigan developed the first English language institute in the United States, dedicated to the training of teachers of English as a second

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[17] Muhammad Hasan et al., *Metode Penelitian Kualitatif*, ed. Muhammad Hasan, Pertama (Makassar: Penerbit Tahta Media Group, n.d.).

[18] Sirajuddin Saleh, *Analisis Data Kualitatif*, ed. Hamzah Upu, Pertama (Makassar: Penerbit Pustaka Ramadhan, 2017), https://core.ac.uk/download/pdf/228075212.pdf.

[19] Oensyar and Hifni, *Pengantar Metodologi Pembelajaran Bahasa Arab*.

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and foreign language[20]. Charles Fries, the director of the institute, was trained in structural linguistics so he applied these structures to foreign language learning.[21]

The main purpose of the mimicry memorization method is to use language communicatively.[22] This method seeks to train students to be able to create sentence patterns that have been repeated (drilled), pronounce well and correctly and respond actively to stimuli given by the teacher.[23] In the current era, many students still experience difficulties in communicating using Arabic due to a lack of understanding in reading and writing the Qur'an, as well as a lack of intensive listening and speaking practice.[24] Therefore, teachers who are skilled and fluent in foreign languages are needed, as well as providing more effective exercises for students to improve their language skills.

Concept of Arabic Mufrodat Learning

As for the *mufrodat* itself, Mahir Sya'ban Abd al-Bari said in his book *Ta'lim al-Mufrodat al-Lughawiyyah*, that *mufrodat* is the basic building block of every language, therefore *mufrodat* has great strength in supporting a language.[25] This is in line with the understanding by Kridalaksana Harimurti in the *Kamus Linguistik* that *mufrodat* is also called lexicon, which is the wealth of words owned by a speaker, writer or a language in the form of a vocabulary, a list of words arranged like a dictionary but with a short and practical explanation.[26]

Mufrodat mastery must go through several stages so that the indicators of *mufrodat* mastery can be achieved. Hanifah Nur Azizah explained in the journal she wrote with the title *Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall* that Saiful Mustofa explained that students are considered capable of mastering *mufrodat* if they have met several indicators, namely, pronunciation and rewriting and translation of *mufrodat* forms can be done well, besides that students are also required to be able to use *mufrodat* in the correct sentence, both in oral and written form.[27]

Based on this, the learning of *mufrodat* at each level must be different. Kholidun Ashari explains that Thua'imah offers in the beginner level should be 750/1000 vocabulary, for the intermediate level 1000/1500 vocabulary and 1500/2000 for the

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[20] Oensyar and Hifni.

[21] Oensyar and Hifni.

[22] Aisa and Fikrotin, "Metode Mim-Mem Dalam Pembelajaran Bahasa Arab."

[23] Asni Furoidah and Johan Indrus Tofaynudin, "The Application Of Mimicry-Memorization Method In Arabic Language Learning For Class 2 Students At MI Al-Ikhlas Assunniyyah Kencong Jember," *ICES: International Conference on Education and Sharia* 1 (2024): 600–605.

[24] Izzah and Rochmawati, "Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing."

[25] Al-Bari, *Ta'lim Al-Mufrodat Al-Lughawiyah*.

[26] Harimurti Kridalaksana, *Kamus Linguistik*, ed. Harimurti Kridalaksana, Pertama (Jakarta: PT Gramedia, 1982).

[27] Hanifah Nur Azizah, "Peningkatan Penguasaan Kosakata Bahasa Arab Melalui Penggunaan Media Word Wall," *Alsuniyat* 1, no. 1 (2018): 1–16, https://doi.org/10.17509/alsuniyat.v1i1.24212.

advanced level.[28] Therefore, learning *mufrodat* needs to have principles in its learning. Kholidun Ashari quotes that in a book written by Thu'aimah entitled *al-'Arabiyyah fi Ghair al-Nathiqina biha; Manahijuhu wa Asalibuhu* explains that there are at least seven principles in learning *mufrodat*, namely frequency, range, availability, familiarity, covvarage, significance and arabicness.[29]

Inhibiting Factors of Mimicry Memorization Method in Mufrodat Learning

Although the theory has explained that the mimicry memorization method is one of the methods that can be used in learning *mufrodat*, the ineffectiveness of learning methods can still occur. This can be influenced by inhibiting factors that become problematic in the field. Based on the Kamus Besar Bahasa Indonesia (KBBI), inhibiting factors refer to everything that can hinder, hold back or hinder the progress or achievement of a goal.[30]

In class VII MTs Al-Ittihadiyah Mamiyai Medan, there are several inhibiting factors in the application of mimicry memorization method in learning *mufrodat*. The factors are divided into two, namely internal and external factors. Internal factors are factors that come from within students, while external factors are the opposite.[31]

A. **Internal inhibiting factors**
   1. Student learning interest

      Interest is an important component in learning, because this is an important element that will attract other positive attitudes.[32] But unfortunately, seventh grade students at MTs Al-Ittihadiyah Mamiyai lack interest in learning Arabic so that even though the mimicry memorization method has been established, learning objectives still cannot be achieved. In addition, the understanding that Arabic is a difficult learning, is a factor why student interest in Arabic is still very lacking. In this problem, the role of the teacher is needed.

