The Use of Mimicry Memorization Method in Learning Speaking Skills at Tarbiyatul Muhibbin Junior High School

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Abstract:

Developing speaking skills (*maharah kalam*) in Arabic requires instructional strategies that emphasize active engagement, structured practice, and contextual relevance. This study investigates the application of the Mimicry Memorization method in enhancing students' speaking proficiency at Tarbiyatul Muhibbin Junior High School, Banyuwangi. Grounded in the need to address common challenges such as low confidence, poor pronunciation, and limited oral fluency, the research focuses on three key areas: the procedural stages of method implementation, the interactional dynamics during mimicry practice, and the method's overall contribution to students' speaking performance. Using a qualitative descriptive approach, data were gathered through classroom observations, interviews with Arabic teachers and students, and document analysis. The findings reveal that structured repetition and guided imitation foster greater student confidence, improve pronunciation, and enhance participation in speaking activities. This study highlights the value of imitation-based methods in Arabic pedagogy and suggests that Mimicry Memorization can serve as an effective strategy for cultivating communicative competence in faith-based language education.

Keywords: *Learning Method, Mimicry Memorization, Speaking Skills.*

Abstrak:

Mengembangkan keterampilan berbicara (*maharah kalam*) dalam bahasa Arab memerlukan strategi pengajaran yang menekankan keterlibatan aktif, praktik terstruktur, dan relevansi kontekstual. Penelitian ini menyelidiki penerapan metode Mimicry Memorization dalam meningkatkan kemahiran berbicara siswa di SMP Tarbiyatul Muhibbin, Kabupaten Banyumas. Berdasarkan kebutuhan untuk mengatasi tantangan umum seperti kepercayaan diri yang rendah, pengucapan yang buruk, dan kefasihan lisan yang terbatas, penelitian ini berfokus pada tiga bidang utama: tahap prosedural penerapan metode, dinamika interaksi selama praktik mimikri, dan kontribusi keseluruhan metode terhadap kinerja berbicara siswa. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui observasi kelas, wawancara dengan guru dan siswa bahasa Arab, dan analisis dokumen. Temuan penelitian mengungkapkan bahwa pengulangan terstruktur dan imitasi terbimbing menumbuhkan kepercayaan diri siswa yang lebih besar, meningkatkan pengucapan, dan meningkatkan partisipasi dalam kegiatan berbicara. Penelitian ini menyoroti nilai metode berbasis imitasi dalam pedagogi bahasa Arab dan menunjukkan bahwa Mimicry Memorization dapat berfungsi sebagai strategi yang efektif untuk menumbuhkan kompetensi komunikatif dalam pendidikan bahasa berbasis agama.

Kata Kunci: *Metode Pembelajaran, Mimicry Memorization, Maharah kalam.*

INTRODUCTION

Speaking is one of the most important skills in Arabic language learning. As an

active skill, it reflects not only the learner's linguistic competence but also their ability to communicate thoughts fluently and accurately. In Islamic junior high schools, speaking Arabic (*maharah al-kalam*) is crucial as it is used in daily communication, religious discussions, and academic activities (Iswanto et al., 2024; Khasanah & Faizah, 2024; Musthofa & Fauziah, 2021). However, students often experience difficulties in expressing themselves orally due to low confidence, limited vocabulary, and poor pronunciation. These problems are often caused by inappropriate teaching methods that do not support the goal of improving oral communication. Therefore, there is a need for a method that directly targets spoken language proficiency and encourages students to participate more actively (Furoidah & Tofaynudin, 2024; Rizqia et al., 2024; Suleman et al., 2024).. One such method is the Mimicry Memorization method, which has been applied in various language learning contexts to develop speaking skills effectively.

