# The Implementation of the Mimicry Memorization Method in Arabic Vocabulary Learning at MI Takhassus Darul Ulum

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## Abstract

*This study aims to describe the application of the mimicry memorization method in teaching Arabic vocabulary, analyze its implementation based on its inherent characteristics, and identify the strengths and weaknesses of this method in the context of Arabic vocabulary learning among fifth-grade students at Madrasah Ibtidaiyah (MI) Takhassus Darul 'Ulum Ngaliyan, Semarang. Employing a qualitative descriptive approach through fieldwork, the research utilized data collection techniques including observation, interviews, and documentation. Data analysis followed the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing. Findings reveal that the mimicry memorization method at MI Takhassus Darul 'Ulum involves processes of listening, pronouncing, imitating, and memorizing vocabulary. Its strengths include direct skill acquisition by students, accurate and proper pronunciation, ease and enthusiasm in memorizing vocabulary, improved understanding of vocabulary material, increased student engagement, and enhanced recall of vocabulary. The weaknesses identified are limited learning time during memorization, reduced student attention to the teacher's pronunciation in noisy classroom settings, and a lack of diverse media resources.*

## Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode *mimicry memorization* dalam pengajaran kosa kata bahasa Arab, menganalisis implementasinya berdasarkan karakteristik

inherennya, dan mengidentifikasi kekuatan serta kelemahan metode ini dalam pembelajaran kosa kata bahasa Arab di kalangan siswa kelas V di Madrasah Ibtidaiyah (MI) Takhassus Darul 'Ulum Ngaliyan, Semarang. Menggunakan pendekatan deskriptif kualitatif melalui penelitan lapangan, penelitian ini memanfaatkan teknik pengumpulan data termasuk observasi, wawancara, dan dokumentasi. Analisis data mengikuti model Miles dan Huberman, yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Temuan menunjukkan bahwa metode *mimicry memorization* di MI Takhassus Darul 'Ulum melibatkan proses mendengarkan, melafalkan, meniru, dan menghafal kosa kata. Kelebihannya meliputi perolehan keterampilan langsung oleh siswa, pelafalan yang akurat dan tepat, kemudahan serta semangat dalam menghafal kosa kata, pemahaman materi kosa kata yang lebih baik, peningkatan keterlibatan siswa, dan peningkatan daya ingat kosa kata. Kelemahan yang teridentifikasi adalah waktu belajar yang terbatas selama proses menghafal, perhatian siswa yang berkurang terhadap pelafalan guru dalam suasana kelas yang bising, dan kurangnya sumber daya media yang beragam.

## الملخص

يهدف هذا البحث إلى وصف تطبيق طريقة ميميكري ميمورايزيشن في تعليم المفردات العربية، وتحليل تطبيقها بناءً على خصـائصـها المتأصـلـة، وتحديد نقاط القوة والضـعف لهذه الطريقة في سـياق تعلم المفردات العربية بين طلاب الصـف الخامس في مدرسة دار العلوم الابتدائية الإسلامية التخصصية. استُخدمت منهجية وصفية نوعية من خلال البحث الميداني، حيث اعتمدت الدراسـة على تقنيات جمع البيانات تشـمـل الملاحظـة، المقـابلات، والتوثيق. تم تحليـل البيانـات وفق نموذج مـايلز وهوبيرمـان، الـذي يتضـمـن تقليص البيانـات، عرض البيانـات، واسـتخلاص الاستنتاجات. أظهرت النتائج أن طريقة ميميكري ميمورايزيشن في مدرسة دار العلوم التخصـصـية تنطوي على عمليات الاسـتماع، النطق، التمثيل، وحفظ المفردات. تتمثل نقاط قوتها في اكتسـاب المهـارات مباشـرة من قبل الطلاب، النطق الدقيق والصحيح، السـهولة والحماس في حفظ المفردات، فهم مادة المفردات بشكل أفضـل، زيادة مشـاركة الطلاب، وتحسـين الذاكرة للمفردات. تم تحديد الضـعفات في الوقت المحدود للتعلم أثناء عملية الحفظ، انخفاض انتباه الطلاب لنطق المعلم في بيئـات الفصول المزدحمة، ونقص الموارد الإعلامية المتنوعة.

