Arabic Phonological Interventions with Mimicry-Memorization Learning Method: A Review on Evidence-Based Treatment

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ARTICLE INFO	ABSTRACT
	Abstract: Difficulties and errors in the pronunciation of Arabic phonology still often occur in the process of learning Arabic by non-Arab students it is due to lack of attention in teaching Arabic phonology by teachers and non-Arab students. But in previous studies, no one has researched the use of methods in the learning. Thus in this study, researchers have explored, analyzed, and described a method to give an overview of a method for learning Arabic phonology for foreign students. This research uses the Library research method in the collection of relevant data. Data is obtained from articles, books, Internet and past research by the discussion. The result is that the mimicry-memorization method has a lot to influence the results of foreign language learning and can be used as an innovation in Arabic phonology learning for foreign students, which is the most key thing to do before learning Arabic language skills. Thus the results of This research can provide innovations for teachers of Arabic with a method of mimicry-memorization in teaching Arabic phonology to foreign students so that they can pronounce the letters, vocabulary and sentences of Arabic language well and correctly. Thus, non-Arab students can communicate with Arabic in communicative, eloquent, and fluent.

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Arabic letters are certainly different from the sounds of the Latin alphabet, so many problems in his studies. Meskhi stated that the phonology was very important in the mastery of foreign languages. In Arabic language learning, especially al-Ashwat plays an important role. Even studying Arabic phonology is more precedence before learning the skills and components of other linguistic (Mufidah, 2018). In the process of language learning is not concerned about the language sound system itself will cause a variety of difficulties in language learning (Fakhrurrizi & Mahyudin, 2012). Although the learner has known the word and got the information of knowledge from being heard, that ability cannot guarantee that the student has been able to distinguish the sound in its pronunciation (Cutler, 2015). The consonant and vocal sounds of the second language are felt through the first language sound system, making it difficult to produce a second language sound influenced by the first language (Escudero, 2007). In learning the science of Ashwat there are levels of which is the first voice of residence that is digitally knowing the characteristics, shapes and ways of pronunciation. Both words and words consist of several different singular voices using *sharf* science in every change and its alignment. The three sentences are the arrangement of several words that are arranged specifically and regularly using *nahwu* science in their stacking (an-Nuri, 1996). to achieve a maximum level of learning and can overcome problems in learning, an indicator of learning is needed, especially in Arabic phonology learning, in terms of hearing Arabic (*Istima'*) and in terms of speaking Arabic (*kalam*) (Tu'aimah, 2004).

Al-Ashwat's learning process takes place through the practice of *Istima'* and *Kalam*. If learners often pronounce or recite the mother tongue sound, then the teacher should emphasize the practice of reciting and listening to the actual Arabic sound continuously and focus on the mistakes of learners. If errors occur in the intonation and style aspects only. This is so that the learners can follow along and recite Arabic in accordance with the Arabs recite it. In the first phase of learning is memorization applied students can memorize by repeating and continuous exercise so that it forms in his mind (Ibrahim, 2002). While learning itself one of the means to present the material, the method of learning Arabic phonology is very decisive of success in the learning process (Bisri, 2012). And a teacher can also make a big difference in improving the accuracy and smoothness of students in foreign language pronunciation (Bahzedi & Sayadian, 2015).

Nowadays, learning about sound in Arabic is less concerned. In the book of Tu'aimah, there is field research explaining about phonological problems in Arabic language learning, it is because the training of *Ashwat* for foreign speakers is still very little done (Tu'aimah, t.t.). That is the main factor of the person, although it has long been learning the Arabic language often has difficulty to convey words or understand the greeting that is conveyed by others. Consequently, they often have errors in writing

Arabic writing. Linguistic problematics are difficulties that students face in learning as a result of the characteristic Arabic language as a foreign language. While the problematics that come from the teacher are a lack of professionalism in teaching and the limitations of the components that will be implemented in the Arabic language in terms of purpose, materials, methods, media, learning resources and evaluation tools (Hidayat, 2012).

