Mimimo-Flashcard: Vocabulary Learning Media Based on the Mimicry Memorization Method

Abdul Hafidz bin Zaid
Universitas Darussalam Gontor
abuafadh@unida.gontor.ac.id

Agus Yasin
Universitas Darussalam Gontor
elyasien@unida.gontor.ac.id

Nur Hanifatus Sholeha
Universitas Darussalam Gontor
nhsholeha@mhs.unida.gontor.ac.id

Azhar Amir Zein
International University of Africa Sudan
azhar@iua.edu.sd

ENGLISH ABSTRACT

The Mimicry-Memorization Method is considered one of the foreign language teaching methods, particularly in teaching vocabularies. It relies on repeating and remembering. The foremost advantages of this method are its' ability to transfer various kinds of vocabularies, besides it is also last longer in the students' memory, and is low budget. However, this research assumed that continuous repetition and habituation will cause boredom and even reduce students' interest in learning a language. So, the study was aimed at designing the learning media based on the Memorization method in the form of flashcards to make learning prosses more fun. This research applied the Research and Development (R&D) procedure with partially on the Analysis, Design, and Development. The data was collected through the observation, interviews, and distributing questionnaires to the teachers and students of the 12th-grade at MAN 10 Jombang. The result showed that the design of the mimimo-flashcard consists of hand-drawn images in the affixed to the-card. It has 10 themes with 9 related-vocabularies for each with 90 vocabulary words in total. The learning media validation from each material's expert and design's expert showed 84% and 90% and can be categorized as good and decent. The calculation result of the trials to determine the product's effectiveness in mastering vocabulary for both the Experiment and Control classes was considered effective with sig. (2-tailed) <sig.0.05 = 0.000.

Keywords: *Arabic Learning, Mimicry-Memorization, Vocabularies*

INDONESIAN ABSTRACT

Metode Mimicry-Memorization dianggap sebagai salah satu metode pengajaran bahasa asing, terutama dalam menguasai kosakata. Ini bergantung pada metode berulang dan mengingat. Keuntungan utama dari metode ini adalah kemampuan untuk mentransfer kosakata dalam jumlah besar, bertahan lama dalam memori dan tidak mudah dilupakan, dan biaya yang relatif rendah. Namun, penelitian ini mengasumsikan bahwa pengulangan dan habituasi yang terus menerus akan menyebabkan kebosanan dan bahkan mengurangi minat siswa dalam belajar bahasa. Jadi, penelitian ini bertujuan untuk merancang media pembelajaran berdasarkan metode The Mimicry-Memorization dalam bentuk flashcards untuk membuat prosses belajar lebih menyenangkan. Penelitian ini menggunakan Metode Reseach & Development (R&D) berbasis ADDIE (Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi) dengan focus pada analisis, desain dan pengembangan.. Pengumpulan data model dihasilkan oleh pengamatan, wawancara, dan kuesioner. Adapun pengambilan data dilakukan terhadap siswa kelas 12 dan beberapa guru pengajar MAN 10 Jombang. Hasil validasi media pembelajaran dari ahli dan pakar desain masing-masing materi menunjukkan 84% dan 90% dan dapat dikategorikan baik dan layak. Hasil perhitungan uji coba yang dilakukan untuk menentukan efektivitas produk untuk menguasai kosakata di kelas eksperimental dan kelas kontrol efektif dengan sig. (2-tailed) <sig.0,05 = 0,000.

Kata Kunci: Pembelajaran Bahasa Arab, Mimicry-Memorization, Kosakata

Introduction

Media in the learning process refers to all forms, tools and materials that are used to distribute information for educational purposes (Sanjaya, 2010). It can be in the form of radio, television, books, newspapers, magazines, or other types, including audio-visual, internet, computer, etc (Safitri & I, 2019). NEA (Educations Association), in addition, considers that media can be manipulated, seen, heard, read, or discussed along with instruments that properly employed to create the effectiveness of the instructional program (Arsyad, 2017). Therefore, the media plays a significant role in transferring the messages, stimulating thoughts, feelings, and student cognition through the learning process (Hamid, et al., 2020).

In the learning process, there are many kinds of methods that used the learning media. William Francis Mackey states in his book in about fifteen various learning methods are developed recently (Mackey, 1985):

> "...Most of the methods developed over the past few centuries are still in use in one form or another in various parts of the world. The most common types in use are (1) the

Direct Method, (2) the Natural Method, (3) the Psychological Method, (4) the Phonetic Method, (5) the Reading Method, (6) the Grammar Method, (7) the Translation Method, (8) the Grammar-Translation Method, (9) the Eclectic Method, (10) the Unit Method, (11) the Language-Control Method, (12) the Mimicry-Memorization Method, (13) the Practice-Theory Method, (14) the Cognate Method, (15) the Dual-Language Method".