**Keywords**: Arabic vocabulary; learning method; mimicry memorization

## Introduction

Language is an essential communication tool humans use to convey ideas, thoughts, and concepts through spoken and written forms.[1] Among the world's languages, Arabic is one of the oldest and most widely used, distinguished by its rich vocabulary, synonyms and antonyms, and complex word group structures.[2] In education, mastering Arabic, particularly *mufradāt* (vocabulary), is a crucial foundation for developing listening, speaking, reading, and writing skills.[3] Without adequate mastery of Arabic vocabulary, students' ability to comprehend sentence meanings and read texts remains limited, thereby hindering the overall achievement of language competence.[4]

Effective vocabulary learning requires teaching methods tailored to students' characteristics and learning objectives. According to Arifin, a method is a systematic plan for delivering learning material in an orderly and consistent manner, aligned with a specific approach.[5] Selecting an appropriate method is vital to foster active interaction between teachers and students,

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[1] Novita Sari Nasution and Lahmuddin Lubis, "Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam," *Jurnal Simki Pedagogia* 6, no. 1 (2023): 181–91, https://doi.org/10.47783/jurpendigu.v2i2.232.

[2] Ahmadi and Aulia Mustika Ilmiani, *Metodologi Pembelajaran Bahasa Arab Konvensional Hingga Era Digital*, 1st ed. (Yogyakarta: RUAS MEDIA, 2020).

[3] Syarifuddin Hasyem, "Keefektifan Pembelajaran Mufradat untuk Meningkatkan Kemahiran Berbicara Bahasa Arab Santri Daya di Kota Banda Aceh," *Jurnal LISANUNA* 5, no. 1 (2019): 144–55, https://doi.org/10.22373/l.v5i1.860.

[4] Sylvi Tri Andani and Dewi Anggraini, "Tingkat Penguasaan Kosakata Bidang Lingkungan oleh Siswa Tingkat SMP," *Jurnal Bahasa dan Sastra* 11, no. 1 (2023): 27–33, https://doi.org/10.24036/jbs.v11i1.122294.

[5] Muh Arif, "Metode Langsung (Direct Method) dalam Pembelajaran Bahasa Arab," *Al-Lisan Jurnal Bahasa dan Pengajaranya* 4, no. 1 (2019): 44–56, https://doi.org/10.30603/al.v4i1.605.

ensure optimal material delivery, and enhance student interest.[6] One relevant method for teaching Arabic vocabulary is mimicry memorization, which involves imitation and memorization processes, mirroring how children learn their mother tongue through repetition until words are embedded in memory.[7] This approach has proven effective in helping students master vocabulary enjoyably and efficiently, particularly at the elementary education level.

Madrasah Ibtidaiyyah (MI) Takhassus Darul Ulum Ngaliyan Semarang has implemented the mimicry memorization method in teaching Arabic vocabulary to fifth-grade students. Based on interviews with Arabic teachers at the institution, this method is applied through listening activities, followed by imitation and repeated recitation of vocabulary to facilitate memorization. We chose this approach due to its perceived appeal and effectiveness in addressing challenges such as pronunciation difficulties and low Arabic letter reading skills among some students, particularly three still at the *Iqra'* Volume 3 level.

Previous studies have demonstrated the effectiveness of the mimicry memorization method in teaching Arabic vocabulary. Susanto et al. analyzed its application at MI Al-Munā Samarinda,[8] while Marissa evaluated its use at Madrasah Tsanawiyyah Negeri 4 Tanjung Jabung Timur.[9] Additionally,

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[6] Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah*, 1st ed. (Semarang: UNISSULA PRESS, 2013).

[7] Rosalinda Rosalinda, "Penguasaan Mufradat (Kosakata) Bahasa Arab dengan Menggunakan Metode Mimicry Memorization (Mim-Mem Method)," *Serambi Konstruktivis* 4, no. 1 (2022): 104, https://doi.org/10.32672/konstruktivis.v4i1.4319.