To overcome speaking difficulties, many educators have explored methods that emphasize practice, repetition, and real communication. The Mimicry Memorization method offers a structured approach where learners mimic and memorize model sentences or dialogues before practicing them in conversations (Damayanti & Ammar, 2024; Zarkasyi et al., 2024). This method emphasizes imitation and memory reinforcement as a foundation for building fluency. Students begin by repeating words and sentences after the teacher, gradually internalizing sentence patterns and vocabulary. This allows students to focus on pronunciation, intonation, and language structure in context. According to Lubis (2024), this method is effective for improving vocabulary mastery and speaking fluency. It also supports students in becoming more confident as they practice familiar language patterns. In Islamic education settings, this approach is particularly useful because it aligns with oral traditions and daily religious expressions in Arabic.

Previous studies have shown positive results in applying the Mimicry Memorization method to enhance various aspects of Arabic learning. Calicchio (2023). and Kozulin (2023) explored its impact on mufradat (vocabulary) acquisition, while Musthofa & Fauziah (2021) examined its use in teaching tamrin lughawi (language drills) in pesantren. Other studies, such as those by Pujiati (2024), highlighted its effectiveness in improving speaking performance. However, many of these studies were conducted in Islamic boarding schools, and little research has been done in formal junior high school contexts. There is a gap in understanding how this method can be integrated into structured school curricula and how it influences students' oral proficiency in more diverse educational environments. Thus, more specific research is needed to assess its relevance and effectiveness in classroom-based Arabic instruction.

Based on preliminary observations at Tarbiyatul Muhibbin Junior High School, Watukebo Wongsorejo, Banyuwangi, students showed reluctance and low engagement in Arabic speaking activities. Despite being in an Islamic school environment that encourages Arabic usage, students often remain passive during lessons and struggle to speak confidently. In response, Arabic teachers at the school began implementing the Mimicry Memorization method, particularly in speaking-focused lessons. Teachers present model dialogues or phrases that students mimic and memorize (Bilasa & Taspinar, 2020). Over time, students are encouraged to use these phrases in conversations within the classroom and dormitory settings. This method reportedly increases fluency and speaking frequency, as students gain confidence from using familiar and memorized sentence patterns. The observable improvement supports the need to study this method more systematically and determine its pedagogical value.

This research aims to examine how the Mimicry Memorization method is implemented in Arabic-speaking instruction and to evaluate its influence on students' speaking skills. The focus lies on understanding the teaching process, student engagement, and the outcomes of applying this method in real classroom settings. Unlike previous studies that emphasize vocabulary acquisition or grammar drills, this research centers on oral communication as the primary skill. The study is expected to contribute to Arabic language pedagogy by providing empirical evidence from a junior high school context. It also aims to offer practical recommendations for Arabic teachers in Islamic schools to improve students' spoken language competence. Ultimately, the study hopes to support the integration of culturally relevant and communicative methods into Arabic instruction, making learning more meaningful and effective for students.

RESEARCH METHOD

This study employed a qualitative research design with a descriptive case study approach to investigate the application of the Mimicry Memorization method in teaching speaking skills (*maharah kalam*) at Tarbiyatul Muhibbin Junior High School, Wongsorejo, Banyuwangi. The qualitative method was selected to capture the real-life experiences, instructional interactions, and contextual factors that shape the use of this method in Arabic language classrooms (Shobron et al., 2020). The case study approach enabled an in-depth exploration of how teachers and students engage with the Mimicry Memorization technique in their daily classroom practices and how this engagement influences students' speaking abilities.

Data collection was conducted through three primary techniques: semi-structured interviews, classroom observations, and document analysis (Casadei et al., 2022). Interviews were held with Arabic teachers and selected students to gain direct insights into the implementation of the Mimicry Memorization method. These interviews served as the primary source of data, offering perspectives on instructional planning, student responses, and challenges in the speaking classroom. Observations were carried out during Arabic lessons to document how the method was applied in practice, including teacher-student interactions, language modeling, and students' oral participation. Additionally, relevant school documents were analyzed, including institutional profiles, vision and mission statements, lesson plans, syllabi, and photographs from classroom activities.

