


The Effectiveness Of The Mim-Mem Method In Mastering Arabic Vocabulary At Muhammadiyah High School 3 Makassar

Nurjannah¹, Muhram² Nurtaqwa Amin³
Universitas Muslim Indonesia

Article Info	ABSTRACT
<p>Keywords: Effectiveness, Mim-Mem, Arabic Vocabulary</p>	<p>This study aims to assess the effectiveness of the Mim-Mem learning method in enhancing Arabic vocabulary mastery (mufradat) and the suitability of the competency standards and indicators set to improve communication skills. The research employs a descriptive qualitative approach with classroom action research. The Mim-Mem method (Mimicry Memorization) focuses on communicative learning that actively involves students in practicing Arabic directly as a second language, emphasizing imitation and memorization exercises. The application of the Mim-Mem method in improving mufradat mastery aims to achieve learning competencies covering mastering mufradat as material for active and effective interaction, fluently mentioning mufradat correctly, and expanding Arabic vocabulary. This method is systematically illustrated in the lesson plan, starting from introduction, core, to closing activities. In its implementation, there is innovation in learning that assists students in Arabic vocabulary pronunciation and articulation, fostering active engagement in the learning process. The effectiveness of the Mim-Mem Method in mufradat learning is reflected in a significant improvement in students' skills in mastering Arabic mufradat vocabulary. Before treatment with the Mim-Mem method, the Arabic vocabulary mastery of class X students at SMK Muhammadiyah 3 Makassar was categorized as less capable because it was below 56% to 75%, specifically at 44.11%. However, after treatment with the Mimicry memorization method, the value increased to 76.47%, categorizing it as effective.</p>
<p>This is an open access article under the CC BY-NC license</p> 	<p>Corresponding Author Nurjannah Universitas Muslim Indonesia nurjannah_abna@umi.ac.id</p>

INTRODUCTION

Arabic language learning is a process of interaction between students and teachers in the process of learning Arabic, to facilitate students in understanding Arabic and its scope [1]. An active and enjoyable Arabic language learning needs to begin with creating an Arabic language environment that directs all students in the class to be actively involved and focused on the material being taught.

Mastering Arabic vocabulary (mufradat) is the main capital to achieve the effectiveness of Arabic language learning. Learning Arabic vocabulary (mufradat) is an emphasis for teachers to teach early to students, especially learning maharatul kalam (speaking skills) [2].

Mufradat is one of the important elements of the language component that must be mastered by a foreign language learner both orally and in writing to gain language proficiency [3]. Mufradat is a set of words or a repertoire of words known by someone or another entity or is part of a particular language [4]. Mufradat learning can be done with various methods and the use of supporting media [5]. The accuracy of the selection of a learning method related to the material can be a way to maximize the learning outcomes achieved.[6]

One of the strategic methods for increasing vocabulary with the mim mem method which in Arabic is called al muhakah wal hifzh. The mim-mem method from the words Mimicry (which means imitation) and memorization (which means memorization), is an exercise in imitating and memorizing dialogues regarding various situations and occasions through this exercise a learner can achieve good proficiency in conversation that is carried out naturally and not made u [7]. In mastering mufradat, an appropriate method is needed to obtain effective success in the teaching and learning process [8]. The use of the mim-mem method in learning mufradat aims to facilitate the pronunciation and mastery of mufradat of students towards language skills [9]. So in terms of learning or mastering mufradat, it is very important to present a method that can facilitate students in understanding and mastering the material taught in this case Arabic mufradat.

Arabic lessons at SMK Muhammadiyah 3 Makassar are one of the subjects applied in class X MPLB with the theory of unity or nadzariyah al wihdah, to learn a strong correlation between various linguistic aspects with learning all aspects in a unified diversity to improve 4 language skills namely speaking, listening, reading and writing skills. The results of the researcher's observations found that in the Arabic lesson plan in the introductory activities, the teacher has not linked the material with the student's knowledge, the delivery of learning objectives, and the direction of the learning methods that will be used. In the core activities, the teacher does not present short dialogs or readings, by the way the teacher reads them repeatedly, and students listen without looking at the text. Students have not been directed to imitate and memorize the dialogue with the technique of imitating the teacher's reading of the sentence classically while memorizing the sentence, and the teacher has not presented the sentences contained in the dialogue or short reading, especially those considered difficult, carried out with the technique of drill or practice, the teacher has not facilitated students to demonstrate or dramatize the memorized dialogue in front of the class in turn. In the closing activity, the teacher did not facilitate students to reflect on the learning experience, whereas the purpose of learning Arabic at SMK Muhammadiyah 3 Makassar aims in addition to students being able to read the Qur'an thoroughly, also improve the ability to use language both orally and in writing as a language of communication similar to English, not just memorizing and knowing vocabulary, but students are expected to be able to apply all the vocabulary and grammar they understand in daily conversation by interacting with their friends.