The study of Arabic phonology learning methods has not been widely discussed and used, so there needs to be a deeper discussion of the method of learning Arabic phonology by foreign students. In the process of learning Arabic phonology need a special method in teaching it to non-Arab learners. Because a method is one step to convey the material in a learning process. The learning method is the digestive level of a thorough learning program and is related to the step in the composition of the material, procedural lessons (Hermawan, 2018). In the study of Arabic phonology, teachers can use the Mimicry-Memorization method or also called the Audiolingual method, in which case the teacher must provide a native speaker model for learners, and encourage mastery of pronunciation through small forums or in pairs to avoid mistakes (Lado & Fries, t.t.). The mimicry-memorization method means the copying and memorizing method. This method was first designed by linguists at the University of Michigan in 1939 for military personage during the Second World War. This audiolingual method aims to give students the ability to properly pronounce words, phrases and statements and speak the communicative, fluent and fluent language (Education, 2012). Therefore, the student will learn repeating aspects of language to put Arabic in their subconscious. So it can be used automatically in the language process (Mufidah, 2018). Because the true acquisition of each sound cannot occur suddenly and independently without any reason, but slowly and gradually (Chaer, 2014). And also the first words that are heard cannot be saved as a sound, but rather as a holistic pattern of the articulation process (Júnior & Mangueira, 2013). Samawiyah states that fixing phonetic symbols through Audiolingual methods can improve students ' listening skills because the phonetic symbols display a linguistic feature of how those words are pronounced or spelt and they offer a way to identify and recognize words easily (Samawiyah & Saifuddin, 2016).

Based on the background research need to increase and attention to the learning of Arabic phonology is by applying the method mimicry-memorization so that foreign students can pronounce letters, vocabulary and sentences Arabic properly and correctly. This is reinforced by some studies have implemented methods in the study of phonology including phonics method that is imitating and memorizing letters in beginner-level foreign language learning and also phonetic method of learning language sounds to find the nature of the sound that has not been known before. Thus, there are good results and greatly facilitate the learning process so it is effectively used in foreign language learning.

LITERATURE REVIEW

First based on a field analysis on phonology errors in the reading skills of Arabic text according to the Fitria Latifah et al. It can be concluded that in the learning process of reading skills, the students caused an error or commonly called a phonological error that occurs in the form of a consonant that has no equivalent in the first language (Lathifah dkk., 2017). Secondly, the field research conducted by Ahmad Renaldi and friends about phonology difficulties in the second language study of English, the results of the study stated that difficulties in the second language learners were caused by their language background. Thus many phonological errors occur found in both language learning (Renaldi dkk., 2016). Third, field research by Diah Ayu Wulan about the problem of learning tone and Mandarin intonation stated that the mistake in saying tone occurs because of transfer errors and the error of development of learners and lack of intensive training and the practice of using the Mandarin language (Wulan, 2015).

Then the fourth other field analysis conducted by Nina Khayatul Vurdyana in the application of phonetic methods on English learning for early childhood is that this method of copying and memorization is effective in helping children read and learn English as they are beginner-level English learners (Virdyna, 2015). Fifth, field analysis on the application of intonation patterns in Kalam learning conducted by Tulus Musthofa and Samiratul Azizah stated that students can apply the pattern of intonation of Arabic sentences and received by native speakers with A varied process of receiving results (Musthofa & Azizah, 2020). Sixth, in a field study by Likitrattanaporn about Teaching Phonological Accuracy and Communicative Fluency at Thai Secondary Schools aims to determine the opinion of middle-level Thai teachers teaching English. Their perspectives were gathered and compared to the practice of phonological accuracy, communicative FASR activities, authentic teaching techniques, and appropriate determinations of the proper problem of solving phonological teaching and communicative English teaching in Thailand. The research subject is 96 teachers from 8 secondary schools in Bangkok, Thailand. Research techniques using a questionnaire with thirty items. Data is collected statistically by mean and percentage of arithmetic. The results showed that teachers had a very positive role in the phonological precision of teaching and for communicative smoothness. However, the attitude of the teacher is not related to the pedagogy that is done in their class as high as expected (Likitrattanaporn, 2014).