The data collected were analyzed using the interactive model of Wolak & Johnson (2021), which involves three key stages: data condensation, data display, and conclusion drawing. Field notes and transcripts were thematically coded to identify emerging patterns related to the method's implementation, classroom dynamics, and learner outcomes. Particular attention was paid to how the method influenced students' confidence, fluency, and retention of spoken Arabic. This structured analysis allowed the researchers to interpret the findings holistically while maintaining fidelity to the classroom context and participants' experiences.

To ensure the validity and reliability of the findings, triangulation techniques were applied. Source triangulation involved cross-verifying data obtained from interviews, observations, and documents, while theoretical triangulation was used to compare the findings with existing frameworks and studies in Arabic language pedagogy. Member checking was also carried out by consulting participating teachers to confirm the accuracy of data interpretations. These validation strategies strengthened the credibility of the research and ensured that the conclusions drawn reflect the authentic learning and

teaching environment at Tarbiyatul Muhibbin Junior High School.

FINDINGS AND DISCUSSION

Application of the mimicry memorization method in learning Speaking Skills at SMP Tarbiyatul Muhibbin Banyuwangi

Based on the results of observations on January 9th, 2025, at 11.45 in class IX, it can be described that the application of the mimicry memorization method at Tarbiyyatul Muhibbin Junior High School in Arabic language learning is carried out with 3 stages of learning activities, as follows:

Preparation stage

In this initial stage, or what is called the preparation stage, the preparation stage for applying the mimicry memorization method in learning Speaking Skills in class IX, Tarbiyyatul Muhibbin Junior High School, Banyuwangi, is carried out systematically. *The first* time the teacher takes is to analyze the needs of students by looking at the initial abilities of students, especially in speaking Arabic and mastering vocabulary, then determining the material to be taught according to their level of difficulty. Based on the results of interviews with teachers, most students only have basic vocabulary knowledge, and some even do not know at all, so the material chosen is focused on simple sentence structures and practical vocabulary relevant to everyday life. The teacher emphasized the importance of understanding the meaning of sentences before students imitate and memorize them, the teacher also emphasized that learning Arabic is important because this school is under the auspices of an Islamic boarding school and in addition to being students, they must also be able to speak Arabic, so in this case the teaching process becomes more meaningful and effective.

The *second* after analyzing the student's needs, the teacher determines the teaching method by choosing the mimicry memorization method because it is appropriate based on the students' skills to understand Arabic. *Third*, determine the material by choosing material from the guidebook and vocabulary adapted to the topic of learning. *Fourth*, preparing tools in learning, teachers use guidebooks, blackboards, and pens without audio aids or other technological tools; the teacher's voice is the main source of students listening to sentences and vocabulary. *Fifth*, the teacher forms groups, accompanied by determining the duration of time for the conversation exercise, and then conducts an evaluation plan, by providing an assessment used to measure student achievement in Arabic language learning, especially speaking skills.

Based on this explanation, it is concluded that the mimicry memorization method was chosen as a method of learning Arabic because this method is more structured, so it is suitable for students who often feel shy or lack confidence in speaking Arabic. This method provides a gradual approach that helps students understand sentence structures and language patterns, mastering them until they feel more confident in speaking. Through these stages, a plan was designed to implement the mimicry memorization method at Tarbiyyatul Muhibbin Junior High School, Banyuwangi, to answer the challenges of education in Indonesia.
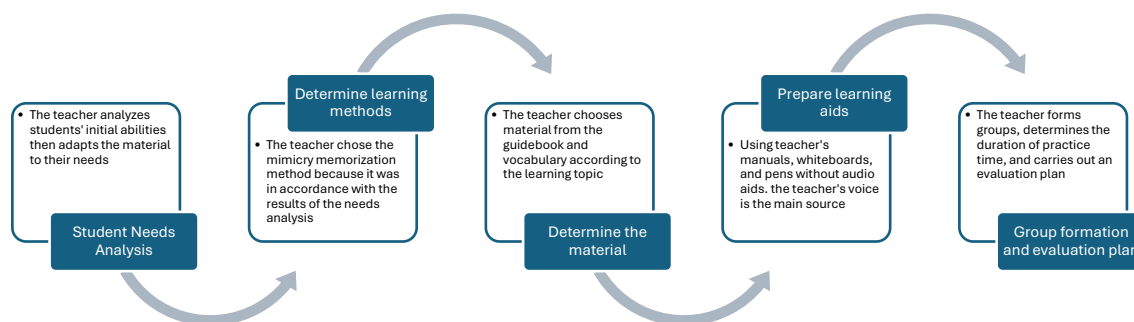
Figure 1. Scheme of the Preparatory Stage for Implementing the Mimicry Memorization Method