Based on this, the researcher conducted a study of learning Arabic courses at SMK Muhammadiyah 3 Makassar students by using one of the communicative learning methods,

namely the Mim Mem method as one of the communicative learning methods that involves students actively, practicing Arabic directly as a second language, this method not only emphasizes imitation and memorization exercises for students to form language skills, students are also skilled in making sentence patterns, active in dialogue and also continue to provide feedback and gain abilities or skills in language directly and practically.

The application of the mim-mem learning method can also make students more active in class so that there is reciprocity between teachers and students, this method can also increase student interest in learning Arabic, increase student confidence, and support vocabulary mastery.[10]. This study aims to determine the effectiveness of using the mim-mem learning method, and the suitability of competency standards and indicators set to expand communication skills with a structured, systematic, and organized process. In addition, to improve the learning process and improve student learning outcomes on Arabic teaching materials with the mim-mem method.

METHODS

This type of research is field research using a descriptive qualitative approach with classroom action research. [10] The time of this research began with a literature search, preparation of proposals for the implementation of research, and publication of research results which was carried out for six months. The object of the research is the effectiveness of the Mim Mem learning method in the achievement of speaking skills of SMK Muhammadiyah students in class X Office Automation and Governance totaling 22 students, consisting of 5 male students and 17 female students. However, during data collection, only 17 students were active. Data collection methods, with observation, tests, interviews, and documentation. The data processing method is carried out in three stages, namely preparation, data collection stage, and data processing stage. The data analysis method uses the data triangulation method, namely: data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Application of the Mim-mem Method in Arabic Learning in the Faculty of Arabic Literature Mastery of Arabic vocabulary (mufradat) with the use of the Mim-mem method emphasizes the active involvement of students in communication. This process in addition to students trained to mention mufradat fluently and correctly and have Arabic vocabulary, students also have the courage and confidence to speak with classmates. In addition, the teacher can correct directly if there are errors in using words or reading. The purpose of applying the mim-mem method with an oral approach is to use the target language communicatively. Students are expected to be able to practice their language communicatively. The application of the mim-mem method in learning mufradat is as follows:

1. Introduction, begins with an apperception, or initial test on the material.
2. Exposure of a short dialog text that is pronounced by the educator repeatedly, then students listen to the vocabulary without seeing the text that is pronounced.

3. Imitating and memorizing the text or short dialogue by imitating each sentence pronounced by the teacher simultaneously and then memorizing the text.
4. Exposure to sentence elements that are considered difficult for students or learners.
5. In the formation of other sentences refer to the sentence patterns that have been practiced.
6. The last is closing, at this stage usually in the form of giving assignments to do at home or homework

During the learning process, observations were made, and afterward, in-depth interviews were conducted to find out the development of the application of the use of the Mim Mem method in learning mufradat. After attending the meeting 7 times and ending with an oral and written exam, then this study asked 17 students to fill out a questionnaire assessing how students think about the application of the mim-mem method in mufradat learning, by measuring the degree of 5-point Linkert scale; (1) STS / Strongly Disagree (2) TS / Disagree, (3) N / Neutral, (4) S / Agree, (5) SS / Strongly Agree.

- a. How do students think about the use of the Mim-Mem method in learning mufradat.