The Mimicry-Memorization method (MIMIMO) or in Arabic *"As-sami'yah wa al-muhāfazah"* is one of the mentioned methods that might be applied to second language learning, specifically in the vocabulary learning. The MIMIMO means the method of learning foreign languages by imitating and memorizing vocabulary (Tarigan, 2008). It has some advantages mainly in providing large amounts of vocabularies easily. Moreover, students will be able to memorize it for a longer time and they will not easily forget about it. In addition, this method is relatively low cost. However, this method generally relies on only one direction or monotone phase by employing drill or repetition techniques. Situating the students only in the condition in which they state in constant repetition and repeated drills. It then causes boredom and even reduces their interest in learning a language.

Previous research showed that memorizing Arabic vocabulary as the second language was difficult. However, this new method, the MIMIMO method, has significant rules in order to improving the learning outcomes, particularly in the vocabulary learning (Nor Afifah, 2020). This result of this study showed that the MIMIMO effectively improved the student's capabilities in learning the vocabularies. It might happen because they get many experiences in mimicry memorization with various strategy. However, this research was focused only on solving the novice student problem in mastery, memorizing, understanding, and using Arabic vocabularies in the phrases and sentences at SMP Muhammadiyah 8 Batu.

The other related-study on this topic is conducted by Fatati and Sutarjo with focuses on the implementation of this method in vocabulary learning. The result revealed that this method can develop students' competency in learning vocabulary, in addition, it is a fun way and attract students to be more active because they participate in the teaching and learning process (Fatati & Sutarjo, 2021). This study, moreover, employed several basic MIMIMO procedures to teach vocabulary in the most enjoyable and attractive way for students. Nevertheless, it did not use the specific medias for the teaching processes.

These previous studies have different focus, values and benefits. It provides a model for teaching vocabulary using MIMIMO based on flashcard for non-novice students. Therefore, this study is aimed at designing and developing learning media in the form of vocabulary cards aligned with the MIMIMO-FLASHCARD as an effort to support the process of Arabic vocabulary learning process. As it is widely known that the learning media essentially rules the learning activities by providing the component and environmental stimulus that assist the students to understand the learning material (Syafei & Syukriya, 2020). It is assumed that learning media will effectively assist both teachers and students in achieving learning objectives. In this matter, the MIMIMO-FLASHCARD that contains images is purposely designed to avoid the direct translation and to drill the students on imitating and remembering the vocabularies in the full-motivated and enthusiastic circumstances.

Finally, this research was focused on how to design the MIMIMO-FLASHCARD vocabulary game card in the learning Arabic language based on the analysis of student needs.

Methods

The research applied the mixed method that uses the research design of Research and Development (R&D) with a focus partially only on the Analysis, Design, and Development model (Suryani, 2018). This study was conducted through three main phases: the analysis, the design, and the development of the media. The former encompasses several processes which is commenced by the analysis step by analysing the student's needs to the learning media while studying Arabic throughout the observation, the questionnaires, and the interviews.

The observation is conducted in the 12th-grade students of MAN 10 Jombang during the learning process. In addition, the interview employs the structured interview that involved several students whom randomly chosen and the teachers of Arabic in the respective institution. Lastly, the questionnaire was distributed to the experts in the learning media and the expert in Arabic language teaching in order to validate the media that has been designed based on the students' need.

The Mimicry-Memorization Method in Language Learning

In the language teaching and learning process, the MIMIMO essentially involves a lot of exercise activities and constant practices (Nurrohmah, Rahmawati, & Busri, 2020). That is because learning any language means possessing skills in using the language, both spoken and written (Aini & Wijaya, 2018). In this matter, this method emphasizes on building the ability to listen and speak by memorizing the vocabulary. By these two-way direct communication activities, the students are required to imitate and remember or memorize or re-collect what they memorize (Akasahtia, 2021). This method is called *Tharîqatu al-Simā' wa Al-Muhāfadzah* in which the students memorize the vocabulary after listening to them (Fatati & Sutarjo, 2021). Mimicry-Memorization is derived from the word "memory" which means remember. It refers to a set of attributes, activities, and skills, and does not refer to a single object (Nuha, Metodologi Super Efektif Pembelajaran Bahasa Arab, 2012).

