

Enhancing Student's Memory in Arabic Vocabulary through *Tikrar* Method

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Article History:

Received: Dec 03, 2022

Revised: Dec 11, 2022

Accepted: Dec 18, 2022

Published: Feb 28, 2023

Keywords:

Arabic, memory, student, *Tikrar* method, vocabulary

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Abstract: *Language learning is closely related to vocabulary mastery. The more input vocabulary received the more words that can be said through words (al-kalaam). Today many schools have bilingual programs as the language of daily communication in the school environment but they are not yet effective. Many students cannot use the vocabulary they receive. Even though the vocabulary received is very large, they are still difficult to use in daily conversation or when facing Arabic exams, both orally and in writing. One important factor is the lack of strong memory related to the vocabulary you have. The purpose of this writing is to find out how to strengthen memory for mastering foreign language vocabulary through the Tikrar method. This study uses a qualitative approach. Data were obtained using interviews, observation, and documentation of students and teachers of Wali Songo Islamic Boarding School Ngabar. This educational institution has implemented the Tikrar method and has succeeded in increasing students' mastery of Arabic, especially their mastery of vocabulary. Data were analyzed using qualitative analysis techniques Miles, Hubberman, and Saldana. The results showed that the Tikrar method was implemented by teachers in class and senior students (students' language organization) outside the classroom. The implementation of the Tikrar method in learning in formal classes with teachers and non-formal outside the classroom can strengthen students' memory in vocabulary which is then used in daily activities. The Tikrar method can strengthen memory because in learning Arabic vocabulary the teacher and administrators of the santri language organization give Arabic vocabulary in a repeated way. Students also continuously repeat the vocabularies they get both orally and in writing. This makes the memory entered into the long-term memory so that the vocabulary students have learned will be easy to remember and use for speech and writing.*

INTRODUCTION

Language is an important tool in human life to communicate each other (Khosibah & Dimiyati, 2021). Language is also a medium used to channel human will.

Where language gives rise to expression and produces collaboration within the community (Nurcholis & Hidayatullah, 2019). According to Suhardi, language which in this case means speaking or

writing is expressing meaning in the form of ideas, feelings, requests, and so on. The idea is conveyed in the form of sentences. These sentences are composed of words that contain meaning and will then form meaning (Rumilah & Cahyani, 2020).

In learning a second language acquisition is closely related to vocabulary mastery. The more input vocabulary received the more words that can be said through words (*al-kalaam*). Conversely, if there is no vocabulary learned, it will be difficult for someone to use the foreign language because they do not have vocabulary stored in their brain memory. In learning foreign languages or also known as SLA, vocabulary mastery has gone through various long processes. Either done consciously or unconsciously. Then, the language input obtained will remain in memory as its place of residence. Until he is ready to be accessed again.

The second language learning in this study is Arabic which has four skills, namely: Listening (*Istima'*), Speaking (*Al-Kalaam*), Reading (*Qira'ah*), and Writing (*Kitabah*). Of all the existing language skills, it requires a very important thing, namely the existence of vocabulary. Vocabulary in the human brain undergoes a very long process from being entered into the brain, stored as memory, then used by the human himself for the purpose of conveying his meaning either through writing or speaking.

In this era, the dynamics of a second language or foreign language are growing and also becoming more complex (Sholeha & Al Baqi, 2022). The emergence of vocabulary for foreign languages is becoming more and more. Likewise in Arabic. Many contemporary languages are created from Arabic vocabulary. This happens because many things that did not exist before coming into existence. So many different new vocabulary appears. The more vocabulary that appears, the more things Arabic learners have to learn.

Today many schools have bilingual programs as the language of daily mandatory communication in the school environment but they are not yet effective. Many factors influence the quality of this bilingual program to be effective or not. Several factors include the lack of motivation and efficacy of students in using Arabic, the lack of input vocabulary they receive, the lack of appropriate material provided by the teacher to their students, and so on (Brutu, 2021).

Therefore, here the author examines the process of strengthening memory in acquiring Arabic vocabulary for students of the Wali Songo Ngabar Islamic Boarding School through the Tikrar method. Where strengthening this memory is something that is very important for these pesantren. This is because there is an obligation for students to use Arabic in everyday communication. Therefore, students need Arabic vocabulary input, as well as reinforcement. Strengthening this memory is intended so that the vocabulary absorbed by students does not easily disappear.