The preparatory stage for implementing the Mimicry Memorization method begins with the teacher's initial planning, which involves selecting appropriate materials such as dialogues, vocabulary, and expressions relevant to students' daily communication. These materials are adapted from textbooks or authentic sources and then simplified for memorization and imitation. Following this, the teacher designs structured lesson plans that outline the steps for imitation, repetition, and performance. In this stage, attention is also given to identifying students' proficiency levels to ensure the selected materials are appropriate and accessible. The teacher prepares audio-visual aids or models the language orally to provide students with accurate pronunciation and intonation patterns. Additionally, classroom seating arrangements and interaction patterns are organized to support pair or group practice. This scheme ensures that both the content and learning environment are adequately prepared before the method is implemented in the actual classroom setting.

Implementation stage

The implementation of learning with the mimicry memorization method at Tarbiyatul Muhibbin Junior High School includes 3 stages: opening, learning implementation, and closing activities. In the opening stage, the teacher starts the lesson with greetings and prayers, then continues by checking the attendance of students, and begins preliminary activities by providing apperception before starting the core lesson, conducting an initial test of students' abilities to measure their knowledge and understanding.

The second stage is implementation, at this stage the teacher starts by inviting students to listen to the sentences spoken, then continues with the mimicry stage where at this stage the teacher encourages students to imitate what the teacher has said, and finally the memorization stage, in this process the teacher ensures that students memorize the vocabulary that has been taught and is done repeatedly. This creates an active interaction between teachers and students. Students also look enthusiastic and excited when learning takes place. The teacher is also committed to speaking Arabic during the lesson, which aims to make students accustomed to communicating in Arabic.

The third stage is the closing activity. At this stage, before closing the lesson with prayer, the teacher slightly reviews the material that has been taught, then gives directions for assignments to students to deepen the material. Then the teacher gives individual assignments to each student who has not had a turn to memorize, namely memorizing well the Arabic sentences that have been read together and mastering the material that has been learned at the meeting at that time. Then the teacher closes the lesson by motivating students to memorize and ending with a closing greeting.

Evaluation stage

After applying the mimicry memorization method, the teacher conducts evaluation and reflection. Evaluation is an important process to assess the progress and effectiveness of learning. The goal is to assess the extent to which students have mastered speaking skills. Evaluation is done by giving the opportunity to students who have memorized to come forward to read the results of their memorization. The teacher tests the students' memorization skills related to the text that has been read repeatedly until the students memorize it, and invites students to volunteer to do the test to increase students' confidence.

Based on the observations that have been made, in this school, the teacher conducts an oral test where students are asked to read or pronounce the text that has been learned. The assessment criteria include students' skills in pronunciation, grammar, vocabulary, fluency, and comprehension. Teachers conduct evaluations once a semester, which is held before the end-of-semester exam. The existence of this evaluation is to measure students' achievement in learning Arabic, especially in speaking skills.

The following are the assessment indicators in the evaluation of learning with the mimicry memorization method at Tarbiyatul Muhibbin Junior High School. Highest Score: The highest score is 8 for each indicator, so if there are 5 indicators, the maximum total score is $8 \times 5 = 40$. Lowest Score: The lowest score is 1 for each indicator, so the minimum total score is $1 \times 5 = 5$. Average: The total score is divided by the number of indicators (5). The final score is in the range of 1 to 8. The evaluation criteria for speaking skills are considered good/successful if they are above a certain threshold, such as:

Score 6.5 - 8: Very good (shows good speaking skills)

Score 4 - 6.5: Good (still needs improvement)