      What can be done is to invite students to learn in a different atmosphere such as inviting them to learn by following the *mufrodat* delivered by the teacher while walking around in the field. In addition, teachers can also create a supportive environment in the form of forming a light Arabic language environment such as labeling items in the classroom in Arabic, determining one Arabic language day a week or even forming a language community.
   2. Lack of concentration

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[28] Kholidun Ashari, "Problematika Pemilihan Materi *Mufrodat* Menurut Perspektif Rusydi Ahmad Thu'aimah," *El-Tsaqafah : Jurnal Jurusan PBA* 19, no. 2 (2020): 216–28, https://doi.org/10.20414/tsaqafah.v19i2.2370.

[29] Ashari.

[30] Dendy Sugono, *Kamus Bahasa Indonesia*, 16th ed. (Jakarta: Pusat Bahasa Departemen Pendidikan Nasional, 2008).

[31] Umiani, "Faktor Penghambat Pembelajaran Bahasa Arab Di MTsN 5 Bireuen," *At-Tarbiyyah* 1, no. 1 (2021): 142–64.

[32] Youlinda Loviyani Putri and Achmad Rifai, "Pengaruh Sikap Dan Minat Belajar Terhadap Motivasi Belajar Peserta Didik Paket C," *Journal of Nonformal Education and Community Empowerment* 3, no. 2 (2019): 173–84, https://doi.org/10.15294/pls.v2i1.23448.

Focus on listening and following the teacher's pronunciation will be needed. However, what happens in the field is that students still find it very difficult to concentrate. This is also caused by several things, such as jokes from their peers, uncomfortable classes or even spontaneous announcements while the learning activity is still ongoing. In this case, teachers are expected to prepare students' psyches so that they are really ready to take part in learning and are not easily distracted by small things such as short games, stretching movements while mentioning *mufrodat* and short songs consisting of *mufrodat* that have been expected in the previous meeting. In addition, it is also necessary to cooperate with other teachers not to announce something when the lesson is in progress.

3. Student self-confidence

This can be seen when the teacher asks students to come forward to recite their memorization or just repeat the teacher's words individually. This is certainly a problem that must get more attention. Self-confidence leads students to have a strong interest in learning.[33] As a method based on two-way communication, reciprocity from students is needed. If students are not confident to follow the teacher's pronunciation, then this method will not work as described in the theory. To build students' confidence, teachers can give rewards in the form of praise or even give gifts when students are able to memorize the *mufrodat* taught or just be able to follow the teacher's words well. Teachers can also constantly remind students not to be afraid of making mistakes, because it is a common thing in learning.

4. Memory limitations

Given that the mimicry memorization method is used to memorize *mufrodat*, students with low memory will find it difficult during learning. Students tend to forget the *mufrodat* that has been memorized if the memorization is increased, they will easily forget the *mufrodat* that has just been heard. Overcoming this problem requires a patient, consistent and strategic approach. The teacher does not need to give many *mufrodat* to be memorized at once. The *mufrodat* given also need to be repeated more often and need to relate it to everyday life. In addition, the teacher can also invite students to memorize *mufrodat* while pointing to the *mufrodat* that is being memorized. This can provoke students' sensory, which is remembering something while looking at the memorized object.

5. Difficulty pronouncing letters with adjacent *makharij*

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[33] Ricardo and Rini Intansari Meilani, "Dampak Minat Dan Motivasi Belajar Terhadap Hasil Belajar Siswa (The Impacts Of Students' Learning Interest And Motivation On Their Learning Outcomes)," *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (2017): 188–201, https://ejournal.upi.edu/index.php/jpmanper/article/view/8108.

Makharijul huruf is the place where the letter comes out when the letter is pronounced.[34] Given that the mimicry memorization method is a method that emphasizes pronunciation and memorization, the difficulty in distinguishing letters with adjacent makharij will be an inhibiting factor in the success of learning *mufrodat* using this method. Given that Arabic is also a language whose meaning will be different if the words are not pronounced properly and correctly, this problem is also a problem that needs special attention from the teacher.