Based on some previous studies, there are processes and results of varied research on the problems and methods of learning the phonology of foreign languages. In this study, researchers focused on the method of mimicry-memorization in the study of Arabic phonology. Therefore, this research aims to explore and analyze previous research, so it can be used as a reference in describing the method of mimicry-memorization in Arabic phonology learning by foreign students. The results of this research are expected to be used as a reference in the study of Arabic phonology so that foreign students no longer experience phonology problematics in Arabic language learning.

METHODS

The research method is interpreted as a scientific way to obtain data with specific purpose and usability. This scientific way is based on scholarly traits namely rational, empirical and systematic (Sugiyono, 2017). This research aims to explore, analyse and describe the method of Mimicry-Memorization in the process of learning Arabic phonology by foreign students. In this research researchers use the literature study method that is gathering information relevant to the topic or the problem of phonology and the method of Mimicry-Memorization. Data collection techniques are obtained from books, scientific papers, journals, past research, internet and other relevant sources related to the discussion. Besides, research will be better supported, both by existing theories and by real evidence, namely the results of the research. After the data is collected, then the data is analyzed by the content analysis method.

In this study, there are two data sources, including primary data and secondary data. The primary data source in this study was a variety of previous studies within the last five years gained from a thesis and an accredited journal on the Internet about the use of the mimicry-memorization method. The secondary data source in this study is a wide range of articles, books and journals related to mimicry-memorization methods and the learning of foreign language phonology.

RESULTS & DISCUSSION

Some previous research on the use of mimicry-memorization methods in language learning resulted in a varied research overview in the field research of Ayu Tri Agustina in the application of Mimicry-Memorization learning method to improve the results of learning Arabic learners class III MI Senden Kampak Trenggalek (class action study) to improve the activity and learning outcomes of Arabic language grade III students MI Sanden Kampak, Trenggalek stated that the results of Arabic language learning have increased after using the method mimicry-memorization through steps as Researchers read or pronounce the vocabulary to be taught and sentence structures one by one that has been selected, then learners impersonate the vocabulary spoken by researchers, the activity is done repeatedly until students memorize, to check the understanding and mastery of the student's vocabulary, researchers evaluate by providing training questions to learners. The study used class Action research for two cycles. Each cycle consists of four stages: planning, implementation (acting), observation (observation), and reflection, the target of this research is a class III student on the subject of Arabic material about the garden. The results of the research used with the application of Mimicrymemorization method, indicating the increase of students ' learning results from the pre-test, post-test siklus I, until the post-test siklus II. The results of the study proved with pre-test, post Test Sikus I, until the post-test Sikus II. It can be known from the average mark of learners 48.5 (pre-test), increased to 67.5 (post-test cycle I), and increased again to 93.75 (post-test cycle II). The weakness in this study of the method of teaching takes a lot of time because it has to explain one by one and repeatedly, teachers should be able to recite Arabic vocabulary with good and true like native speakers so that students can replicate and recite Arabic vocabulary properly and correctly. Pros: Students can learn Arabic easily understood because students are explained in detail and repeatedly about the pronunciation of the vocabulary and the structure of the Arabic sentence by the teacher. A special characteristic in this study is the Arabic language learning method with the repeated process until students memorize (Agustina, 2017).