Score 0 - 4: Fair (requires a lot of improvement)

For the memorization evaluation tool, students are assessed based on their ability to remember the vocabulary taught. Students who score 80% - 100% are considered excellent, showing the skills to remember almost all vocabulary correctly and use it fluently in conversation. Scores of 50% - 79% indicate students can remember most of the vocabulary, although there are still some forgotten or poorly mastered vocabulary, while scores of less than 50% indicate students only remember a small part of the vocabulary and have difficulty remembering the words that have been taught.
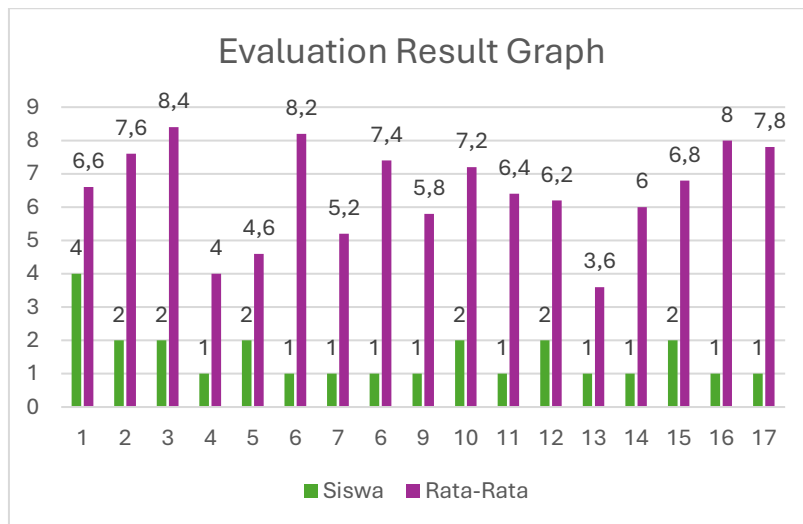
Figure 2. Results of Evaluation of Speaking Skills
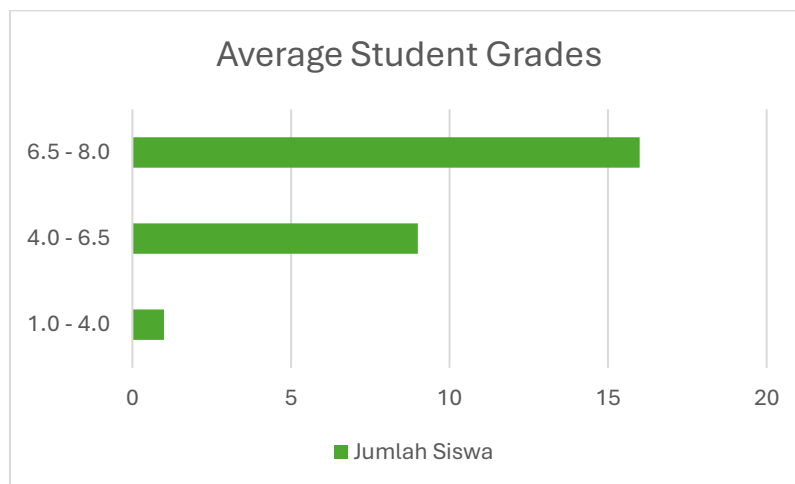
Figure 3. Average Student Score

The results of the speaking skill evaluation show that as many as 16 students have an average score above 6.5, indicating that they have excellent speaking skills. Their ability to memorize texts also strongly supports the achievement of high speaking skills, with these students usually able to memorize more than 80% of the material fluently. This reflects that a score of 6.5 and above on the speaking skill aspect is comparable to 80%-100 % memorization, which indicates a thorough mastery of the material and fluency in speaking. A total of 9 students were in the score range of 4 to 6.5, indicating good speaking skills, although they still needed improvement on some aspects, including memorization covering 50% - 79% of the material. These students have a good understanding and speak fluently, but there are still some things that need to be improved, such as memorization that is not fully optimized. Meanwhile, 1 student was below a score of 4, which shows that their speaking skills still need a lot of improvement. Their memorization also tends to be less than 50% of the material, which indicates difficulty in fully memorizing the text and limited fluency in speaking. This shows that there is still room for improvement, especially in terms of mastering the material through better memorization.