This method relies on the three main measurements to examine the student's ability in memorizing and remembering things. Firstly, the *recall*, by which the students are required to tell what they remember or recall something they have in their memories. Secondly, the *recognition*, to recognize how many items they remember in the spoken language. And thirdly, the *relearning,* or finding the precise and easy ways and materials for the students to re-learn what they have learned before (Higbee & Linksman, 2013). In line with this, Kelvin Seifert argued that teachers could make the process of memorizing easier in some way by giving the students continuous encouragement through the lesson, or by reading and applying an active learning (Seifert, 2012). Teachers should encouragement the students to imitate, think and speak Arabic confidently (Zaid, 2012).

Fathiyah mentioned that, historically, the MIMIMO method was developed for the military purposes during the Second World War. It successfully employed specifically in establishing the high motivation learners, programming the intensive practice in small classes with good models. Hence, this fact inspires many teachers to implement this method in teaching a foreign language (Fathiyah, 2016). According to Nuha, the Mimicry-Memorization method is about how to imitate and memorize, therefore, this method is also known as the informant-drill method (Nuha, 2016).

The Mimicry-Memorization method is an aural-oral approach in language teaching. So, the learning process involved oral exercise activity as well as focusing on memorizing

the vocabulary and paying attention to the teacher. In the Mimicry-Memorization method as mentioned by L. Freeman, students are required to repeat what the teacher says as accurately and quickly as possible as they can (Freeman, 2011).

The activities of language learning in this method vary by the form of demonstrations and exercises or drilling skills, grammar in the structure of sentences, practicing the pronunciation, and vocabulary exercises by following and imitating the teacher while in the practice activities, a native speaker informant (*native informants*) acts as the teacher and spoke a few vocabularies *(mufradāt)* which followed by the learners until they become familiar with those words (Wekke, 2014).

Finally, it can be concluded that the MIMIMO method was applied to help students understand the linguistics aspect of the language so that they will be accustomed to think and respond in the target (Fathiyah, 2016). The first language, in this matter, would constantly interfere. So, it is essential to apply a new set of habits that will help students be more familiar with the use of target language.

Designing MIMIMO-FLASHCARD Learning Media Based on The Mimicry-Memorization Method for Teaching Arabic Vocabularies

In this section, the design of the flashcard is presented in three main phases: analysis, design, and development. The first, the analysis has two main procedures: analysing the problem and the student's needs. The basic research instruments, the research utilizes to find out the student's problems and needs are the questionnaires, interviews, and observations. From the data collection, the foremost problem, the student-facing while learning the Arabic vocabularies is their shortage of the Arabic vocab itself. The majority of students are graduates of public junior high school with no Arabic lessons thought inside the classes. Therefore, they need; 1) an appropriate learning media to achieve the specified- learning objectives, in this matter, the Arabic vocabulary, 2) the supporting and the medium of learning media in the classroom that help students in learning the new Arabic vocabulary.

The second phase, the media designing step is the process the media is being designed based on the analysis results. The phases of the designing process are:

First, Designing flashcards is the main material of this method. It contains hand-drawn images, photographs, or existing images that are affixed to the card. Those images on the card are presented along with a description of each image listed at the bottom of it.

Second, The MIMIMO-FLASHCARD consists of 10 themes with 9 related vocabularies for each. Making a total of vocabulary 90 vocabulary words. The themes, moreover, relate to what is in surrounding the students. Every single card has an eye-catching picture with the Arabic vocab below describing it in the full-vowel Arabic word. On the top of the pictures, it is listed the whole vocabs of the themes. The below pictures show this flashcard in detail.

Picture 1. The Single Flashcard

The card contains four main parts; the first is the theme of the card at the top of it. It shows the card identity to the users and making it easy for them to identify what the card is about. The second is the list of the vocabularies. It shows all the vocabs that the students will have to understand and memorize in the same theme of the card. Next, the third part is the picture that dominate the card's space purposely to help the student understand the meaning of the vocabulary faster. And the last is the Arabic vocab that is written precisely under the picture.

In addition, the Arabic vocabs has two forms, the singular and the plural. This flashcards will contain both forms so that the students will understand not only the singular of the vocabs but also its plural form. It is particularly important to appeal to the

learner's need for vocab use while having the conversation. The colour of the card is designed in bright dan colourful to make a real impact on visual learners.

Picture 2. The Sample of the Themes of the Flashcard

The above picture highlights the whole vocabulary in one theme. Every flashcard is designed differently based on the themes so that every theme has its own colour of card. Therefore, the student can recognize them easily. The theme "*fil-madrasah*", for instance, has 9 vocabs related to it with different pictures for each vocabulary. But pertaining to the colour, it has a similar green and red-combined main background. It shows that this colour combination is used for this theme. The colour may be different to the rest of the themes.