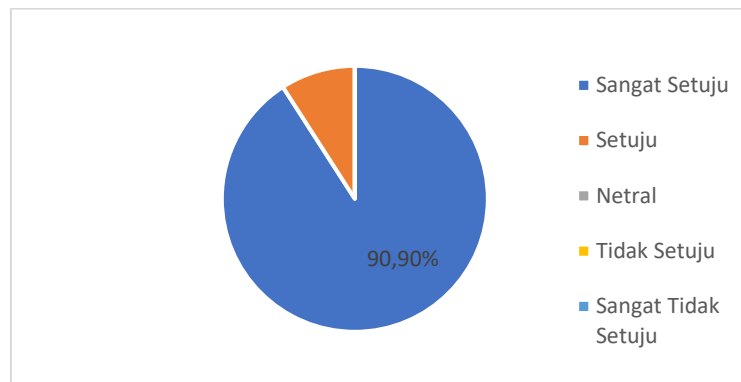


Figure 1. Students' opinions on the use of the mim-mem method in learning mufradat

The diagram shows that students strongly agree with the use of the mim-mem method in Arabic language learning to master Arabic vocabulary (mufradat). The application of learning with this method affects the learning outcomes well. The results of the first observation show that there are lesson plans for the introduction, core, and closing activities that have not been implemented by the teacher. However, after the application of this method, the teacher systematically implemented the lesson plan starting from the introduction, core, and closing activities. This can be seen in the following table:

Table 1. Observation before and after the application of the Mim mem Method in Mufradat Learning

Observation before the application of the Mim-Mem method				Observation after the application of the Mim-Mem method			
No	Things that were observed	Yes	No	No	Things that were observed	Yes	No
Introductory activities				Introductory activities			
1.	Educators open the lesson with greetings and prayers	✓		1.	Educators open the lesson with greetings and prayers	✓	
2.	Educators ask for news and check student	✓		2.	Educators ask for news and check student	✓	
3.	Fostering learning motivation	✓		3.	Fostering learning motivation	✓	
4.	Relate the material to students' knowledge		✓	4.	Relate the material to students' knowledge	✓	
5.	Educators convey learning objectives		✓	5.	Educators convey learning objectives	✓	
6.	Provide direction on the method to be us		✓	6.	Provide direction on the method to be us	✓	
Core Activities				Core Activities			
1.	Educators provide related vocabulary	✓		1.	Educators provide related vocabulary	✓	
2.	Educators provide notes related to	✓		2.	Educators provide notes related to	✓	
3.	Explain in general terms the related material	✓		3.	Explain in general terms the related material	✓	
4.	Present a short dialog or passage, with the teacher reading it repeatedly, and the learner listening without looking at the text.		✓	4.	Present a short dialog or passage, with the teacher reading it repeatedly, and the learner listening without looking at the text.	✓	
5.	Learners imitate and memorize dialogues or short readings, with the technique of imitating		✓	5.	Learners imitate and memorize dialogues or short readings, with the technique of imitating	✓	
6.	The teacher presents sentence patterns contained in dialogs or short readings, especially those considered difficult, using the drill technique.		✓	6.	The teacher presents sentence patterns contained in dialogs or short readings, especially those considered difficult, using the drill technique.	✓	
7.	Learners act out or dramatize the memorized dialogue in front of the class in turn.		✓	7.	Learners act out or dramatize the memorized dialogue in front of the class in turn.	✓	
Closing Activities				Closing Activities			
1.	Educators together with students reflect on the learning experience		✓	1.	Educators together with students reflect on the learning experience	✓	
2.	Close the lesson with prayer and closing greetings.	✓		2.	Close the lesson with prayer and closing greetings.	✓	

Table 1 shows that after the implementation there were changes in the mufradat lesson plan with the Mim Mem method. Three things that were a problem before the application of the teacher's lesson plan, after class action with the application of the Mim Mem method in learning mufradat encouraged the teacher to carry out the teaching and learning process in an organized manner. In the introductory activities, the teacher has linked the material with students' knowledge, delivered learning objectives, and directed the learning methods to be used. In the core activities, the teacher presents a dialog or short reading, by the way the teacher reads it repeatedly, and students listen by looking at the text. The teacher directs students to imitate and memorize the dialogue with the technique of imitating the teacher's reading sentence by sentence classically while memorizing the sentence, and the teacher presents the sentences contained in the dialogue or short reading, especially those considered difficult, carried out with the technique of drill or practice, the teacher facilitates students to demonstrate or dramatize the dialogue that has been memorized in front of the class in turn. In the closing activity, the teacher facilitates students to reflect on the learning experience.