In this problem, Arabic teachers and tahsin teachers should work together to emphasize and explain the hijaiyyah letters and their pronunciation properly and correctly in accordance with tajweed. The role of both will affect the correctness of student pronunciation. In addition, the teacher must really master the makharij of letters so that students do not feel confused when they hear the teacher's pronunciation as a figure they follow their speech.

B. External inhibiting factors

Similar to internal factors, external factors also have a very important role in learning *mufrodat* using the mimicry memorization method. External inhibiting factors include several things, such as inhibiting factors in the method itself and problems outside the students. External factors found in the field include, namely:

1. Dependence of methods with attractive media

The mimicry memorization method is considered unable to stand alone without the help of interesting media. Media is a means for a teacher to convey learning to students so that learning feels easier and more enjoyable.[35] As visual material to make students feel fun, teachers need to use pictures or similar media so that the *mufrodat* to be memorized can be visualized. However, methods that rely too much on attractive media can lose flexibility. When media is not available or experienced, teachers can find it difficult to switch the method to a simpler form such as direct practice with the teacher's voice without any visualization. Alternative solutions that can be used in the problems that occur are to increase the role of the teacher as the main source that cannot be replaced by any media. The teacher can play the role of a living medium, namely by using intonation, facial expressions and hand movements when pronouncing *mufrodat*.

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[34] Ekayanti, Enung Mariah S, and Fatkhul Ulum, "Analisis Kesalahan Makharijul Huruf Dalam Kemampuan Membaca Kalimat Sederhana Pada Pembelajaran Bahasa Arab Siswa Kelas X IPA SMA Muhammadiyah 1 UNISMUH Makassar," *Fakultas Bahasa Dan Sastra, Universitas Negeri Makassar.* 1, no. 1 (2019): 1–7.

[35] Dkk Hasan, Muhammad, *Media Pembelajaran*, ed. Fatma Sukmawati, pertama (Tahta Media Group, n.d.).

2. Methods find it difficult to stand on their own

When this method is applied, the teacher still combines it with other methods, such as the *al-ghina'* method which is a fun method because it is in line with student interests.[36] Where the *al-ghina'* method can attract students' interest so that it becomes a fitting blend with the mimicry memorization method. However, combining methods can reduce the independence of the mimicry memorization method, where students will become accustomed to memorizing *mufrodat* through songs. This can cause students to find it difficult to mimic and memorize *mufrodat* if it is not in the form of a song and students' ability to remember independently (without rhythm) becomes weak.

Based on this problem, the solution needed is to emphasize the basic function of the mimicry memorization method, where the teacher is in the form that this method is able to stand alone and can achieve goals even though it does not involve other methods. The teacher can do repetitive drilling where the teacher says the words while the students imitate and this is repeated many times. The teacher can also provide a variety of patterns, namely by students imitating individually, in pairs, small groups and full classes so that boredom and monotony can be avoided. In addition, students can be invited to involve gestures or cues that can help strengthen students' memory, such as pretend writing movements on the word *kataba-yaktubu*.

3. Monotonous learning process

Based on the concept, the mimicry memorization method is a learning method based on repetition. Besides giving a positive impact in the form of making it easier for students to memorize, in fact this method also gives another impact in the form of boredom because it does the same thing over and over again. This triggers student boredom so that they are only enthusiastic at the beginning of the lesson, but a few minutes later they feel tired and bored.

Based on this, what can be done is to involve students actively and take turns by inviting students to become small teachers or mimicry leaders. The teacher can give turns to students to lead the mimicry, ask students to make their own movements for each *mufrodat* and followed by classmates, and invite students to make groups and train each other. This makes learning activities more colorful and varied. In addition, teachers need to manage time well, dividing the first 15 minutes to learn by using the mimicry method and in the minutes after that doing other activities, such as asking students and giving students time to rest.

4. Negative social influence

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[36] Hidayati Nurul Hanifah, "Penerapan Ghinā' ʿArabī Sebagai Kegiatan Penunjang Giat Berbahasa Arab Siswa MTs NU Nurul Huda Semarang," *Alsina : Journal of Arabic Studies* 4, no. 1 (2022): 95–114, https://doi.org/10.21580/alsina.4.1.12294.