[8] Nurwin Susanto, Khairy Abusyairy, and Ihsanuddin Masdar, "Pembelajaran Mufradat Bahasa Arab Menggunakan Metode Mimicry Memorization pada Siswa Kelas VA MI Al-Muna Samarinda," *Borneo Journal of Language and Education* 2, no. 1 (2021): 214–26, https://doi.org/10.21093/benjole.v1i2.5487.

[9] Kiki Riska Marissa, "Analisis Metode Mim-Mem (Mimicry-Memorization) pada Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Negeri 4 Tanjung Jabung Timur," *Jurnal Pendidikan Bahasa Arab dan*

Miavara et al. and Koderi et al. documented its success across various educational levels.[10] However, these studies differ in location, focus, and research objectives. This study fills a knowledge gap by examining the specific implementation of the mimicry memorization method at MI Takhassus Darul Ulum Ngaliyan Semarang, targeting fifth-grade students in the 2023/2024 academic year.

This research aims to: (1) describe the implementation of the mimicry memorization method in teaching Arabic vocabulary at MI Takhassus Darul Ulum Ngaliyan Semarang, (2) analyze the implementation process, and (3) identify the strengths and weaknesses of the method in this context for fifth-grade students. The findings are expected to provide practical contributions for teachers in selecting and developing effective teaching strategies.

This study employs a qualitative descriptive approach through fieldwork at Madrasah Ibtidāʾiyyah Takhassus Darul Ulum Ngaliyan Semarang to investigate the implementation of the mimicry memorization method in teaching Arabic vocabulary to fifth-grade students in the 2023/2024 academic year.[11] Data were collected using three techniques: (1) observation, to monitor the application of the mimicry memorization method in the classroom; (2) interviews,

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*Budaya Islam* 3, no. 1 (2022): 59–67, https://online-journal.unja.ac.id/Ad-Dhuha/article/view/19418.

[10] Hifni Mevin Miavara, Wiena Safitri, and Moh. Mas'ud Arifin, "Penggunaan Metode Mimicry Memorization dalam Penguasaan Mufradat Siswa Kelas VIII B SMP Muhammadiyah Haurgeulis," *PUSTAKA: Jurnal Bahasa dan Pendidikan* 2, no. 4 (2022): 102–13, https://doi.org/10.56910/pustaka.v2i4.190; Koderi Koderi, Erni Zuliana, and Arif Budiman, "Implementasi Strategi Mimicrymemorization pada Pembelajaran Mufradat Bahasa Arab bagi Siswa Madrasah Ibtidaiyahmin 7 Bandar Lampung," *Al-Fathin: Jurnal Bahasa dan Sastra Arab* 4, no. 1 (2021): 49–61, https://doi.org/10.32332/al-fathin.v4i01.3448.

[11] Janet M. Ruane and M. Shodiq Mustika, "Penelitian Lapangan; Saksikan dan Pelajari: Seri Dasar-Dasar Metode Penelitian," in *Essentials of Research Method : a guide to social science reserach*, 1st ed. (Jakarta: Nusa Media, 2021), 1–97.

conducted with Arabic teachers and fifth-grade students to gain in-depth perspectives on the method's implementation; and (3) documentation, including school data such as history, vision, mission, curriculum, and profiles of teachers and fifth-grade students.[12]

Data analysis followed the model by Miles and Huberman, comprising three stages: (1) data reduction, by selecting and sorting relevant data related to the mimicry memorization method implementation; (2) data presentation, in the form of narratives and tables encompassing observation, interview, and documentation results; and (3) drawing conclusions/verification, using triangulation techniques to ensure the validity of findings.[13] This approach enables the researcher to comprehensively describe, analyze, and identify the strengths and weaknesses of the mimicry memorization method.

## Results

### *Implementation of the Mimicry Memorization Method in Teaching Arabic Vocabulary*

Based on observations, interviews, and documentation, we analyzed the implementation of the mimicry memorization method in teaching Arabic vocabulary to fifth-grade students at MI Takhassus Darul Ulum Ngaliyan Semarang during the 2023/2024 academic year through seven learning components. The learning objective was to ensure students could understand and pronounce vocabulary related to food and drinks in the canteen, such as *dajāj* [chicken], *ḥubz* [bread], *shāy* [tea], and *qahwah* [coffee], while accurately identifying their meanings. Teaching materials focused on the chapter *Fī al-Maqṣaf* (In the

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[12] Sulistyawati, *Buku Ajar Metode Penelitian Kualitatif*, 1st ed. (Yogyakarta: K-Media, 2023).