Experimental studies by Syarifah Aini and Mu'allim Wijaya application of the mimicry-memorization method in the mastery of Mufrodat in class XI religious Program madrasah Aliyah Darul Lughah wal Karomah Probolinggo which aims to facilitate the understanding and mastery of students ' mufrodat on Arabic language learning materials using quantitative research methods of experimental research with ordinal data types. While the method of data collection using an oral test method with technical comparative analysis (non-parametric) is Mann-Whitney U-Test (Uji U). To prove that this research is significant or not, researchers use data (Statistical Package for the Social Sciences). The results showed an influence on the use of mimicry-memorization methods in Mufrodat mastery, students are more active and effective in learning Arabic language subjects. Based on the calculation results are as follows the major influence of the application of the Mimicry Memorization method of the XI class religious Program is 13.774. The value 13.774 is seen from the Mean Difference value in the analysis results using SPSS data. The results of the analysis above are also generated that in the experimental class there is an average value of 79.11 and in the control class, there is an average value of 65.33, which is if the average value in the experiment Class class minus the average value in the control class (79,11-65,33) will be generated 13.774. The thinning results are interpreted well because the highest score with a value of 100 is achieved by 2 students and the intermediate score with a value of 75-95 is achieved by 22 students, while the lowest score of 40—70 is achieved by 4 students. Weakness: Learning using this method of mimicry-memorization requires continuous training and habituation to keep students active and effective in Arabic language learning. Pros: Learners can emulate and recite directly in *mufrodat* deprecation process, to facilitate understanding of Arabic material. A special characteristic of this study is the influence of mufrodat learning methods by mimicking, recite and understand vocabulary directly so that learners can understand the Arabic language easily (Aini & Wijaya, 2018).

Based on the results of data analysis and field research by Nabila Zakiya on the influence of the Mimicry-Memorization method helped the media to improve vocabulary mastery using the experimental quasi techniques with the design of non-equivalent control group design. The instrument used is a descriptive test. The purpose of this study is to know the significant differences in vocabulary-mastery improvement before and after using the Mim-Mem learning method of drawing media compared to the students who use the learning method Mim-Mem assisted Audio media on the subjects of Arabic in Madrasah

Tsanawiyyah Asih Putera. The results of the study stated that the application of the Mim-Mem-assisted image Media method has more effect on improving students ' vocabulary mastery compared to the application of the Mim-Mem-assisted audio media method. Weakness: The teacher must prepare the display method and media before the learning process with the cooked preparations. Pros: The use of mimicry-memorization methods with the help of image media students not only practice to hear and speak but can practice four language fluency at once. A particular characteristic of this study is the influence of the use of the Mim-Mem method of media to improve the mastery of Arabic vocabulary covering three aspects, namely increased mastery of words, pronunciation and discovery of meaning (Zakiya, 2019).

The application of mim-mem method on *Kalam* learning in Madrasah Tsanawiyyah Negeri 8 Sleman by Riyan Rahadiansyah in 2017 which aims to improve the ability of Kalam. It uses a type of field research with quantitative approaches and data collection techniques through tests and non tests (observation, interviews, and documentation). The results of this study showed the T post-test Test between experimental classes and the control obtained observation value > This (approved) or 16.073 > 13.938 at a significant level of 5%. So it can be noted that there is a difference between the experiment class and the control class. from the data obtained in the know that the Signifination (Sig 2-taild) of 0.000 where the figure is less than 0.05 then Ha accepted and Ho at the decline. This means there is a significant difference between the experiment class and the control class. This indicates that the learning strategy of Mimicry Memorization is effective for improving the ability of the students ' *al Kalam*. Weakness: Teachers must prepare learning with maturity, the learning process takes a lot of time. Pros: This method can be used with a lot of students and in addition to imitating students can practice listening to text at once. In this study there are special characteristics that are activities in the form of demonstration and drilling sentence structure, speech training and exercises using Arabic vocabulary by following or impersonating teachers and informant native speakers (Rahadiansyah, 2017).