Third, The chosen themes are based on the result of the students' need analysis as described in the table below:

Table 1. The Themes of "MIMIMO-FLASHCARD"

No	Themes	Vocabularies	The Colour
1	*A'dhau al-jism*/ the parts of the body	9 vocabs	Light purple and yellow
2	*Al-usrah*/ the Family	9 vocabs	Red and blue sky

3	*Al-hudurawat* / the vegetables	9 vocabs	Light green and orange
4	*Al-thimar*/ the fruits	9 vocabs	Blue and blue sky
5	*Al-hayawanat*/ the animals	9 vocabs	Grey and yellow
6	*Al-a'dad*/the number	9 vocabs	Pink and blue sky
7	*Al-Muwashalat al-amah/*the public transportation	9 vocabs	Light green and red
8	*Fil-baiti* / in the home	9 vocabs	Blue and pink
9	*Fil-madrasah* / at the school	9 vocabs	Yellow and green
10	*Al-mihnah* / the profesion	9 vocabs	Grey and green
	Total	90 vocabs	

The Activities Using This MIMIMO-FLASHCARD

The stages of learning Arabic using the "MIMIMO" card based on the Mimicry-Memorization method are consist of three main steps based on the MIMIMO basic learning process. The activities, then divided into three main steps: recalling, recognition, and re-learning as the below table shows.

**Table 2. The Stages of Learning Arabic using the "MIMIMO-FLASHCARD"**

No	The Steps	The Activities
1	Recalling	1) The teacher describes every theme on the card clearly and comprehensively 2) Students are given one or two minutes to memorise the cards and what is exactly in it 3) In groups, they have two or three minutes to write as many vocabularies as they can
2	Recognition	In this phase, we divide into two players with a particular task for each. The learning process will go through these steps: 1) Player 1: mentions the main theme and shares it with other participants.

		2) Player 2: respond to player 1 (present/absent) if any.
		3) Player 1 guesses the vocabulary written on Player 2's card, if Player 1's guess is correct then Player 2 must hand over his card and be given the chance to continue guessing the other cards remain in the same theme.
		4) if the guessing is incorrect, the card is kept until the correct answer comes from player 1.
3	Re-learning	The game takes turns from one player to another and continues until 10 vocabularies/themes are collected. The participant who collects more cards will become the winner.

The Development of the Media

Upon the completion of its design, the researcher validates the product to the material experts and design experts before conducting the trial. The validation process is aimed at assessing the validity of the product based on expert judgment. The results of media development from experts show that the validity of the material content is 84% and the media design is 90%. The validity results are shown in the chart below:

The flowchart of the expert validation
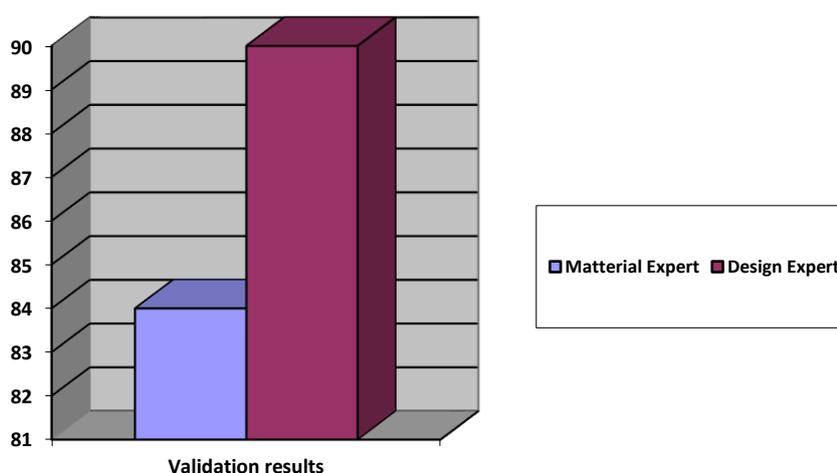
Based on the results, it is found that the previous research did not discuss about MIMIMO Methods in more specific way. This research promotes the MIMIMO-flashcard as a media of teaching vocabulary based on the MIMIMO methods. In addition, in this matter, the design of the media is based on the non-novice student level and being validated by the experts in teaching Arabic and in the design of educational aids.

