

Mimicry-Memorization Method: Elevating Arabic Speaking Skills with Visual Media

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Abstract

Keywords:

Mimicry-Memorization, Arabic, speaking ability, visual media.

This research aims to explore the effectiveness of implementing the Mim-Mem (Mimicry-Memorization) Method with the support of visual media in enhancing Arabic speaking proficiency in a school environment. The Mim-Mem Method combines mimicry for better understanding and memorization for vocabulary reinforcement, while visual media is utilized as a clear representation of the learning material. The research methodology employed is classroom action research with students from grade XI A at SMP IT Sahabat Alam Pelabuhan Ratu Sukabumi as the subjects. Data were collected through observations, tests, and field notes over two research cycles. The results were analyzed to measure the improvement in students' speaking abilities. The research findings demonstrate a significant enhancement in students' speaking skills after applying the Mim-Mem Method with visual media. The average scores increased from 64 in the pre-test to 81 in the post-test, indicating the effectiveness of this method as a learning approach. The discussion involves in-depth analysis regarding the positive impact of the Mim-Mem Method with visual media on Arabic speaking skills among students. The novelty of this research lies in the innovative combination of methods with a visual approach, providing an effective solution to learning challenges. In conclusion, the implementation of the Mim-Mem Method with visual media makes a positive contribution to improving Arabic speaking skills among students at SMP IT Sahabat Alam Pelabuhan Ratu Sukabumi. Recommendations for future research could focus on further developing this method, including variations in teaching approaches and more specific adjustments to students' characteristics. Additionally, further studies could explore the effectiveness of this method in higher education contexts or different educational environments.

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INTRODUCTION

Arabic plays a crucial role as an international language and the language of Islam. In many countries, Arabic language learning is integrated into educational curricula to enhance understanding of Islam and Arab culture (Muslim, 2022). One vital aspect of language learning is speaking skills, requiring an effective approach for students to master communication effectively (Retnawati et al., 2020).

Speaking skills can be acquired through habituation, a form of repetitive practice included in the curriculum revision program, utilizing strategies in learning. According to Bloomfield's theory (1887-1949) synergized with BF Skinner's theory (1904-1990), language acquisition is analogous to acquiring other habits. Language is evaluated, among other things, from habits or language behaviors acquired or learned by young children gradually through listening, imitation (*taqlid*), repetition (*tikrar*), until language is well-mastered and becomes a habit (Skinner, 2019, p. 113).

In the context of Arabic language learning in schools, students often face several challenges hindering their progress. One major challenge is difficulty in understanding the learning material (Brosh, 2019). The complexity of Arabic language structure and grammar, often different from their mother tongue, can impede students' understanding of fundamental concepts (Ritonga et al., 2020). Not only that, but vocabulary issues also frequently arise as obstacles. Remembering and understanding the rich and diverse Arabic vocabulary can be a challenging task for most students. This limited vocabulary can then detrimentally affect students' ability to speak and comprehend conversations effectively (Wargadinata et al., 2020).

The importance of participating in conversations also presents a significant issue. Students feel less confident or anxious to speak Arabic, especially if they do not fully understand the rules and structure of the language. Limitations in participation can hinder the overall development of students' speaking abilities (bin Samah et al., 2016).

Therefore, a teacher should not only seek methods suitable for students' learning characteristics but should also consider effective media to address these issues (Hikmah et al., 2022). By deeply understanding these problems, teachers can design a more holistic learning approach, focusing on individual students' needs to enhance understanding, overcome vocabulary difficulties, and improve participation in Arabic conversations.

The Mimicry-Memorization (Mim-Mem) method in Arabic language learning offers an innovative solution to address comprehension difficulties, vocabulary retention, and enhance participation in conversations (Juryatina & Amrin, 2021). The main principles of this method involve combining mimicking elements to improve understanding and memorization to reinforce vocabulary.