Application of Mimicry Memorization method in English Club student vocabulary in grade I Darul Amanah boarding school year 2017/2018 by Reni Hidayati (1) describing the application of the mimicry-memorization method in vocabulary learning English Club (2) describe the benefits of implementing Mimicry Memorization in teaching vocabulary. (3) describing the weaknesses of implementing the Mimicry Memorization method in teaching vocabulary. This research is descriptive analysis research. The subject of this research is 17 students of I Pondok Pesantren Darul Amanah Kendal. Data collection and analysis are conducted through stages: observation, recording, documentation, and interviews. The results of the study have answered questions that the author asked. First of all to answer the first question about "How to apply Mimicry Memorization method on teaching a class I English club in Darul Amanah Boarding School at Kendal, the author found that the Mimicry Memorization method is applied in the English club Darul Amanah Boarding School at Kendal. Teacher provides material using Mimicry Memorization method well and based on the implementation theory of Mimicry Memorization method in Darul Amanah boarding school at Kendal following the theory of character and technique. Second to answer the second question, what are the advantages of implementing the Mimicry Memorization method. The author finds three benefits of implementing the method of memorizing mimicry (1) Students can recite vocabulary well (2) students always actively respond to teacher stimulus (3) treating students to memorize vocabulary. Third to answer the third question, what is the disadvantage of implementing the Mimicry Memorization method of teaching vocabulary. The author finds that there are three weaknesses in the application of the Mimicry Memorization method. There are 3 (1) methods requiring native speakers or teachers who are competent in pronunciation (2) Students can not actively inquire about the material (3) students only know one meaning. Cons: The method requires a native speaker or a competent teacher in pronunciation, students can not actively inquire about the material and students know only one meaning. Pros: Students can recite vocabulary well, students are always actively responding to teacher stimulus and treating students memorizing vocabulary. What distinguishes this research from previous research in the application of this method is focused on learning vocabulary in English Club and students are only instructed to emulate the vocabulary spoken by the teacher without any deep understanding (Hidayati, 2018).

Method of teaching the Mufrodat Arabic language for beginners through the method mimicry memorization by Muhammad Sultoni in 2018. This research aims to analyze the process of teaching the Mufrodat Arabic language for beginners through the method of mimicry memorization. Through this method, the learning of *Mufradat* in junior high school Muhammadiyah 1 Pekalongan Lampung Timur There is an increase that can recite the mufradat well and eloquent, students can memorize the Mufradat, students are more active and excited because the pronunciation is done simultaneously, although there are some students who have not been able to read the Arabic script the students are more focused with the pronunciation of the teacher, and the atmosphere of the class more lively because students do not remain, must continuously respond to the stimulus from the teacher. This research is field research, with the kind of qualitative research. In the research that the author is doing the subject of research is a grade VIII Student Junior High School Muhammadiyah 1 Pekalongan East Lampung and teacher of Arabic language study, while the object of this research is the application of Mimicrymemorization method in the learning of *Mufradat* in junior high school Muhammadiyah 1 Pekalongan Lampung Timur. Data collection techniques using observation methods, documentation and interviews. As for analyzing data using how to reduce data, data presentation, and withdrawal of conclusions/verification. Results of the study showed that in the application of Mimicrymemorization method (Mim-Mem Method) in the learning of Mufradat in junior high school Muhammadiyah 1 Pekalongan Lampung Timur through several processes namely: the process of pronunciation and imitating, the process of memorization, process grammatic, discussion process, and process variation. Cons: In this study of learning Arabic vocabulary students only understand the vocabulary ever spoken and exercise is manipulative practice. Pros: Students have good pronunciation skills, skilled students create standard

sentence patterns, students can conduct oral communication well, living class atmosphere because the students are continuous. A special characteristic in the study is the use of the mimicry-memorization method in learning Arabic vocabulary through several processes: pronunciation and imitating process, memorization process, grammatic process, discussion process, and variation process. So it can master four skills at once with the process of listening and speaking than reading and writing (Sultoni, 2018).