Good preparation before implementing the Mimicry Memorization method at

Tarbiyatul Muhibbin Junior High School, Banyuwangi, plays a crucial role in improving students' speaking skills. Learning that begins with thorough preparatory steps provides significant results for learning success. The implementation of the Mimicry Memorization method at Tarbiyatul Muhibbin Junior High School, Banyuwangi, shows its effectiveness in improving students' speaking skills. Data obtained during implementation showed that students were not only more actively engaged but also experienced significant improvements in their speaking skills. Imitation activities help students internalize the correct ways of pronunciation and intonation. This method not only improves learning outcomes but also builds students' confidence in communicating. Thus, good evaluation is key in understanding the impact of the learning methods applied.

The Contribution of the Mimicry Memorization Method to Students' Speaking Skills

Based on the results of observations, interviews, and documentation on student report cards in Arabic subjects at Tarbiyatul Muhibbin Junior High School Banyuwangi, it shows that the mimicry memorization method is effectively used in learning Arabic. This method has a positive effect on students' skills to understand sentences, memorize, and apply them in everyday life. The contribution of the mimicry memorization method in improving students' speaking skills at Tarbiyatul Muhibbin Junior High School is evidenced by speech improvement, speaking skills, students' self-confidence, and students' engagement and interaction. The following is a presentation of the results of the research that has been done:

Speech Improvement

The mimicry memorization method encourages students to imitate the correct pronunciation of the teacher or audio source. This process helps students improve their pronunciation of Arabic words. By repeatedly mimicking, students can internalize the sounds and rhythms of the language, leading to clearer and more accurate pronunciation. This is based on an interview with the Arabic teacher: *"I think repetition done continuously is more productive, it's the same as memorization, and students find it much easier to remember vocabulary and sentences well. And by imitating the sentences that I say, students can pronounce the sentences correctly". (Siti Fatkhiyah, Arabic Teacher, Interview on January 28, 2025)*

This is also evidenced by the results of the speaking skills evaluation that has been carried out by the teacher, where 7 students got a score of 8, 13 students got a score of 7, 4 students got a score of 6, and 2 students got a score of 2.
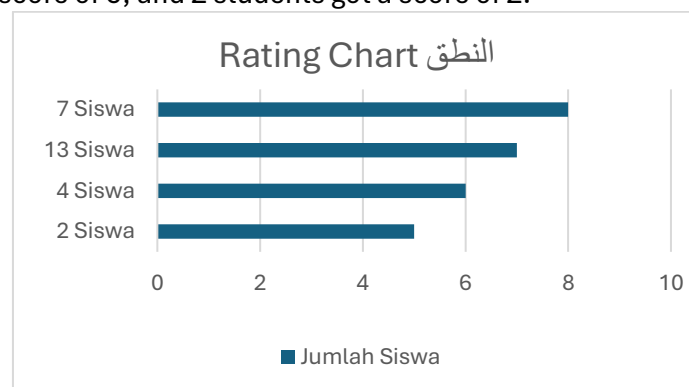


Figure 4. Assessment Chart النطق

So that if you add up as many as 20 students from the number who get scores 7 and 8 can pronounce vocabulary properly and correctly. This shows that there is an improvement in students' pronunciation. They can imitate and pronounce vocabulary or sentences correctly.

Speaking skills

By constantly practicing imitation, students begin to speak more fluently and without unnecessary pauses. This practice helps students think faster in Arabic. Fluent speaking improves students' communication skills, both in academic and social contexts. Based on the evaluation results that have been carried out by the teacher, it shows that students' understanding of the material taught has increased, with 90% of students able to explain the concepts learned well after the application of this method. Students can interact using Arabic well.