Firstly, the mimicking principle in this method involves simulating or imitating lip movements and facial expressions when pronouncing words or phrases in Arabic. This helps students not only understand the meaning of words intellectually but also physically engage in the learning process. Through mimicry, students can establish a connection between the meaning of words and correct pronunciation, enhancing their overall understanding (Miavara et al., 2022).

Meanwhile, the memorization principle in the Mim-Mem Method involves repeating words or phrases in specific conversation contexts or situations. By reinforcing vocabulary through repetition and application in various contexts, students can ensure that they can remember and use the vocabulary more easily and effectively (Marissa, 2022).

The implementation of the Mim-Mem Method in Arabic language learning is often supported by the use of visual media. Learning materials can be presented through images, videos, or other visual media to provide clear visual representations of the words or phrases being studied. This helps students understand the context of use and accelerates the memorization process (Aini & Wijaya, 2018).

In Arabic language learning with the Mim-Mem Method, students not only become passive listeners but also actively engage in simulation, repetition, and visual interaction. By involving multiple senses and diverse learning methods, the Mim-Mem Method creates a dynamic learning environment, facilitating deeper understanding and better vocabulary mastery (Blake & Shiri, 2012).

Several previous studies have explored the application of the Mimicry-Memorization (Mim-Mem) Method in Arabic language learning, focusing on students' mastery of vocabulary and mufradat. Afrida Fatati and J. Sutarjo (2021) concluded that the application of the Mim-Mem Method is quite effective and efficient in vocabulary

learning. Their research results showed a significant improvement in Arabic vocabulary mastery, where students could pronounce vocabulary correctly.

Similarly, Syarifah Aini and Mu'alim Wijaya (2018) also noted the success of the Mim-Mem Method in improving students' mufradat mastery in Madrasah Aliyah. Their research results showed a positive response from students, with some students achieving the highest score of 100 and the majority ranging from 95-75 (Aini & Wijaya, 2018, p. 2).

Kiki Riska Marissa's study (2022) emphasized the motivation and concentration aspects of students in Arabic language learning using the Mim-Mem Method. The results showed that students became more enthusiastic, improved memory, and were more concentrated in learning vocabulary.

In the context of mufradat mastery, the research by Hifni Mevin Miavara, Wiena Safitri, and Moh. Mas'ud Arifin (2022) also strengthens the effectiveness of the Mim-Mem Method. The average oral test score of class VIII B students at Muhammadiyah Haurgeulis was 69.8, affirming that this method can be effectively used as a learning method.

The overall results of these studies paint a picture that the Mim-Mem Method with the assistance of visual media can not only improve Arabic vocabulary mastery but also motivate and enhance students' concentration in learning. This indicates the significant potential of the Mim-Mem Method as an innovative approach to holistically improve Arabic speaking skills.

This research aims to implement the Mimicry-Memorization (Mim-Mem) method with visual media assistance to enhance Arabic speaking skills among students. This method combines mimicking elements to improve understanding and memorization to reinforce vocabulary (Wahba & Chaker, 2013). Visual media is used as a supporting tool to provide a clear picture and facilitate students' understanding of the learning material.

By involving students from class XI A at SMP IT Sahabat Alam Pelabuhan Ratu Sukabumi, this research uses the classroom action research approach. Data collection techniques include observation, tests, and field notes to evaluate the effectiveness of this method in improving students' Arabic speaking abilities.

Through this research, it is expected to find effective solutions to enhance students' Arabic speaking skills, making the learning process more optimal and supportive of achieving Arabic language learning goals in schools.

This research holds high significance in the context of Arabic language learning in schools. Arabic, as an international language and the language of Islam, plays a crucial role in understanding Arab religion and culture. Speaking skills become an essential aspect of mastering the Arabic language, yet students often encounter difficulties in the learning process (Hilmi & Ifawati, 2020).