[13] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016); Umar Sidiq and Moh. Miftachul Khoiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: Nata Karya, 2019).

Canteen) from the MI Grade V Arabic Textbook [14] and the Husna Arabic Workbook.[15] We chose this method because it aligns with the characteristics of elementary-level students, who benefit from imitation- and repetition-based approaches to strengthen vocabulary mastery.

The teacher and students conducted learning activities over two sessions, each lasting 2 x 35 minutes. In the first session, the teacher began by pronouncing vocabulary such as *dajāj* and *ḥubz*, followed by students imitating the pronunciation repeatedly (three times) to ensure accuracy. This activity was followed by a collective meaning test, where students responded with "chicken" when the teacher said *dajāj*. Subsequently, the teacher tasked the students with memorizing 10 vocabulary from the textbook (page 113) and testing each other in pairs without books. In the second session, the teacher introduced new vocabulary such as *aṭ'imah* [food] and *mashrūbāt* [drinks] using a similar method, concluding with a written test after a two-minute memorization period.

The tools and learning resources supported the method's implementation. Tools included the teacher's oral instructions for imitation and memorization, supplemented by aids such as whiteboards, markers, and erasers for visualization. The teacher drew learning resources from the MI Grade V Arabic Textbook[16] and the Husna Arabic Workbook,[17] which provided relevant vocabulary lists and exercises for the *Fī al-Maqṣaf* chapter. This process enabled students to engage actively and gain a structured learning experience.

We evaluated the effectiveness of the mimicry memorization method. In the first session, a listening test

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[14] Choirul Ansori and Nur Hasaniyah, *Bahasa Arab : Kelas 5 Madrasah Ibtidaiyah (MI)*, 1st ed. (Bogor: Yudhistira, 2020).

[15] Tim PAI MI, *Husna: Bahasa Arab Madrasah Ibtidaiyah Kelas 3* (Boyolali: Warna Mukti Grafika, 2020).

[16] Ansori and Hasaniyah, *Bahasa Arab : Kelas 5 Madrasah Ibtidaiyah (MI)*.

[17] Tim PAI MI, *Husna: Bahasa Arab Madrasah Ibtidaiyah Kelas 3*.

required students to select vocabulary matching the teacher's pronunciation. This test resulted in 12 students answering correctly, 5 with one error, 3 with two errors, 2 with three errors, 1 with four errors, and two were absent. In the second session, a written test with six vocabulary (e.g., *aṭʻimah*, *mashrūbāt*) showed three students answering all correctly, 8 with one error, 5 with two errors, 6 with three errors, and three absent. Common mistakes included writing *aṭʻimah* (أطامة) for *aṭʻimah* (أطعمة) and *mashrabah* (مشربة) for *mashrūbāt* (مشروبات), which were corrected collaboratively in class.

## *Analysis of the Mimicry Memorization Method's Implementation Process*

We collected data on the implementation of the mimicry memorization method in teaching Arabic vocabulary to fifth-grade students at MI Takhassus Darul Ulum Ngaliyan Semarang during the 2023/2024 academic year through observations, and interviews with the Arabic teacher. In the first observation, the teacher demonstrated the pronunciation of food and drink vocabulary such as *dajāj* (chicken) and *ḥubz* (bread), followed by students imitating together. In the second observation, the teacher demonstrated the pronunciation of unfamiliar vocabulary like *aṭʻimah* (food) and *mashrūbāt* (drinks), with students mimicking simultaneously. The teacher also pronounced vocabulary, which students imitated three times until memorized.