Conclusion

Designing the MIMIMO-FLASHCARD to support the MIMIMO method in Arabic vocabulary learning is easy by using pictures from magazines, or drawing simple pictures or downloading some pictures from the internet. The purpose of the design is also adjustable based on the student's needs. The most important advantage is to make sure that they are all of the same sizes on cards with different colours for every theme. The teaching and learning process is then based on three indicators, namely recall, recognition, and relearning. The results of media development from experts show that the validity of the material content is high, 84% and 90% respectively.

Although the product of the research has not been implemented and evaluated based on the complete R&D method, it would come with a significant impact on the student's Arabic learning activities. Furthermore, this method can specifically reduces students' boredoms during the teaching and learning process that relies mainly on one direction or monotone phase by employing drill or repetition techniques.

References

Akasahtia, L. T. (2021). *Strategi Pembelajaran Bahasa Arab: (Menggelitik Pakem) Pembelajaran Aktif, Kreatif, Efektif, & Menyenangkan.* Riau: CV. DOTPLUS Publisher.

Aini, S., & Wijaya, M. (2018). Metode Mimicry-Memorization (Mim-Mem Method) dalam Meningkatkan Penguasaan Mufrodat Peserta Didik di Madrasah. *PALAPA: Jurnal Studi Keislaman dan Ilmu Pendidikan 6(1)*, 90-110.

Akasahtia, L. T. (2021). *Strategi Pembelajaran Bahasa Arab: (Menggelitik Pakem) Pembelajaran Aktif, Kreatif, Efektif, & Menyenangkan.* Riau: CV. DOTPLUS Publisher.

Arsyad, A. (2017). *Media Pembelajaran.* Jakarta: PT Raja Grafindo Persada.

Fatati, A., & Sutarjo, J. (2021). Implementasi Metode Mimicry Memorization (Mim-Mem) Dalam Pembelajaran Mufrodat. *An Nabighoh 23(1)*, 127-142. doi:DOI: https://doi.org/10.32332/an-nabighoh.v23i1.2317

Fathiyah, L. (2016). *The Use of Song as The Realization of Mimicry Memorization to Promote Students' Vocabulary Power in Irregular Verb (Thesis).* Semarang: Walisongo State Islamic University Press.

Freeman, D. L. (2011). *Techniques and Principles in Language Teaching.* London: Oxford University Press.

Hamid, M. A., Ramadhani, R., Masrul, M., Juliana, J., Safitri, M., Munsarif, M., . . . Simarmata, J. (2020). *Media Pembelajaran.* Medan: Yayasan Kita Menulis.

Higbee, K. L., & Linksman, R. (2013). *Memory Superlink Metode Percepatan Belajar.* Semarang: Dahara Prize.

Mackey, W. F. (1985). *Language Teaching and Analysis.* London: Longman Gr.

Nor Afifah, S. M. (2020). The Implementation of Mimicry Memorization Method for Novice Students in Learning Arabic Mufradat. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, 12*(2), 263-280. doi:DOI: 10.24042/albayan.v%vi%i.5953

Nuha, U. (2012). *Metodologi Super Efektif Pembelajaran Bahasa Arab.* Yogyakarta: Diva Press.

Nuha, U. (2016). *Ragam Metodologi & Media Pembelajaran Bahasa Arab.* Yogyakarta: Diva Press.

Nurrohmah, N., Rahmawati, N., & Busri, H. (2020). Efektivitas Metode Mim-Mem (Mimicy Memorization) untuk Meningkatkan Keterampilan Berbicara dan Membaca Bahasa Arab Siswa Kelas VIII MTs Maarif NU 04 Tamansari Purbalingga. *Lisanul Arab vol 09 no 02*, 95-103.

Safitri, E., & I, S. (2019). The Use of Visual Media in Maharata Al-Kalam Learning "Learning Media is Everything that is Presented by Concrete Media in Order to Understand". *Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 72-89.

Sanjaya, W. (2010). *Perencanaan dan Desain Sistem Pembelajaran.* Jakarta: Kencana Prenada Media Group.

Seifert, K. (2012). *Pedoman Pembelajaran & Instruksi Pendidikan.* Yogyakarta: Diva Press.

Suryani, N. (2018). *Media Pembelajaran inovatif dan Pengembangannya.* Bandung: PT Remaja.

Syafei, I., & Syukriya, A. U. (2020). The Use of Creative Board Media in Improving Arabic Writing Skills. *Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 58-62.

Tarigan, H. G. (2008). *Menyimak Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa.

Wekke, I. S. (2014). *Model Pembelajaran Bahasa Arab.* Yogyakarta: Deepublish.

Zaid, A. H. (2012). Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab: Pengalaman Pondok Modern Darussalam Gontor. *At-Ta'dib 7(2)*, 309-320.