The Mimicry-Memorization (Mim-Mem) method with visual media assistance is expected to provide an innovative solution to address the challenges faced by students. By combining mimicking, memorization, and visual media support, this method can offer a more comprehensive and in-depth learning experience (Fauzi & Anindiati, 2021). The habituation advocated by the Mim-Mem Method aligns with Bloomfield and BF Skinner's theory, where language mastery is seen as acquiring habits through repeated practice.

The success of this research can make a significant contribution to the development of effective Arabic language learning methods (Arifin et al., 2021). By improving students' speaking skills, this method has the potential to enhance students' competitiveness in Arabic language competency, as well as support a better understanding of Islam and Arab culture.

Furthermore, this research can also provide inspiration and guidance for Arabic language teachers to choose learning methods that suit students' needs. With a deep understanding of the problems faced by students, teachers can adapt a more holistic and effective learning approach.

METHOD

The research method employed is classroom action research with a qualitative approach (Lune & Berg, 2017, p. 45). The selection of the qualitative approach for this classroom action research is grounded in thoughtful considerations related to the complexity and dynamics of Arabic language learning at SMP IT Sahabat Alam Pelabuhanratu Sukabumi. The flexibility provided by the qualitative approach allows the researcher to immerse and comprehend the unique context shaping students' learning experiences.

In this process, the qualitative approach opens the door for the researcher to delve into a profound understanding of the learning context. This involves a deeper comprehension of the dynamics of student interactions, identifying specific challenges they face, and exploring other factors influencing the quality of Arabic language learning processes (Maxwell, 2008, p. 47).

Another advantage gained from the qualitative approach is the richness of the generated data. Through qualitative data collection methods such as observation and field notes, the researcher can uncover details that might not be apparent through quantitative approaches. This provides space to track changes and developments during the implementation of the Mimicry-Memorization method (Maxwell, 2008, p. 48).

Moreover, the traceability of the learning process is a primary focus of this approach. Careful observation and deep reflection provide comprehensive insights into how students respond to the method, how teachers adapt to it, and how the overall class dynamics take shape.

Additionally, the qualitative approach provides an opportunity to explore the specific situational context of each class. A class action method highly dependent on context requires an approach that can align and accommodate individual differences as well as class characteristics.

Finally, enhanced contextual validity by the qualitative approach makes research findings more applicable in real language learning situations in schools. The emphasis on in-depth and interpretative understanding allows research outcomes to be more relevant to the conditions faced by teachers and students.

The action in this research consists of two cycles, with each cycle comprising four stages: planning, action, observation, and reflection. Data collection techniques include tests, field notes, and observations, where the researcher plays the dual role of observer and teacher.

The location of this classroom action research is SMP IT Sahabat Alam Pelabuhanratu Sukabumi, West Java. The subjects are students of class XI A in the academic year 2022/2023, totaling 26 students, with 16 male students and 10 female students. Data collection took place from October 12 to November 10, 2023. Through this research, it is hoped that a deeper insight into the effectiveness of the Mimicry-

Memorization method with the aid of visual media in enhancing Arabic speaking skills in this learning environment can be obtained.

RESULTS AND DISCUSSION

This classroom action research consists of two cycles, commencing with planning, implementing, observing, and reflecting stages in each cycle. In Cycle I, the research began with thorough lesson planning, including a grasp of the *al-Arabiyyah Li an-Nasyi'in* textbook, preparation of visual aids, essential notes for students, and crafting questions and problem-solving instructions. The learning process involved an introduction with greetings and the recitation of basmalah, core activities such as vocabulary exposition, demonstration of movements, repetition through the Mimicry-Memorization method, and the presentation of speaking skills dialogue.

During observations, students exhibited enthusiasm and eagerness in participating in Mimicry-Memorization-based learning. Despite some students lacking confidence, the class atmosphere felt interactive, particularly when students were given the opportunity to practice the learned conversations. Post-test results indicated an improvement in Arabic speaking skills for the majority of students, with an increased number achieving scores above the Minimum Mastery Criteria (KKM).