THEORETICAL SUPPORT

Arabic Vocabularies Teaching and Learning

The term language is an English language, while in Arabic it is called *lughat (un)*. One of the popular definitions of language or *lughat(un)* in Arab countries is the definition put forward by a linguist named Ibnu Jinny. According to Ibnu Jinny, language is ashwaatun or sounds used by a group of people to convey or express their meaning (Fathoni, 2021).

For language learners who live in Indonesia, Indonesian is the first language or first language, while Arabic is the second language or second language. In acquiring a second language a learning process is needed. In the learning process, there are two important things to do, namely: learning and teaching. These two

things are closely related so that they influence one another (Sholeha & Al Baqi, 2022).

Learning is a process of changing behavior that occurs through experience and practice. J. Neweg revealed that learning is a process of change in terms of one's behavior as the value of the first trial. There are at least three components introduced by J. Neweg. First, he argues that learning is a process that occurs in a person. As a process, learning has stages. The second component is experience. Learning will not occur if the person concerned has not experienced the process previously mentioned. Basically learning is on a trial basis. Learn by experiment that results in experience. The third component is behavior change. The end result of the process that occurs in a person is a change in behavior. From this, it can be concluded that learning is a process whose end result is a change in behavior. While W.H. Boston sees that learning is a change in the behavior of the individual and the individual with their environment. Boston also has the opinion that the main element of learning is the change in a person (Maghfiroh, 2021).

Besides the learning process, there is also a process called teaching process. In the book *Tarbiyah wat Ta'lim* it is explained that teaching is a process of transferring knowledge from the teacher (in this case the educator) to the brains of the students (KMI Gontor Team, 1984). According to the book, there are three components that underlie this activity, namely: teacher, learner, and knowledge (al-mu'allim, al-muta'allim, wa al-ma'luumaat) (KMI Gontor Team, 1984). A teacher or teacher is someone who becomes a facilitator for learners or students. The teacher is also the one who chooses the appropriate teaching materials for his students. While learning is an activity carried out to create an atmosphere or provide services so that students learn (Hidayat, 2012).

Each teaching and learning process has its own challenges. Likewise in the process of learning Arabic. According to Garancang, learning Arabic among students in Indonesia has a complicated impression and is quite difficult to learn. This is due to the different characteristics of each, both in terms of semantics, syntax, phonology, and morphology. This perception of 'difficult to learn Arabic' for Indonesian students arises because there are several differences between Arabic and Indonesian. These differences, among others, lie in grammar (*nahwu and sorof*), style of language (*usluub*), sound system (phonology), vocabulary (*mufradaat*), and writing (*imla*) (Rozak, 2018).

Learning Arabic in the scope of Islamic boarding schools in Indonesia there are those who teach in the form of knowledge or knowledge of languages only, there are also those who complement it by teaching Arabic as a linguistic skill used for daily communication (Makruf, 2016). At Islamic boarding schools that apply Arabic as a daily communication tool, Arabic is a mandatory language of communication that is included in the Arabic language learning curriculum. So Arabic is not only taught theoretically but also practically.

One very important element in learning Arabic is mastery of *mufradat* or Arabic vocabulary. In mastering this *mufradat* students are required to know and understand the meaning of the Arabic vocabulary. The level of mastery of Arabic vocabulary is one of the factors that support students' confidence in using the language (Izzan, 2009).

Memory Enhancement

Humans are given a memory whose ability to accommodate so many memories. The memory capacity that exists in humans is very large. The existence of this memory is very important for humans. If humans carry out thinking and reasoning activities, then some of these humans use the facts

that have been stored in memory. According to the perspective of cognitive psychology, memory is the power of the soul to receive, store and reproduce impressions. So there is. Three elements in memory, namely: receiving stimuli or impressions, storing data from these impressions and messages, and reproducing them (Elita, 2004).