Basically, the environment is very influential on the student's personality.[37] A negative social environment can lead to reduced self-confidence, shyness and fear of being judged. This happens when students who make mistakes in learning get ridiculed by their other friends. As mentioned, the mimicry memorization method is a method that requires students to imitate the teacher's pronunciation verbally. The role of the teacher will be needed when this happens in the classroom. Teachers must form a positive social environment by building a culture of mutual respect in the classroom. In addition, teachers are also required to be able to be firm in reprimanding students who laugh at their friends' mistakes. The students must be encouraged to appreciate the efforts made by their friends and instill an understanding that the pronunciation of Arabic *mufrodat*, mistakes do often occur so this does not need to be a joke for classmates.

5. Student's family background

Basically, students in class VII do not all live at home with their families. Some students live in the Mamiyai al-Ittihadiyah foundation orphanage. However, based on research, students who live in orphanages are considered more able to follow learning well. After the interview, it is known that students who live in the orphanage will get additional study time. This helps them to understand classroom learning.

Based on this, in this problem, the role of parents is needed. Cooperation between teachers and parents must be done. Teachers need to discuss with parents about the child's personality and activities while at home. In fact, the role of parents is also very much needed to support student education in any subject.[38] Teachers can convey to parents about children's learning at school, so that in addition to being educated at school, students also receive more attention regarding learning at home.

6. School facilities and infrastructure

Completeness of facilities and infrastructure will support the success of learning in the classroom.[39] Other than the hot class, the lack of learning media such as books also impacts students during learning. The lack of books and the uncomfortable atmosphere of the learning space has become one of the factors for students not to be able to focus on learning and themselves. Two students have to share a textbook which can often make them quarrel or even play.

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[37] Mainyer For Jaya Gulo, Raymond Iman Putra Gulo, and Monica Santosa, "Pengaruh Lingkungan Terhadap Pembentukan Karakter Anak," *Scientificum Journal* 1, no. 3 (2024): 150–61.

[38] Syahrial Ayub, Muhammad Taufik, and Fuad Husnul, "Pentingnya Peran Orang Tua Dalam Pendidikan Karakter Anak," *Jurnal Ilmiah Profesi Pendidikan* 3, no. 1 (2024): 101–8, https://doi.org/10.55606/protasis.v3i1.142.

[39] Irwan Fathurrochman et al., "Pengadaan Sarana Dan Prasarana Pendidikan Dalam Menunjang Mutu Pembelajaran Di SDN Lubuk Tua Kabupaten Musi Rawas," *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam* 13, no. 1 (2021): 65–75, https://doi.org/10.30739/darussalam.v13i1.1288.

THARIQAH ILMIAH: JURNAL ILMU-ILMU KEPENDIDIKAN DAN BAHASA ARAB
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To overcome the classroom situation that is still less than adequate, teachers can invite students to do mobile learning in the school environment such as the yard. However, the thing to note is that the transfer of the place of learning should not interfere with the learning of other classes. In addition, in overcoming this problem, the role of the school is also needed. It is necessary to hold a meeting to discuss these two matters, namely the condition of the class and the shortage of student handbooks. Schools must provide comfortable classrooms and adequate student books.

Based on the results of the research that has been conducted, it can be concluded that inhibiting factors greatly affect the success of the application of the mimicry memorization method, both internal and external factors. Solutions for internal factors can be done with the guidance of the teacher himself or at least there is a role for the counseling teacher in it. As for external inhibiting factors, there needs to be cooperation from several parties, namely subject teachers, counseling teachers, principals, parents and all teachers who teach at the school.

CONCLUSION

The mimicry memorization method is one of the learning methods applied in class VII MTs al-Ittihadiyah Mamiyai Medan in learning Arabic, especially learning *mufrodat*. Basically, this method is used to make it easier for students to memorize new vocabulary. However, in practice in the field this method is not always successful as in theory. Problems often occur in the middle of the learning process so that the application of methods that are considered appropriate can miss the target.

There are several factors that hinder the learning objectives that have been set. These factors are divided into two, namely internal and external factors. It has been found that there are five internal factors that occur at MTs Al-Ittihadiyah Mamiyai so that the application of the method does not succeed in accordance with the learning objectives, namely student interest in learning, lack of concentration, student self-confidence, limited memory and difficulty in pronouncing letters with adjacent *makharij*. While the factors that come from outside the students (external) are also found six problems, namely the dependence of the method on interesting media, the method finds it difficult to stand alone, the monotonous learning process, negative social influences, and students' family background.

Therefore, although similar research has been conducted by previous researchers, this study has more findings. This difference can be caused by variations in the research context, namely differences in research objects and subjects. In addition, researchers also provide alternative solutions to the problems that occur by involving several parties, including subject teachers, counseling teachers, principals and parents. Thus, the results of this study are expected to contribute to the development of mimicry memorization methods that are more effective and in accordance with field conditions.

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