Additionally, the learning process incorporated model sentences for vocabulary from the *fī al-maqṣaf* (in the canteen) chapter, such as *fī al-maqṣaf aṭʻima wa-mashrūbāt* (in the canteen there are food and drinks), *ākulu al-ḥubz* (I eat bread), and *ashrabu al-laban* (I drink milk), including vocabulary like *ākulu* (I eat) and *ashrabu* (I drink). However, we observed no discussion or dramatization activities during fifth-grade lessons. The learning process also did not utilize dialogue recordings; the teacher stated in an interview that it relied solely on direct pronunciation by the teacher, reasoning that

elementary students are better suited to learn from their immediate teacher: "Ideally, mim-mem could use native speakers or recordings, but at MI, students learn from the closest teacher first".

### *Evaluation of Strengths and Weaknesses in the Implementation of the Mimicry Memorization Method in Teaching Arabic vocabulary*

We gathered data on the strengths of implementing the mimicry memorization method in teaching Arabic vocabulary to fifth-grade students at MI Takhassus Darul Ulum Ngaliyan Semarang during the 2023/2024 academic year from interviews with teachers and students, as well as observations. The Arabic teacher noted that the method allows students to learn the sound and writing of vocabulary directly without guessing, thanks to the teacher's pronunciation demonstration. Fifth-grade female students reported that the method trains accurate and proper pronunciation, supported by the researcher's observation of students mimicking vocabulary such as *yashtarī* (he buys), *tilmīdh* (student), *fākihah* (fruit), *dajāj* (chicken), and *ḥubz* (bread) with attention to letter articulation and length variations repeatedly in the *Fī al-Maqṣaf* (in the canteen) chapter. Additionally, students mentioned that the method eases memorization and boosts learning enthusiasm due to collective practice, while observations showed active imitation and memorization. The teacher also observed that the method aids material comprehension through repeated pronunciation, evaluations via listening, writing, and oral tests, and enhances recall as vocabulary are reused in activities like *qirāʾah* (reading) and *tarkīb* (grammar).

Data on the weaknesses of the method's implementation include limitations observed and reported by students and teachers. During the observation, the teacher allocated two minutes for memorizing four vocabulary, *aṭʿimah* (food), *mashrūbāt* (drinks), *ākulu* (I eat), and *ashrabu* (I drink), which

students found insufficient and challenging for memorization. The same observation noted that a noisy classroom during evaluation, particularly translation exercises, caused some students to struggle hearing the teacher's pronunciation, as expressed by a student: "Because the students will not stay quiet, the class gets noisy, and the students cannot hear the teacher's voice." Furthermore, observations revealed media limitations, with learning relying solely on the teacher and printed books without variations like recordings, consistent with the teacher's statement: "There is no media preparation, mainly because here the teacher uses his voice and his books."

## Discussion

The implementation of the mimicry memorization method in teaching Arabic vocabulary at Madrasah Ibtidaiyah (MI) Takhassus Darul Ulum Ngaliyan Semarang for fifth-grade students in the 2023/2024 academic year presents a dual perspective that warrants careful consideration before concluding. The method's emphasis on direct pronunciation demonstration and repeated imitation, as observed, aligns with its theoretical underpinnings and enhances immediate language acquisition.[18] Interviews with teachers and students revealed improved pronunciation accuracy for *dajāj* (chicken) and *ḥubz* (bread), supporting Richards and Rodgers' assertion that oral mimicry fosters phonetic competence.[19] Furthermore, the observed enthusiasm and active participation during collective recitation corroborate findings by Shintani, who note that repetitive practice boosts motivation in early language

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[18] Zhongmin Li and Andrew-Peter Lian, "Achieving Self-Imitation for English Intonation Learning: The Role of Corrective Feedback," *Chinese Journal of Applied Linguistics* 45, no. 1 (2022): 106–25, https://doi.org/10.1515/CJAL-2022-0108.

[19] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2014), https://doi.org/10.1017/9781009024532.

learners.[20] However, these benefits are counterbalanced by limitations. The absence of advanced activities like discussion or dramatization, and the reliance on teacher-led instruction without audio aids, deviate from Christison and Murray's comprehensive framework.[21] This limit raises concerns echoed by Larsen-Freeman and Anderson, who argue that over-dependence on drills without multimedia can stifle creative language use,[22] an issue potentially exacerbated by the noisy classroom conditions.