According to Robert L. Solso, an expert in the field of Cognitive Psychology, memory structures can be divided into three systems: (a) sensory memory systems (sensory memory), (b) short-term memory systems or short-term memory (STM), and (c) Long term memory or long term memory (LTM). The memory system is known as the Atkinson and Shiffrin paradigm model which was refined by Tulving and Madigan (Bhinnety, 2008)

Later, Solso also wrote that sensory memory records information or stimuli received through a combination of the five senses: sight through the eyes, hearing through the ears, smell through the nose, taste through the tongue, and touch through the skin. When information or stimuli are ignored, the impact on memory is soon forgotten, but when noticed, the information is transferred to the short-term memory system. The short-term memory system stores information or stimuli for approximately 30 seconds. The short-term memory system can only store and maintain about 7 blocks (blocks) of information at a time. Once in the short-term memory system, information can be

transferred to the long-term memory system for storage through repetition, or information can be lost or forgotten new Information (Shift) (Bhinnety, 2008)

In terms of learning a second language, according to Brown, DeKeyser, and Hadley, one of the main things that the mainstay of practice is to repeat the structure of the target sentence as often as possible. It is considered a means to help learners to develop good language learning "habits". This exercise is assisted by the teacher directly or by stimulus from a pre-recorded sound recording where students can hear well and then imitate the sentence. After imitating the words heard, they then repeat the activity (Hall & Verplaetse, 2000). So the acquisition of language only from initial stimulation is not enough but requires repetition so that the memory is stored properly in the brain.

Language learning that requires input in the form of vocabulary to be implemented into speech and writing is closely related to memory. How much vocabulary does the student receive in his memory, and how much can he issue the word in speech or writing. But the memory quality of each word that enters the students' memory is different. This happens because each vocabulary is in a different memory system. Some are entered in long-term memory or long-term memory and some are entered in short-term memory or short-term memory.

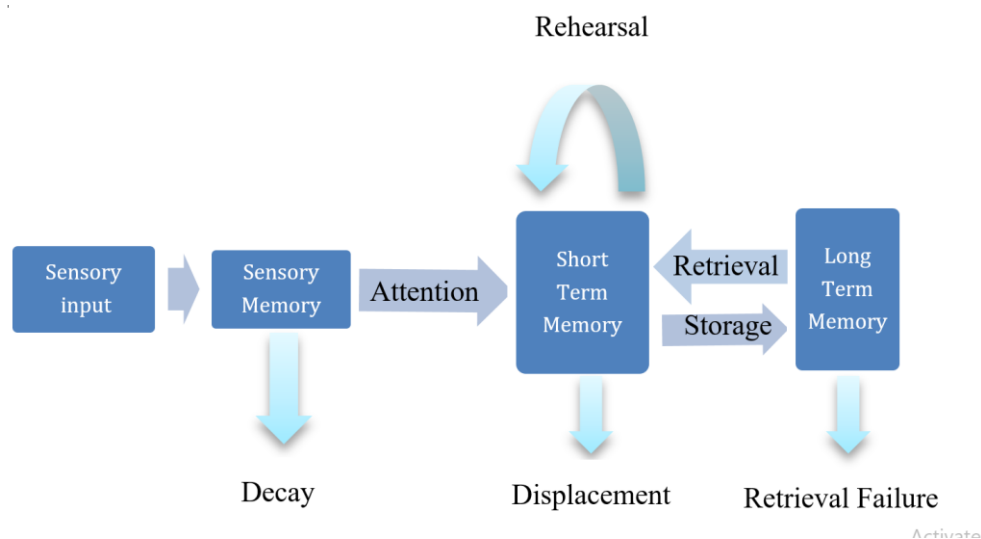


Figure 1: Memory structure (Atkinson & Shiffrin)

From the difference in the quality of the memory, there are vocabulary words that can be quickly accessed or remembered, and there are also vocabulary words that are forgotten. Arabic vocabulary is only heard once or twice by students without any repetition to learn and understand the vocabulary, then the vocabulary will only enter into short-term memory or short-term memory. This memory container can only hold a very limited amount of memory. If there is no repetition either orally or in writing, then the vocabulary received will simply disappear or decay.

Meanwhile, to strengthen the memory of something, repetition is needed in that case. Likewise in learning a second language which in this study is Arabic, structured repetition is needed to strengthen students' memory of the targeted vocabulary. So according to the picture above, it can be interpreted that repetition of sentence structures or repetition of vocabulary can further strengthen students' memory or memory in learning Arabic.