In the study by Laila Fathiyyah the use of the song as a realization of the method mimicry-memorization to improve vocabulary in irregular verb with design action class X Madrasah Aliyah Mathali'ul Falah Pati in 2015/2016. The study aims to increase student vocabulary power in irregular verbs through songs. The data-sensing technique uses methods such as observation, tests, and documentation. Data analysis methods are used to support research in schools to obtain research objectives. This study was carried out in two cycles and carried out in four activities in each of its cycles: planning, observation, implementation and reflection. The results showed that the use of Song as a medium could improve students ' learning performance in the study of irregular verbs. The study conducted a test of students ' learning achievement at each cycle. This is evidenced by the results of the increasing student test in each of its cycle. On the average cycle of learning outcomes is 6.01 students. Cycle I value 7.23 students and cycle II 8.08. The results of the study can be concluded that the use of the song as a realization of mimicry-Memorization to improve the ability of English vocabulary students in irregular verbs has succeeded. The weakness in this study is that when teachers will do the learning process using the methods assisted by the song, the teacher must prepare the learning and the teacher must be skilled in the delivery of the material using the song so that the students can receive the material well. The excess class is more vibrant, students are more excited and easy to receive the material taught, memorizing vocabulary with songs is easier to remember. The specific characteristic of this study is the use of the mimicry-memorization method through the song in improving the fame of the English irregular vocabulary (Fathiyyah, 2016).

The field research of Wannakarn Likitrattanaporn on The Effects of Applying Linguistic Principles and Teaching Techniques in Teaching English at Secondary School in Thailand aims to determine the teacher's opinion and the student's opinion of the English language lessons. The subject of this study was 5 Thai-language teachers teaching English, and 85 grade 10 students of mixed proficiency at the Triamudom Suksa Pattanakarn Ratchada School, Bangkok, Thailand. Research techniques in the form of questionnaires and interviews. Later data from the research instruments were collected and analyzed on the principle of the minimum linguistic pairs and articulate phonetics as well as techniques of mimicry-memorization teaching; Practice substitutions of vocabulary, the practice of language patterns, exercise reading comprehension, listening exercises, speaking and writing, and communicative activities; Informal talks and free writing. The results show that teachers and students have a very positive opinion on the application of a linguistic principle in phonological learning. The teaching techniques provided in Adapted English Lessons can be used efficiently in the classroom. Teachers and students also have positive opinions on them. The weakness of foreign language teachers must prepare a broad and mature learning plan. The advantages of such learning techniques can maximize students in learning the principles of linguistic. The specific characteristic of this research is the technique of mimicry memorization teaching to be implemented optimally with four language skills including and applied in a communicative context (Likitrattanaporn, 2015).

Nina said in her field analysis with the application of the phonetic methods of English learning for early childhood, the method of copying and memorising is effective in helping children read and learn English as they are beginner-level English learners. Besides, learning by this method also makes the child can remember what they learned in a longer period. Because, this method is not a method of memorization but it implements a meaninglessness method. So, the child can not only read but also know the exact meaning of what they read (Virdyna, 2015). This research aims to explore, analyse and describe the method of Mimicry-Memorization in the process of learning Arabic phoneology by foreign students. Based on the results of the study, stated that mimicry-memorization method proved to improve language mastery such as *Mufrodat, Kalam and Qira'ah*. As with other methods, this audiolingual method also has advantages in learning process, including: the presence of drill training system and the role of teachers as example providers, appraisers and directors of understanding and pronunciation of students. Then students will have good pronunciation skills. Thus, students can communicate well because the practice of hearing the sound of the teacher and speaking (pronunciation of sounds, words and sentences) is done intensively so that the atmosphere of the class feels alive. This is because students are required to always respond to the stimulus given by the teacher. This is done by impersonating and memorizing words and sentences spoken by a native speaker or teacher in a fluent sense. Grammar is a benchmark and encourages learning with listener habituation first. Then habituation of pronunciation. Then it can then be applied when one speaks, reads and writes.

Besides, this method has provided good learning outcomes due to high motivation, intensive training, small classes and good models. Some basic sentences are memorized by imitating. When a basic sentence has been studied excessively, students can practice dialogue. Then they can vary the dialogue in the material he has learned. Finally, students play a dialogue in front of the students. This method is not only used for training students how to pronounce words, phrases and statements correctly, but also to control the language classes. Students are expected to focus their attention on the lesson. Some disadvantages of this method is that foreign language teachers must be competent and fluent in the delivery of the language, learning takes a long time because the process is repeated, students only focus on the material delivered by the teacher, student response tends to be mechanistic. Thus, learning using this method needs to be prepared before the learning process begins.