The Mimicry-Memorization method, encompassing mimicking pronunciation of vocabulary, replicating dialogues, and repetitive demonstrations, appeared effective in enhancing students' comprehension and speaking skills (Aini & Wijaya, 2018). The use of visual media, such as board drawings, supported the visualization of vocabulary and facilitated an understanding of conversation contexts. Thus, the implementation of this method is expected to make a significant contribution to improving Arabic speaking skills among students at SMP IT Sahabat Alam Pelabuhanratu Sukabumi.

Cycle I:

1. Planning: at this stage the researcher prepares a lesson plan, among others by: 1) reading the book of *al-Arabiyyah Li an-Nasyi'in* on the material to be delivered; 2) preparing visual media, in this case the researcher uses blackboard pictures or demonstrating 3) notes important things that students need to pay attention to, and provides examples of sentences in other forms that are appropriate to the theme of

the conversation 3) makes a few questions and problem solving orders; 4) verify the results of notes and planning to the supervisor.

2. Implementation and Observation:

- a. Introduction: at this stage the researcher starts the lesson by greeting and inviting the students to read *the basmalah* and pray. Then the researcher took the students' absences.
- b. Core activities:
 1. The researcher conveys perceptions and motivation to students, as well as conveys the learning objectives and material to be studied on speaking skills with the theme في البيت
 2. The researcher presents vocabulary related to the material being studied, namely about في البيت, then recite the vocabulary with the correct pronunciation and intonation and demonstrate each vocabulary with movement, while students listen and pay attention
 3. Students imitate (*Mimicry*) the pronunciation of each vocabulary and move their movements simultaneously and memorize them (*Memorization*). This imitating activity is carried out repeatedly until students memorize the vocabulary mentioned more or less three times, and after that, the researcher writes the memorized vocabulary on the blackboard. Then proceed with imitation and memorization of the next vocabulary.
 4. The researcher presents dialogue material for speaking skills about في البيت, the researcher reads the material with good and correct *makhraj* and intonation, while the students listen and then imitate it simultaneously without looking at the book. The researcher briefly explained the meaning of the dialogue by occasionally asking the meaning of the given vocabulary.
 5. After several imitation readings, students are allowed to look at the reading text in the book and then read it according to the correct *makhraj and intonation*. Occasional text readings are carried out alternately according to the row of seats. The researcher occasionally explains the simple meaning of the text by occasionally asking questions.

6. Presentation of sentence patterns contained in the reading with a predetermined structure, namely *فعل المضارع* with *dhamir* هو and هي. the researcher explains in simple terms the difference between the verb *فعل المضارع* and *dhamir* هو and هي, then gives examples in the reading and develops them with a process of imitation. Then the researcher asked the students to discuss making other examples of verbs with *dhamir* هو and هي.
 7. Researchers provide opportunities for students to try to dialogue with the themes that have been discussed and practice it with friends or with researchers to find out how far they understand and remember the dialogues that have been studied together.
 8. Finally, the researcher explained the entire material so that students could better understand the material that had been discussed. The researcher repeats the vocabulary that has been given with demonstrations, or pictures on the blackboard, while the students mention the vocabulary that is demonstrated or drawn by the researcher.
- c. Observation: In the first cycle the students showed their enthusiasm in participating in learning using the Mimicry-Memorization method, then when they were given space to raise their hands to test the conversations that were studied together, and they were very enthusiastic to try these conversations with the researcher, so that the class atmosphere be very interactive. Among the students who tried the conversation, 10 out of 25 of them still lacked the confidence to try.
3. Reflection: In this first cycle, after learning using Mim-mem (*Mimicry Memorization*) it is known that the average score in the post-test has increased compared to the pre-test of speaking skills to *post-test* between the two.