The Tikrar Method in Learning Arabic

Tikrar comes from the Arabic word which means repetition. The Tikrar method is a method of reading repeatedly until you remember what you have read. This Pledge method is method that is systematic, effective, and fun. This method is also one of the oldest methods or also known as the classical method which is widely used by Huffaz (memorizers of the Koran) from the past until now (Assalwa, 2017). This method is used in traditional Islamic boarding schools in Java, as old as the Sorogan and Bandungan methods (Hermanto & Rudi, 2022).

The Tikrar method in learning Arabic vocabulary is giving the target vocabulary by repeating it. Even students also do repetition in receiving the language input.

METHOD

This study uses a qualitative approach. Data were obtained using interviews, observation, and documentation of students and teachers at the Wali Songo Ngabar Islamic Boarding School. This educational institution has implemented the Tikrar method and has succeeded in increasing students' mastery of Arabic, especially mastery of vocabulary or

foreign language vocabulary. Data were analyzed using the qualitative analysis technique Miles, Hubberman and Saldana.

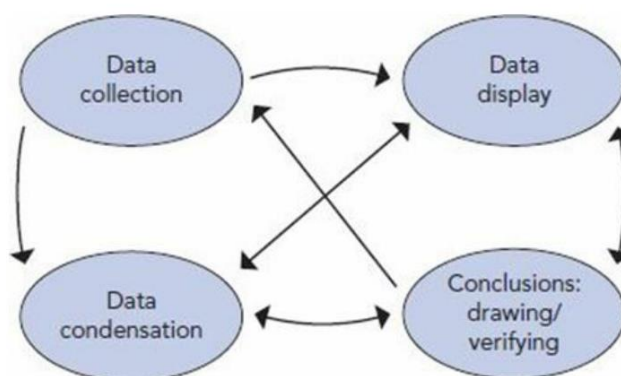


Figure 2. Data Analysis by Miles, Hubberman and Saldana

RESULT AND DISCUSSION

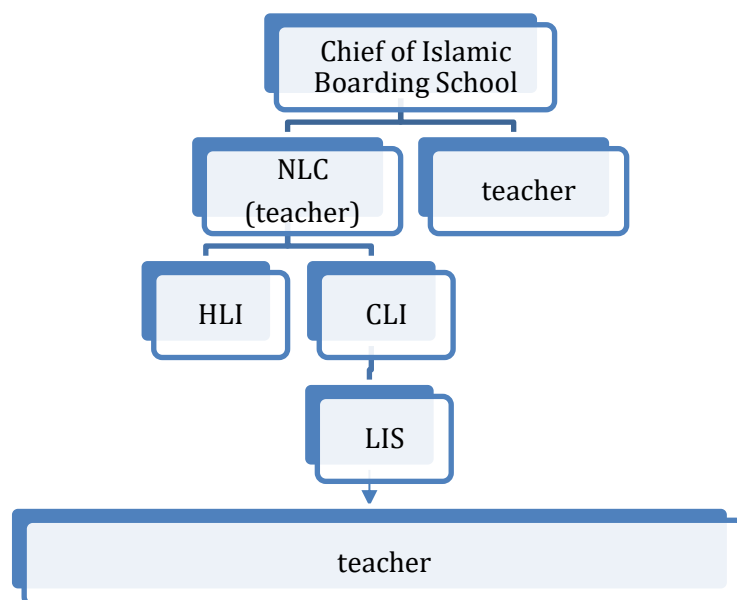
Wali Songo Ngabar Islamic Boarding School is one of the Islamic boarding schools located in the city of Ponorogo. In its formal learning, this pesantren uses the KMI Gontor curriculum and the Indonesian National Curriculum. According to one of the informants, for the Arabic language learning curriculum, this pesantren has a formal and non-formal learning curriculum. Formal education is obtained from structured learning that has been designed by an institution. Meanwhile, non-formal education is the knowledge that humans gain in everyday life, either experienced or learned from other people (Rahman et al., 2016).

In formal learning activities, students and teachers carry out Arabic learning and teaching activities at school. Where there are several subjects that support the students to learn Arabic in class. Some of these subjects are: Arabic, Imla, Insyah,

Nahwu, Shorof, Balaghah, Muthala'ah, and Mahfudzat.

From the subjects mentioned above, each has a curriculum that is interrelated to achieve the objectives of learning Arabic.