Effective learning management is an urgent matter that needs teachers' attention to achieve learning objectives, including the use of methods that emphasize students as more active and teachers as facilitators. The Arabic vocabulary material (mufradat) tested to students with the mim-mem method before and after the application of the method can be seen in the following table, namely:

Table 2. Arabic vocabulary tested to students

No	Mufradat	Translation
1.	كتاب	Book
2.	سبورة	Blackboard
3.	بلاط	Floor
4.	مكتب	Table
5.	كرسي	Chair
6.	مصباح	Lamp
7.	جدار	Wall
8.	مرواحة	Fan
9.	نافذة	Window
10.	حقيبة	Backpack
11.	تلميذ	Student (men)
12.	طالبة	Student (women)
13.	مدرس	Teacher (men)
14.	صورة	Photo
15.	قلم	Pen

After testing the application of the method, scores can be generated that describe the ability to master Arabic vocabulary (mufradat) before and after being given class action or treatment.

Table 3. Distribution of scores before and after class action of the application of the Mim-Mem method in mastering mufradat

No	Before		After	
	Respondent	value	Respondent	value
1.	R 1	50	R 1	75
2.	R 2	80	R 2	75
3.	R 3	50	R 3	70
4.	R 4	50	R 4	85
5.	R 5	50	R 5	90

6.	R 6	50	R 6	85
7.	R 7	30	R 7	90
8.	R 8	30	R 8	90
9.	R 9	60	R 9	90
10.	R 10	30	R 10	45
11.	R 11	30	R 11	85
12.	R 12	0	R 12	85
13.	R 13	40	R 13	85
14.	R 14	50	R 14	85
15.	R 15	50	R 15	80
16.	R 16	50	R 16	90
17.	R 17	50	R 17	90
Amount		750=44.11%	Amount	1395=82.0588%

Table 3 shows the distribution of scores describing the ability of students to master mufradat before and after being given the treatment of applying the Mim-Mim method with mastery of mufradat. Student scores before treatment of 17 students who were treated showed a total of 750 = 44.11% and after treatment, there was a twofold increase of 1395 = 82.0588%. After that the value of each student is accumulated the average can be seen in the following table before and after the treatment or class action of the application of the Mim-Mem method for mastery of mufradat.

Table 4. Post-test scores and number of respondents

No	After		Before	
	Value	number of respondents	Nilai	number of respondents
1.	80	1	90	6
2.	60	1	85	6
3.	50	9	80	1
4.	40	1	75	2

5.	30	4	70	1
6.	0	1	45	1
Amount		17	Amount	17

Table 4 above shows that before the treatment of the method, student scores showed a score of 50 there were 9 students, a score of 80 there was 1 student and 60 there was 1 student, the rest were below the score of 50. After the treatment of the application of the method, there was a significant increase in student scores. 6 students scored 90, 6 students scored 85, 1 student scored 80, 2 students scored 75, 1 student scored 70, and 1 student scored 45. Although there is still below 45 only 1 person and the other value is above the value of 70. From these values, the researcher made a clustering of the highest student scores 76-100 capable categories, 56-75 less capable categories, and 0-55 incapable categories. It can be seen in the following figure:

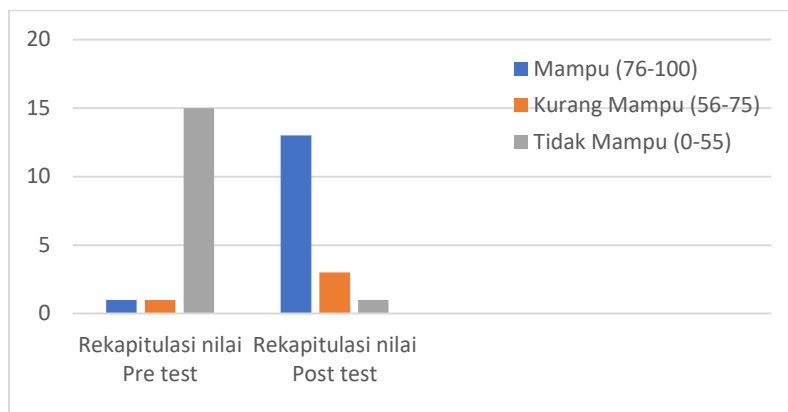


Figure 2. Recapitulation of scores before and after the treatment of the Mim-Mem Method for the Improvement of Mufradat Mastery