The facilitation of memorization and recall, as seen with *aṭʿimah* (food) and *mashrūbāt* (drinks), further highlights the method's strengths, resonating with cognitive theories of language acquisition. Nation's research on vocabulary learning suggests that repeated exposure, as practiced in mimicry memorization, strengthens lexical retention,[23] a finding reinforced by the teacher's observation of vocabulary reuse in *qirāʾah* (reading) and *tarkīb* (grammar). This finding aligns with Zhou's study in Language Learning, which found that imitation-based methods enhance memory in young learners, particularly in structured settings like MI Takhassus Darul Ulum.[24] Yet, the two-minute memorization window and lack of media variation present challenges. Wigglesworth and Elder's work indicates

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[20] Natsuko Shintani, "Repeating Input-Based Tasks with Young Beginner Learners," *RELC Journal* 43, no. 1 (2012): 39–51, https://doi.org/10.1177/0033688212439322.

[21] MaryAnn Christison and Denise E. Murray, "Professional Learning through Professional Development for Second Language Teachers," in *Handbook of Practical Second Language Teaching and Learning*, ed. Eli Hinkel (New York: Routledge, 2022).

[22] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, 3rd ed. (Oxford: Oxford University Press, 2013).

[23] Ian Stephen Paul Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), https://doi.org/10.1017/CBO9781139524759.

[24] Xiao Zhou, "Creative Imitation: An Answer to the Fundamental Issue of L2 Learning," *Chinese Journal of Applied Linguistics* 44, no. 3 (2021): 351–65, https://doi.org/10.1515/CJAL-2021-0022.

that insufficient time allocation can hinder deep processing,[25] while Perez's analysis of technology-enhanced language learning suggests that audio-visual tools, absent here, improve comprehension.[26] The classroom noise issue further complicates audibility, a concern supported by Dixon and Salley, who link environmental distractions to reduced focus in language tasks.[27]

These findings' implications extend to pedagogical practice and future research directions. The method's success in building foundational skills suggests its suitability for elementary education, supporting Tsany et al. emphasis on teacher-student interaction at this level.[28] However, the observed limitations, short time frames and media scarcity, indicate a need for adaptation. Huang et al. study advocates for blended learning approaches, combining oral drills with digital resources, which could address the lack of variation noted by the teacher.[29] Similarly, Kasprowicz et al.'s meta-analysis highlights the efficacy of extended practice sessions, suggesting that lengthening memorization time could mitigate the difficulties

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[25] Gillian Wigglesworth and Cathie Elder, "An Investigation of the Effectiveness and Validity of Planning Time in Speaking Test Tasks," *Language Assessment Quarterly* 7, no. 1 (2010): 1–24, https://doi.org/10.1080/15434300903031779.

[26] Maribel Montero Perez, "Second or Foreign Language Learning through Watching Audio-Visual Input and the Role of on-Screen Text," *Language Teaching* 55, no. 2 (2022): 163–92, https://doi.org/10.1017/S0261444821000501.

[27] Wallace E. Dixon Jr. and Brenda J. Salley, "'Shhh! We're Tryin'' to Concentrate": Attention and Environmental Distracters in Novel Word Learning,'" *The Journal of Genetic Psychology* 167, no. 4 (2007): 393–414, https://doi.org/10.3200/GNTP.167.4.393-414.

[28] Hafizhah Arrova Tsany, Yayan Nurbayan, and Mia Nurmala, "Analisis Pola Interaksi Wacana Kelas dalam Pembelajaran Bahasa Arab di Sekolah Dasar," *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)* 4, no. 2 (2024): 556–71, https://doi.org/10.53299/jppi.v4i2.549.

[29] Min Huang, Fangtao Kuang, and Ying Ling, "EFL Learners' Engagement in Different Activities of Blended Learning Environment," *Asian-Pacific Journal of Second and Foreign Language Education* 7 (2022): 9, https://doi.org/10.1186/s40862-022-00136-7.

reported by students.[30] The integration of native speaker recordings, as suggested by the teacher, aligns with Mahdi's findings on multimedia's role in pronunciation accuracy, offering a potential solution to resource constraints.[31]

Future research should explore hybrid models to optimize the effectiveness of mimicry memorization. While understandable at the elementary level, the absence of dramatization or discussion contrasts with Christison & Murray call for communicative activities to enhance fluency, indicating a developmental gap that could be addressed in higher grades.[32] Additionally, the classroom noise issue underscores the need for environmental management strategies, as proposed by Dixon Jr. and Salley, which emphasize controlled settings for language acquisition.[33] Implementing these adjustments could enhance the method's scalability, as evidenced by Koderi et al.'s success with multimedia at MIN 7 Bandar Lampung.[34] Moreover, cross-cultural studies, such as those by Kustina et al.,[35] could investigate whether these findings hold in diverse linguistic contexts, providing a broader evidence base for Arabic language pedagogy.