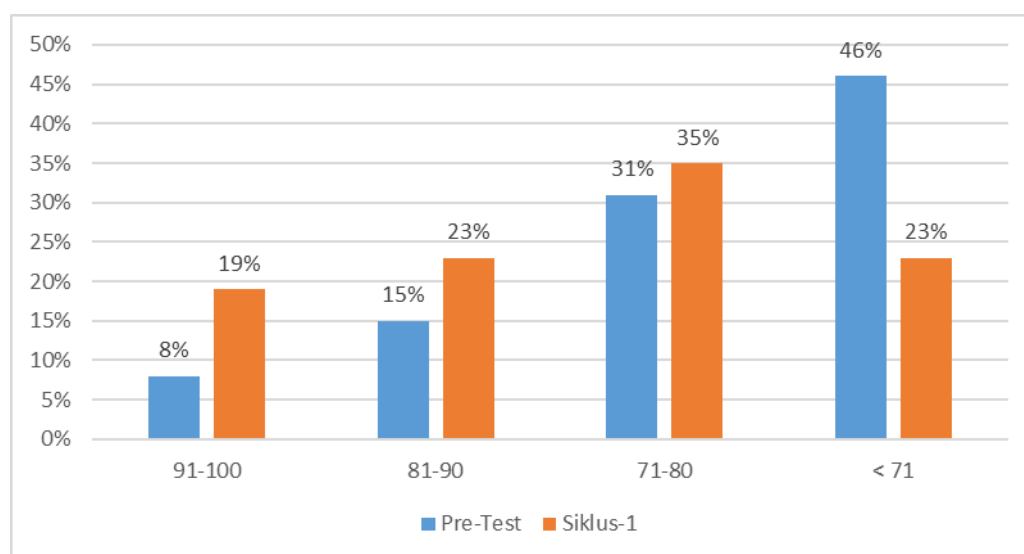


Figure 1

The table above presents data on the improvement of Arabic speaking skills among 11th-grade students at SMP IT Sahabat Alam, focusing on pre-test and Cycle I result from the classroom action research. In the pre-test phase, students who scored in the highest range (91-100) were 8%, while in Cycle I, this percentage increased to 19%. This indicates a significant improvement in the highest score category after implementing the Mimicry-Memorization method.

For the 81-90 score range, there were 15% of students in the pre-test, and in Cycle I, this percentage increased to 23%. This improvement shows that the teaching method also has a positive impact on students in the middle score range. Next, in the 71-80 score category, it is observed that 31% of students scored in this range in the pre-test. In Cycle I, this percentage increased to 35%. This signifies that the Mimicry-Memorization method effectively supports students with intermediate performance.

Meanwhile, for students scoring below the Minimum Mastery Criteria (KKM) (<71), there were 46% of students in this category in the pre-test. However, in Cycle I, a significant decrease occurred to 23%, indicating a remarkable improvement in students' ability to reach the minimum learning standards. Thus, the cumulative data demonstrates that the implementation of the Mimicry-Memorization method in Cycle I has successfully made a positive contribution to enhancing Arabic speaking skills among 11th-grade students at SMP IT Sahabat Alam.

Cycle II:

1. Planning: Cycle II was planned based on reflections on the implementation of cycle I. Cycle II was carried out with the same four stages as in cycle I. The researcher and subject teacher prepared a lesson plan that had been corrected from deficiencies in the first cycle and material. The material presented is material
2. Implementation of the action: The learning process in the classroom is carried out in one meeting with a duration of 2x45 minutes (2 hours of lessons).
 - a. Introduction: at this stage the researcher starts the lesson by greeting and inviting the students to read *the basmalah* and pray. Then the researcher took the students' absences.
 - b. Core activities:
 1. Researchers convey perceptions and motivation to students, as well as convey learning objectives and material to be studied in speaking or listening skills with the theme في البيت.
 2. The researcher presents vocabulary related to the material being studied, namely about في البيت. then recite the vocabulary with the correct pronunciation and intonation and demonstrate each vocabulary with movement, while students listen and pay attention
 3. Students imitate (*Mimicry*) the pronunciation of each vocabulary and move their movements simultaneously and memorize them (*Memorization*). This imitating activity is carried out repeatedly until students memorize the vocabulary mentioned more or less three times, and after that, the researcher writes the memorized vocabulary on the blackboard. Then proceed with imitation and memorization of the next vocabulary.
 4. The researcher presents dialogue material for speaking skills about في البيت, the researcher reads the material with good and correct *makhraj* and intonation, while the students listen and then imitate it simultaneously without looking at the book. The researcher briefly explained the meaning of the dialogue by occasionally asking the meaning of the given vocabulary.