Figure 2 shows a recapitulation of the scores before and after the treatment of the mim-mem method for improving mastery of mufradat. Before the treatment the respondent data in the able category amounted to 1 person (5.882%), the less able category amounted to 1 person (5.882%), and the unable category amounted to 15 people (88.235%). Then the highest percentage above is less able students, namely 15 students (88.235%). After treatment, the respondent data in the able category amounted to 13 people (76.47%), the less able category amounted to 3 people (17.46%), and the unable category amounted to 1 person (5.88%). Then the highest percentage above is able students, namely 13 students (76.47%). This data shows a significant increase in student ability In mastering Arabic vocabulary (mufradat), the qualitative average percentage of mastery of Arabic vocabulary of class X students of Office Automation and Management of SMK Muhammadiyah 3

Makassar after being treated with the Mim-Mem method can be categorized as capable, namely 76.47%. Although it has not reached a perfect score of 100 percent, looking at the assessment standard of 76.47% it can be concluded that students can master mufradat with the mim-mem method.

The observation results show that when the mim-mem method is treated, there is a renewal of learning methods that help students in pronunciation and pronunciation of Arabic vocabulary, there is liveliness created in the learning process, students are facilitated not only listening to the material but they are encouraged to be able to practice or pronounce directly the vocabulary taught. In addition, the mastery of materials and methods that suit the needs of students by the teacher is one of the indicators that will make it easier for students to receive the material.

b. Do students like the use of the Mim-Mem method in learning mufradat?

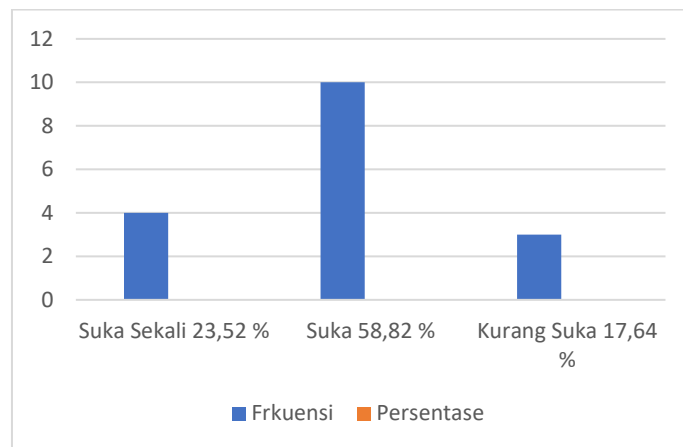


Figure 3: Students' Answers to the Use of the Mim-Mem Method in Learning Arabic Vocabulary (Mufradat)

Based on diagram 3, it can be seen that 4 respondents with a value of 23.52% chose the answer "like very much", 10 respondents with a value of 58.82% chose the answer "like", 3 respondents with a value of 17.64% chose the answer "less like". Based on the percentage results of the figure above, it can be seen that students tend to like Arabic lessons based on the mim-mem method.

c. Does the application of the mim-mem method help students memorize and understand vocabulary lessons in Arabic more easily?

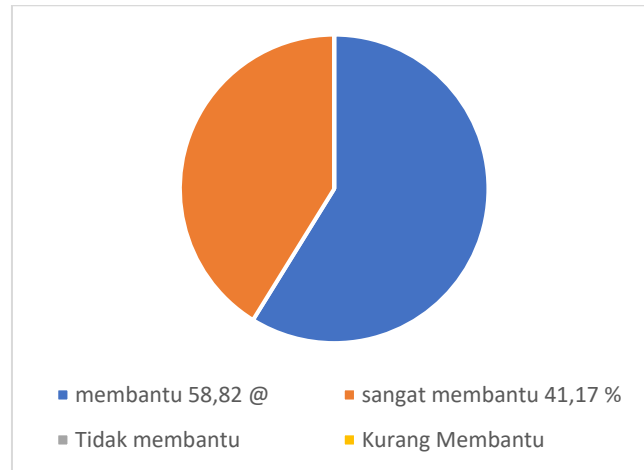
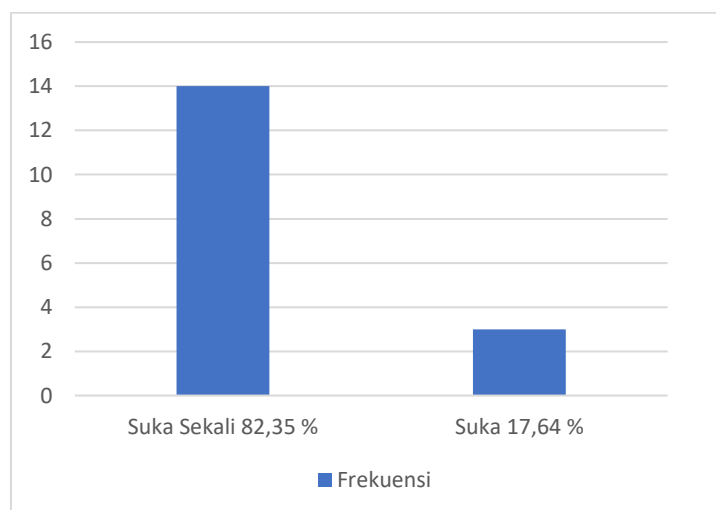