Student self-confidence

The application of the mimicry memorization method has a significant impact on student confidence. Before the application of this method, students tend to be shy and afraid to say vocabulary and sentences in Arabic. This is based on interviews with students. *"The way the teacher teaches in Arabic subjects makes me more confident so that I can speak in public using Arabic even though I am not too fluent in speaking, but I feel the change" (Rini, Student in SMP Tarbiyatul Muhibbin, Interview on January 8, 2025).*
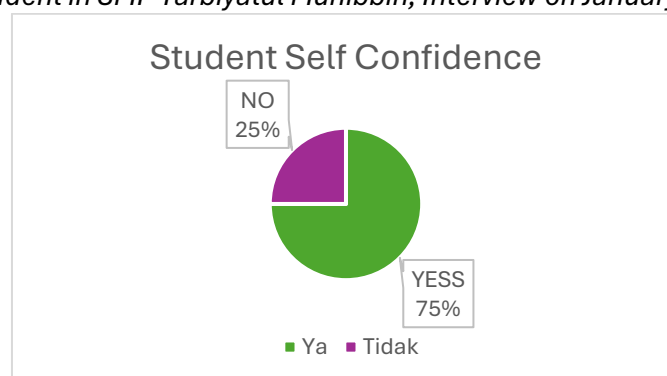
Figure 5. Student Self-Confidence Diagram

Most students with a total of 21 students (75%), reported that they no longer felt awkward when speaking in front of the class. This proves that the mimicry memorization method has an impact on students' confidence in public speaking. And 5 students (25%) reported that they were still not confident to speak because they felt shy and their Arabic language skills were still lacking. Through repeated practice, students felt more prepared and confident when speaking in front of the class. Positive feedback from the teacher also plays an important role in building confidence. High self-confidence encourages students to participate more actively in discussions and presentations, so that their speaking skills are increasingly honed.

Student's engagement and interaction

Mimicry methods often involve group activities where students work together to practice. These interactions build cooperation and mutual support among students. This collaborative environment improves students' social skills and strengthens their speaking

skills in the context of real interactions. The interaction creates more active learning in the classroom. As the teacher said in the interview: *"I also hear comments from other teachers that students are very enthusiastic when I teach, some of them also ask, 'Ustadzah, how to teach?' Yes, positive responses like that make me more enthusiastic about teaching and guiding students. In class, I also give directions to students who, for me, are already proficient to help their friends if they have difficulties. The aim is to form a sense of concern for their fellow human beings. (Siti Fatkhiyah, Arabic Teacher, Interview on January 28, 2025)*

The data indicate that students who are involved in mimicry training sessions tend to demonstrate higher levels of active participation during Arabic speaking lessons. These students are more engaged not only during individual repetition activities but also in collaborative group exercises, such as practicing dialogues and performing short conversations. Teachers observed that learners who consistently took part in mimicry sessions showed increased confidence in using Arabic expressions, responded more frequently to teacher prompts, and initiated peer interactions more naturally. This active engagement contributes to the creation of a more dynamic, interactive, and communicative classroom atmosphere. The method fosters an environment where students feel more comfortable making mistakes and learning from each other through imitation and repetition. Furthermore, this collaborative setup helps reduce speaking anxiety, particularly among less confident students, as they are supported by a structured model and peer reinforcement. Overall, the Mimicry Memorization method promotes a participatory culture in Arabic-speaking classes.

Discussion

The findings of this study demonstrate that the Mimicry Memorization method significantly contributes to improving students' speaking skills (*maharah kalam*) at Tarbiyatul Muhibbin Junior High School. This aligns with the principles of constructivist learning theory, which emphasizes the importance of meaningful preparation and environmental interaction in knowledge construction (Elaish et al., 2019; Sheikh et al., 2022). Before implementing the method, thorough preparation was conducted to ensure that students had contextual understanding and appropriate learning materials. This stage proved essential, as it created a strong foundation for active engagement and facilitated comprehension during the learning process (Turan & Fansa, 2021). The structured preparatory phase supports the constructivist notion that learning is not transmitted passively but built actively through experience.