5. After several imitation readings, students are allowed to look at the reading text in the book and then read it according to the correct *makhraj and intonation*. Occasional text readings are carried out alternately according to the row of seats. Researchers sometimes explain the meaning in a simple way from reading by occasionally asking and answering.
 6. Presentation of sentence patterns contained in the reading with a predetermined structure, namely *فعل المضارع* with *dhamir* هو and هي. the researcher explains in simple terms the difference between the verb *فعل المضارع* and *dhamir* هو and هي, then gives examples in the reading and develops them with a process of imitation. Then the researcher asked the students to discuss making other examples of verbs with *dhamir* هو and هي.
 7. Researchers provide opportunities for students to try to dialogue with themes that have been discussed previously and practice them with researchers to find out how far they understand and remember the dialogues that have been studied together.
 8. Finally, the researcher explained the entire material so that students could better understand the material that had been discussed. The researcher repeated the vocabulary that had been given with a demonstration, or a picture on a deaf board, while the students mentioned the vocabulary that was demonstrated or drawn by the researcher.
- c. *المادة في البيت* material alternately 2) and other students are instructed to listen to their friends' conversations. 3) Students and teachers reflect on the learning that has been carried out, 4) Students reveal the moral messages obtained from learning, and 5) The teacher conveys the activity plan for the next meeting then closes the lesson by praying together.
3. Observation: In cycle II, students have had learning experiences from cycle I so that learning activities are easier to understand. And the students were quite enthusiastic about participating in learning using the Mimicry-Memorization method also assisted by visual media. When they were given the opportunity to try out the conversation, they were very enthusiastic about having their turn to try out the conversation with the researcher.

4. Reflection: In cycle II, students' understanding in conversation learning في البيت material increased. Where students are very enthusiastic about participating in learning and begin to have the confidence to speak Arabic when they are given the opportunity to try conversations and they have started to improve in terms of speaking as well as listening to Arabic conversations.

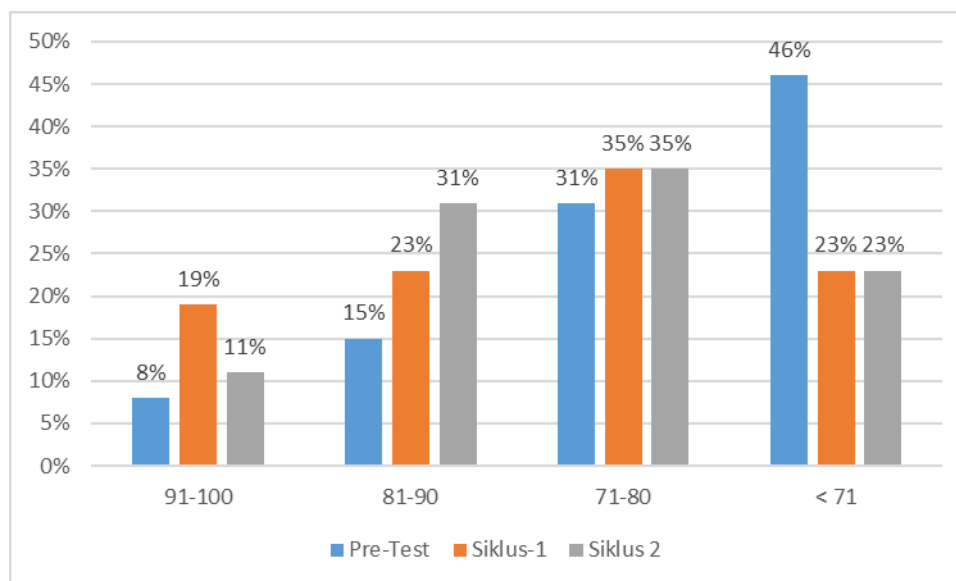


Figure 2.