Figure 4. Students' response to the application of the Mim-Mem method helps students memorize and understand vocabulary lessons in Arabic more easily.

Based on the diagram image 4 shows, 10 respondents with a percentage value of 58.82% chose the answer "helpful", then 7 respondents with a percentage value of 41.17% chose the answer "very helpful", then 0 respondents chose the answer "not helpful" and 0 respondents chose the answer "less helpful" which stated that they felt that the application of the Mim-Mem method helped students memorize and understand vocabulary lessons in Arabic. The use of the mim-mem method in Arabic language learning not only emphasizes imitation and vocabulary memorization exercises for students to form language skills but also requires teacher accuracy in facilitating students in the learning process. Based on data collection techniques and after data analysis, it shows that there is a significant increase in students' skills in mastering Arabic vocabulary mufradat,

a. How do students respond to teachers using the Mim-Mem method in learning mufradat.



Figur 5. Students' Responses to Teachers with the Use of the Mim-Mem Method in Learning Mufradat

Based on diagram image 5, shows that no respondents chose the answer "less like" and the answer "dislike" or 0 both, 3 respondents with a percentage value of 17.64% chose the alternative answer "very clear", and 14 respondents with a percentage value of 82.35% chose the answer "clear". It can be concluded, that their responses to Arabic teachers in teaching Arabic vocabulary with a percentage value of 82.35% with clear alternative answers. Learning mufradat with this method is very effective with the repetition of vocabulary material repeated by the teacher strengthening the habit of Arabic for students so that students are skilled in pronouncing Arabic vocabulary properly and correctly.

b. Do students experience obstacles in using the Mim-Mem method in learning mufradat?

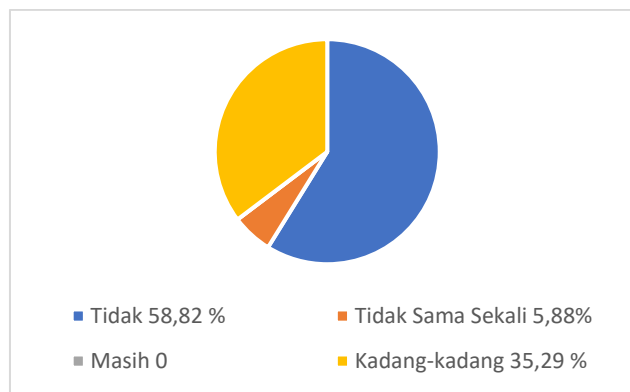


Figure 6: Student responses to obstacles in using the Mim-Mem method in learning mufradat.

Based on the diagram image 6 shows that 10 respondents with a percentage value of 58.82% chose the alternative answer "no", 1 respondent chose the answer "not at all", and 6 respondents with a percentage value of 35.29% chose the alternative answer "sometimes". This shows that students follow the learning process of Arabic vocabulary, 10 students stated that they did not experience obstacles in learning mufradat with the mim-mem method, but 6 students said that sometimes but still found obstacles, and no students chose the alternative answer "sometimes". The distribution of student scores illustrated in Table 3 shows the ability of students to master mufradat before and after being given the treatment of applying the Mim-Mim method with mufradat mastery. Student scores before treatment of 17 students who were treated showed a total of 750 = 44.11% and after treatment, there was a twofold increase of 1395 = 82.0588%.