Based on the implementation step on previous learning. Thus, the steps of applying mimicry-memorization method in the process of learning Arabic phonology can be done through demonstration and drill aspect of the language, mimicry or imitating Arabic word pronunciation by following and impersonate a teacher or native speaker. It can also be done in a language laboratory by distinguishing a few words at least (minimal pair/*Stunaiyah Sugra*). Hiwar or a daily conversation using Arabic is emphasized. Through conversation activities, vocabulary and the new structure (grammar) are introduced. Providing grammar materials from conversation dialogue examples without students being aware of. This activity aims to make the material received can be immediately practiced and familiarize. Then, reading and writing exercises are given to students based on their previous oral exercises, as well as phonetic methods. Thus the student will be able to remove the sound of letters, vocabulary or sentences well and correctly according to the rules. The application of this method is not possible when the foreign language teacher is less fluent and mastered the Arabic *alphabet Makharijul* technique in the delivery of learning materials, it can cause the students ' fault in listening and imitating the readings. The steps of implementing the mimicry-memorization method in the Arabic phoneology (*Ashwat*) learning that can be described for foreign teachers:

1. Distinguishing sounds in almost identical sentences:
    a. سَيْفٌ (*saifun)* = Sword
        صَيْفٌ (*shaifun)* = summer
    b. دَلَالٌ (dalaalun) = favorites
        ضَلَالٌ (dhalaalun) = error
    c. مَنْذُوْرٌ (mandzurun) = reminder
        مَنْظُوْرٌ (mandhzurun) = visible
    d. مَجْهُوْرٌ (majhuurun) = attendees
        مَشْهُوْرٌ (masyhuurun) = famous
    e. أَمَلٌ (amalun) = goals
        عَمَلٌ ('amalun) = work

From *mufrodat* above students can replicate the words spoken by the teacher properly and correctly, then memorize the Mufrodat by understanding the meaning.

2. distinguish the vocal/harokat short-length sound in the letters (س) as well as explaining the basic contents of sentences:
    a. سَ = هِنْدٌ تِلْمِيْذٌ فِيْ المَدْرَسِةِ (short thin fathah vocals)
    b. سْ = بَيْتٌ أَحْمَدٌ بِهِ بُسْتَانٌ (alveolar consonant/unmute/dead)
    c. سَا = فَاطِمَةً أُخْتَ سَالِمٌ (thin -length fathah vocals)

From the sentence above students can emulate the teacher's lafadz properly and correctly according to the short length of the letter read, then memorize the sentence by understanding the meaning of the sentence and can use the example of the sentence in daily activities.

3. Pronounce sentences with intonation and tone according to the statement:
    a. مَا أَجْمَلَ هَذَا المَنْظَرَ! = amazement
    b. مَا أَجْمَلَ هَذَا المَنْظَرَ؟ = sentence

From the sentence above students can mimic the teacher's lafadz properly and correctly following the tone and its intonation, then students recite the sentence as per the teacher's statement by understanding the meaning of each sentence to be used in everyday conversation.

CONCLUSION

With the method of mimicry-memorization in learning Ashwat will certainly help teachers to innovate in the process of learning Ashwat. Ashwat learning is very important, before learning other language skills. Especially for foreign students who learn Arabic, must be able to pronounce the word or sentence properly and correctly, distinguishing the reading of long and short letters. To understand the meaning of the basic idea contained in the sentence. And the achievement of Arabic phonology study is hope students can speak communicative, fluent and smooth. In this study resulted in several research articles in the last five years about the application of mimicry memorization with different outcomes and learning processes and not much research discussing the effects of this mimicry memorization application in the study of foreign language phonology. So it is necessary to have deeper research on the application of such methods especially in the study of Arabic phonology.

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