For non-formal learning on Arabic material, this pesantren has several activities outside the classroom. These activities outside the classroom are complementary and reinforce the material that has been obtained by the students at school. Non-formal language learning activities at these pesantren are also called linguistic activities, where these activities are directly guided by senior students who are administrators in language organizations. The following is the organizational structure of the language in Pondok Pesantren Wali Songo Ngabar Ponorogo:



Note:

- NLC : *Ngabar Language Center*
- HLI : *Hostel Language Improvement*
- CLI : *Central Language Improvement*
- LIS : *Language Improvement Section*

The formal and non-formal activities in learning Arabic have an interrelated curriculum. For Arabic learning activities in class directly under the guidance of ustadzahs or teachers. Meanwhile, in non-formal learning activities, Arabic learning activities are under the guidance of a language teacher who is part of the NLC structure. While the activities below are HLI and CLI from selected high school grade 2 students.

According to Naura, one of the informants, from the formal and non-formal language learning activities mentioned above, there are two activities that use the pledge method in their implementation. Formal learning is the activity of giving mufradat for learning material with an introduction to Arabic in class. Meanwhile, non-formal learning is Ilqail Mufradat's activities.

In the classroom, giving mufradat is done when entering a new material. The steps for giving mufradat for the introduction of new Arabic sentences or sentences that are

difficult for new material follow the steps in the book *at-Tarbiyah wa at-Ta'lim* in the *Thariiqatu Syarhil Kalimah* chapter, *Al-kalimatus sha'batu aw al- Jadiidatu 'inda at-talaamiid*, namely:

1. The teacher pronounces the word that he wants to explain clearly and then orders his students to imitate it individually or collectively (together)
2. Write difficult or new words on the blackboard.
3. The teacher asks the students whether they understand the meaning of the word or not.
4. If some of the students understand the meaning of the vocabulary, the teacher asks students who understand to say the meaning or put it in a sentence to achieve a correct understanding.
5. If the students do not understand and understand the meaning of the word, the teacher explains it in the following way:

- a. Using learning media in the form of:
 - 1) The object itself or something like that object.
 - 2) Pictures of these objects drawn on the blackboard or sketches.
 - 3) By using body gestures according to the meaning of the vocabulary.
- b. Using language media, namely in the form of:
 - 1) Placing the vocabulary in an example sentence to clarify its meaning.
 - 2) If the students do not understand, then the teacher will give examples of the use of the vocabulary in other sentences until the students can guess the meaning of the vocabulary.

The steps for giving mufradat for learning Arabic above clearly contain the pledge method. The pledge method that we mean here is the teacher conveying one by one new vocabulary or difficult vocabulary followed by students. Submissions like this are carried out continuously and repeatedly until students can pronounce vocabulary properly and understand it correctly. This repetitive delivery method is included in the realm of the pledge method, namely in the form of repetition. Some of the non-formal activities related to learning Arabic at this pesantren are Ilqail Mufradat, Muhadatsah, Tasyjiul Lughah, LFF / Darsul Masa', and Language Festival. All of these non-formal Arabic learning activities are under the management of language tutors and administrators of student organizations in the field of language. These activities are in the form of daily, weekly, or monthly activities.

In Ilqoil Mufradaat activities, administrators who are members of the LIS (Language Improvement Section) provide Arabic and English vocabulary every day. The method of conveying the vocabulary is more or less the same as the method used in formal classes. The existence of ilqo'il mufradat activities aims to provide a lot of Arabic and English vocabulary input. Apart from being used to

enrich vocabulary, this method is deliberately used so that students' memory is stronger in storing the vocabulary that has been received.

CONCLUSION

The Tikrar method carried out by teachers in class and senior students (students' language organization) at the Wali Songo Ngabar Islamic Boarding School outside the classroom is one of the important factors in learning Arabic vocabulary. The implementation of the Tikrar method in learning in formal classes with teachers and non-formal outside the classroom is able to strengthen students' memory in learning Arabic vocabulary which is then used in daily activities. The Tikrar method is able to strengthen memory because in learning Arabic the teacher and administrators of the santri language organization provide Arabic vocabulary by repeating it. Students also continuously repeat the Arabic vocabulary they get both orally and in writing. This makes the memory entered into the long-term memory so that the vocabulary students have learned will be easy to remember and use for speech and writing.

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