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[30] Rowena E. Kasprowicz, Emma Marsden, and Nick Sephton, "Investigating Distribution of Practice Effects for the Learning of Foreign Language Verb Morphology in the Young Learner Classroom," *The Modern Language Journal* 103, no. 3 (2019): 580–606, https://doi.org/10.1111/modl.12586.

[31] Dawood Ahmed Mahdi, "Improving Speaking and Presentation Skills through Interactive Multimedia Environment for Non-Native Speakers of English," *Sage Open* 12, no. 1 (2022), https://doi.org/10.1177/21582440221079811.

[32] Christison and Murray, "Professional Learning through Professional Development for Second Language Teachers."

[33] Dixon Jr. and Salley, "'Shhh! We're Tryin'' to Concentrate": Attention and Environmental Distracters in Novel Word Learning.'"

[34] Koderi, Zuliana, and Budiman, "Implementasi Strategi Mimicrymemorization pada Pembelajaran Mufradat Bahasa Arab bagi Siswa Madrasah Ibtidaiyahmin 7 Bandar Lampung."

[35] Kiki Kustina et al., "The Intercultural Aspect of Teaching Arabic as a Foreign Language in Indonesia," *Mantiqu Tayr: Journal of Arabic Language* 4, no. 1 (2024): 279–93, https://doi.org/10.25217/mantiqutayr.v4i1.4086.

While mimicry memorization proves effective for basic Arabic vocabulary acquisition at MI Takhassus Darul Ulum, its limitations highlight the need for a balanced approach. The method's strengths in pronunciation and engagement are clear, yet its constraints, time, media, and environment, suggest that a hybrid model integrating technology and extended practice could maximize its potential. This discussion underscores the importance of context-specific adaptations, urging educators and researchers to refine the method to meet the evolving needs of young learners, as supported by the latest pedagogical insights.[36]

## Conclusion

The exploration of the mimicry memorization method within the Arabic language classroom at MI Takhassus Darul Ulum Ngaliyan Semarang during the 2023/2024 academic year reveals a dynamic interplay of pedagogical strategies that shape early language acquisition. This approach weaves structured objectives and activities—rooted in oral imitation and collective engagement—to foster a foundational understanding of Arabic vocabulary. At the same time, its alignment with theoretical frameworks highlights its strengths in phonetic mastery and its limitations in broader linguistic creativity. The method's reliance on teacher-led instruction and minimal resource support underscores a context-specific adaptation that prioritizes accessibility over technological enrichment, offering a lens into how educational constraints influence learning outcomes. We suggest that the method bridges traditional teaching and modern learner needs, balancing immediate skill development with the challenges of time and environment.

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[36] Shawn Loewen, Daniel R. Isbell, and Zachary Sporn, "The Effectiveness of App-Based Language Instruction for Developing Receptive Linguistic Knowledge and Oral Communicative Ability," *Foreign Language Annals* 53, no. 2 (2020): 209–33, https://doi.org/10.1111/flan.12454.

Despite its insights, this study encounters limitations that merit consideration for future exploration. The research's focus on a single elementary setting may restrict the applicability of findings to broader contexts. At the same time, the reliance on short-term observational and interview data limits insights into long-term retention. The absence of advanced analytical techniques also leaves room for deeper outcome assessment. Moving forward, future studies could adopt mixed-method designs with larger, diverse samples to enhance generalizability, incorporate longitudinal tracking to evaluate sustained learning, and explore digital or environmental interventions to address classroom dynamics, potentially laying the groundwork for a more comprehensive understanding of this method's potential in Arabic language education.

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