The table provides data on the improvement of Arabic speaking skills among 11th-grade students at SMP IT Sahabat Alam, focusing on pre-test, Cycle I, and Cycle II results from the classroom action research. In the pre-test phase, 8% of students scored in the highest range (91-100). As the research progressed into Cycle I, this percentage increased to 19%, indicating a significant enhancement in the highest score category. However, in Cycle II, there was a slight decrease to 11% in the 91-100 range.

For the 81-90 score range, 15% of students scored in the pre-test, and this percentage increased to 23% in Cycle I. Notably, in Cycle II, there was a substantial improvement, reaching 31%. This demonstrates a positive impact and continued progress in the middle score range throughout the research.

In the 71-80 score category, 31% of students achieved scores in the pre-test. This percentage slightly increased to 35% in both Cycle I and Cycle II, showing consistency in supporting students with intermediate performance.

For students scoring below the Minimum Mastery Criteria (KKM) (<71), there were 46% in the pre-test. Remarkably, in Cycle I, this percentage significantly decreased to 23%, indicating a considerable improvement. Interestingly, this improvement was sustained in Cycle II, with the percentage remaining at 23%.

In summary, the data illustrates a comprehensive trend of improvement in Arabic speaking skills among 11th-grade students at SMP IT Sahabat Alam, with notable progress observed in different score categories across both Cycle I and Cycle II of the classroom action research.

Discussion

Talking This research holds significant implications for the development of Arabic language learning in a school context. Speaking skills, the primary focus of this study, are recognized as a key aspect of mastering the Arabic language (Brosh, 2019). By implementing the Mimicry-Memorization (Mim-Mem) Method supported by visual media, this research provides an innovative solution to address the challenges of learning Arabic.

The success of this study has the potential to make a positive contribution to the development of more effective Arabic language teaching methods. The Mim-Mem Method not only enhances students' speaking skills but is also expected to motivate them in the learning process while simultaneously improving their understanding of Islamic religion and Arab culture (Ritonga et al., 2020).

In the face of complex challenges in Arabic language learning, teachers are encouraged to draw inspiration from the findings of this research. With a deep understanding of students' issues, teachers can adapt holistic and effective teaching approaches (Rosyidi, 2009). Overall, this research makes a significant contribution to the efforts of enhancing Arabic language speaking skills through the application of the Mim-Mem Method supported by visual media (Dahlan, 1992).

Transitioning to the aspect of speaking skills, effective speaking exercises not only develop the ability to articulate words but also serve as a tool to enhance accurate and critical listening skills (Yusuf & Wekke, 2018). In this context, students need to engage in the process of evaluating spoken words, understanding the intent behind the speech, and recognizing the purpose of each language interaction.

The importance of critical listening skills assists students in comprehending the meaning embedded in every conversation. Through effective speaking exercises, students not only refine their speaking skills but also open windows to a deeper understanding of the meanings and nuances present in the Arabic language. Consequently, simultaneous development of speaking and listening skills becomes a crucial foundation for achieving effective communication in Arabic.

Therefore, the implementation of the Mim-Mem Method in Arabic language learning, focusing on both speaking and listening skills, can have a profound impact. This method not only helps students overcome obstacles in speaking but also stimulates careful and critical listening abilities. In conclusion, the results of this research provide a strong foundation for viewing speaking skills as an integral part of understanding and mastering the Arabic language (Iqbal, 2018, p. 118).

According to Zulhannah as cited in Ahmad, among the receptive competencies, listening skills are essential for students to master. Tarigan defines listening as a process of paying full attention, understanding, appreciating, and interpreting verbal symbols to obtain information, capture the message or content, and understand the meaning of communication conveyed by the speaker through oral speech or spoken material (Baroroh & Rahmawati, 2020, p. 184).