Furthermore, the implementation of the Mimicry Memorization method corresponds with active learning theory, where learning is optimized through student involvement in imitation, repetition, and communication practice (Solimando, 2022). Students who participated actively in mimicry sessions demonstrated greater fluency, increased motivation, and reduced anxiety in speaking Arabic. This finding supports Ritonga et al. (2021), who asserted that courage and the willingness to make mistakes are essential in active language learning. Teachers play a critical role in this process by fostering a safe environment that encourages trial and error. In this context, the Mimicry Memorization method, with its emphasis on repetition and positive reinforcement, serves as an ideal tool to boost student participation and verbal confidence in the target language.

In evaluating the effectiveness of the method, this study also refers to educational evaluation theory, which asserts that assessment should encompass input, process, and output (Hasanah, 2024; Setiawan Putri et al., 2024). The evaluation conducted in this study

through observations, teacher interviews, and student feedback revealed measurable progress in students' speaking abilities. These findings align with Hidayah (2024), who stressed that learning evaluation must reflect not only the outcomes but also the developmental process. Students showed clear improvement in pronunciation, vocabulary retention, and interactive use of Arabic. This reinforces the importance of integrating process-oriented assessments into language learning frameworks to capture both performance and progress.

The findings are also consistent with Bandura's social learning theory, which highlights the role of imitation in the learning process. Through guided repetition and modeling by the teacher, students were able to absorb pronunciation, intonation, and sentence structure more effectively. Additionally, Vygotsky's sociocultural theory affirms that social interaction and teacher scaffolding are key to successful language acquisition (Aziz & Sain, 2025; Faisol, 2024; Herlina, 2024). In this study, students who received direct support during mimicry sessions achieved better outcomes than those who practiced independently. These results also echo Ebbinghaus's theory of repetition and memory, affirming that frequent practice enhances recall and long-term retention. Together, these theories substantiate the observed impact of Mimicry Memorization on speaking skill development.

Comparative findings from previous studies support the results of this research. Abdullah (2024) and Arifin et al. (2024) found that practice-based techniques, especially those involving repetition and imitation, significantly enhance students' speaking fluency and confidence. This suggests that the success of the Mimicry Memorization method lies not only in its structural simplicity but also in its alignment with cognitive and social learning principles. The reinforcement of key phrases through repetition, combined with positive teacher feedback, creates an environment conducive to oral language mastery. Hence, this method can serve as a practical strategy in Arabic language instruction, particularly in enhancing *maharah kalam*.

In conclusion, the Mimicry Memorization method offers a theoretically sound and empirically supported approach to improving Arabic speaking skills among junior high school students. Its successful application at Tarbiyatul Muhibbin demonstrates that active, repetition-based, and teacher-guided methods can significantly impact language acquisition. The study recommends integrating this method more systematically into Arabic language curricula, accompanied by teacher training and regular evaluations. This will ensure sustained effectiveness and allow for continuous refinement based on classroom realities and learner feedback. The contribution of this method reinforces its value not only as a speaking skill enhancer but also as a culturally appropriate pedagogical innovation in Islamic educational contexts.

CONCLUSION

The application of the rote mimicry method at Tarbiyatul Muhibbin Middle School goes through three stages: The first stage of preparation consists of six steps, namely analysing student needs, determining methods, determining materials, preparing learning aids or media, and conducting evaluations. The second stage is implementation, which consists of three steps, namely, opening of learning, core activities, and closing. The second stage is evaluation. At this stage, the teacher evaluates once a semester, which is held before the end-of-semester exam, beginning with an assessment of criteria that

includes students' skills in pronunciation, grammar, vocabulary, fluency, and understanding. The memorizing mimicry method makes a significant contribution to improving the speaking skills learning students of Tarbiyatul Muhibbin Junior High School, which includes: increasing pronunciation, student self-confidence, speaking ability, student involvement, and interaction. Future researchers can conduct long-term research to illuminate the impact of the Mimicry Memorization method in a broader context and to see the development of students' speaking skills over time. It can also explore a variety of learning methods that can be combined with Mimicry Memorization, such as project-based approaches or problem-based learning.

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