Figure 2 above shows a recapitulation of the scores before and after the Mim-Mem Method treatment for the improvement of mufradat mastery. Before The treatment shows that the respondent data in the able category amounted to 1 person (5.882%), the less able category amounted to 1 person (5.882%), and the unable category amounted to 15 people (88.235%). Then the highest percentage above is less able students, namely 15 students

(88.235%). After treatment, the respondent data in the able category amounted to 13 people (76.47%), the less able category amounted to 3 people (17.46%), and the unable category amounted to 1 person (5.88%). Then the highest percentage above is able students, namely 13 students (76.47%). This data shows a significant increase in students' ability to master Arabic vocabulary (mufradat), the qualitative average percentage of mastery of Arabic vocabulary of students in class X MPLB SMK Muhammadiyah 3 Makassar after being treated with the Mim-Mem method can be categorized as capable, namely 76.47%. Although it has not reached a perfect score of 100 percent, looking at the assessment standard of 76.47% it can be concluded that students can master mufradat with the mim-mem method.

The use of the mim-mem method in learning Arabic vocabulary (mufradat) in addition to the four competencies can be achieved, listening, speaking, writing, and reading, also focuses on improving students' language skills, both receptive and productive can be achieved. The use of the mim-mem method in learning Arabic vocabulary (mufradat) is also effective in learning Arabic because it directs students to the achievement of the learning curriculum and independent learning for the achievement of four language skills. The use of the mim-mem method is considered appropriate and effective for providing concrete understanding, making it easier for students to absorb the material delivered by the teacher. The effectiveness of learning refers to how effective the learning program is in helping students to master, for example, vocabulary. For example, material taught with the use of students trained through a continuous and systematic learning and practice process can facilitate a person in communicating directly. Learning mufradat with the mim-mem method facilitates students to learn more actively, and train their courage to pronounce repeatedly, making it easier for students to use Arabic vocabulary in Arabic conversation.

CONCLUSIONS

The application of the Mim-Mem (Mimicry Memorization) method in improving the mastery of Arabic vocabulary (mufradat) aims to achieve the learning competence of mufradat mastery as material in establishing active and effective interactions to mention mufradat fluently and correctly and have Arabic vocabulary, students also have the courage and confidence to speak. The application of the mim-mem method is systematically illustrated in the lesson plan starting from the introduction, core, and closing activities. The teacher directs students to imitate and memorize dialogues with the technique of imitating the teacher's reading sentence by sentence classically while memorizing sentences, and the teacher presents sentences contained in dialogues or short readings, especially those considered difficult, carried out with drill or practice techniques, the teacher facilitates students to demonstrate or dramatize dialogues that have been memorized in front of the class in turn. In the closing activity, the teacher facilitates students to reflect on the learning experience. In addition, there was a significant increase in student scores after the application of the method from a total of 750 = 44.11% to 1395 = 82.0588%. The application of the mim-mem method, there is a renewal of learning methods that help students in the pronunciation and

pronunciation of Arabic vocabulary, there is liveliness created in the learning process, and students are facilitated not only listening to the material but they are encouraged to be able to practice or pronounce directly the vocabulary taught. In addition, the mastery of materials and methods that suit the needs of students by teachers is one of the indicators that will make it easier for students to receive the material. The effectiveness of the Mim-Mem Method in learning mufradat directs students to train themselves to get used to pronouncing fluently and correctly Arabic vocabulary as an important component in communication. The mim-mem method is effective in improving mastery of Arabic vocabulary (mufradati) as one of the elements that support the achievement of learning, integrated into the teaching and learning process and the material taught. Based on data collection techniques and after data analysis, it shows that there is a significant increase in students' skills in mastering Arabic vocabulary mufradat with the mim-mem method, repetition of vocabulary material by the teacher strengthens the habit of Arabic for students, so students are skilled in pronouncing Arabic vocabulary properly and correctly. The use of the mim-mem method in learning Arabic vocabulary (mufradat) in addition to the four competencies that can be achieved, listening, speaking, writing, and reading, also emphasizes improving students' language skills, both in terms of listening and speaking. receptive and productive can be achieved as well as directing students related to the achievement of the learning curriculum and self-learning for the achievement of four language skills. The effectiveness of learning the mim-mem method helps students in mastering vocabulary. Students are trained through a continuous and systematic learning and practice process so that they can facilitate direct communication. The mastery of Arabic vocabulary of class X (10) Office Automation and Governance students of SMK Muhammadiyah 3 Makassar before being treated with the Mim-Mem Method, was categorized as less capable because it was below 56% to 75%, namely 44.11% after being treated with the Mimicry memorization method so that it was categorized as effective with a value of 76.47%.

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