The Mim-Mem Method, according to Mocanu (in Aini & Wijaya, 2018, p. 75), suggests that the best way to learn a foreign language is by imitating pronunciation mastery. This method aims to develop communication skills in the target language and is also known as the Mimicry-Memorization method. The Mim-Mem method involves oral teaching, with the learning process mainly consisting of oral exercises. Through mimicking and memorizing dialogues about various situations and opportunities, students can achieve proficiency in natural and unscripted conversations.

Educational media, such as visual aids, play a crucial role in facilitating the teaching and learning process. Visual media, including charts, flannel boards, projectors, and more, provide a tangible representation of instructional materials, allowing students to see and witness the information directly. According to Amir Hamzah, visual media involves tools that are "visible," meaning they can be seen. Visual forms include pictures, photos, slides, and models. Therefore, visual education is a method of presenting

information based on psychological principles that suggest individuals have a better understanding of something they see compared to what they hear or read (Hilmi & Ifawati, 2020).

Based on the results of the Mim-Mem method implemented at SMP IT Sahabat Alam in class XI A, it demonstrates excellent outcomes in enhancing Arabic speaking skills. Characterized by its specific advantages, including the ability to create practiced sentence patterns, articulate words correctly, maintain active engagement in dialogue, and acquire direct or practical skills in a foreign language, the Mim-Mem method proves beneficial for developing students' communication abilities. While the method encourages an active class environment, one of its drawbacks is that students may only speak without comprehending what they write (Aisa & Fikrotin, 2022).

The results, depicted in the diagram for each cycle, indicate improvement after implementing this method. The average score increased from 64 in the pre-test to 81 in the post-test, signifying that students' speaking skills reached a level of *jayyid jiddan* (very good). Therefore, the findings of this research conclude that the use of the Mim-Mem method with visual media support is highly effective in enhancing speaking skills.

CONCLUSION

This research significantly contributes to the development of Arabic language learning in the school environment. Focused on speaking skills, the study implements the Mimicry-Memorization Method (Mim-Mem) with visual media support as an innovative solution to overcome challenges in Arabic language learning. The success of this research indicates its positive potential in developing more effective teaching methods, motivating students, and enhancing their understanding of Islamic religion and Arab culture.

Speaking skills, at the core of this research, serve as the foundation for understanding and mastering the Arabic language. The Mim-Mem Method proves its effectiveness in improving students' speaking skills by combining mimicry for better understanding and memorization for vocabulary reinforcement. This approach is further supported by visual media as a clear representation tool for learning materials.

In the face of the complexities of Arabic language learning, teachers can draw inspiration from the findings of this research. A profound understanding of students'

challenges enables the development of holistic and effective teaching approaches. Therefore, this research makes a significant contribution to improving Arabic language speaking skills, providing a strong basis for viewing speaking skills as an integral part of language comprehension and mastery.

The importance of effective speaking exercises extends beyond the development of pronunciation; it also serves as a tool to enhance accurate and critical listening skills. The Mim-Mem Method applied to speaking and listening skills offers a profound impact, helping students overcome speaking barriers and stimulating careful and critical listening abilities.

In this context, the research reveals a significant improvement in students' speaking skills after implementing the Mim-Mem Method. The average scores increased from 64 in the pre-test to 81 in the post-test, indicating the method's effective use as a teaching approach.

The novelty of this research lies in the integration of the Mim-Mem Method with visual media to enhance Arabic speaking skills, providing an innovative solution to learning challenges. Recommendations for future research could focus on further developing this method, including variations in teaching approaches and more specific adjustments to students' characteristics. A deeper understanding of the long-term impact of the Mim-Mem Method on improving students' communicative abilities could be an intriguing subject for exploration. Additionally, further research could consider the effectiveness of this method in higher education Arabic language learning contexts or different educational environments.

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