The Influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasi Experimental Study in SDIT AL-AHSAN Seluma)

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ABSTRACT

This study aims to determine whether there is an influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery at SDIT AL-AHSAN Seluma. This research uses Quasi-Experiment method with Time Series design. The researcher decided to conduct an experiment in class 5 with a total of 27 students. In the process of collecting data, the researcher conducted a pre-test and posttest three times. From the results of this study, the students' average pretest score was 77.33 and the posttest average was 90.81, which means that the posttest score was higher than the pretest score. So it can be concluded that the application of the Mimicry-Memorization (MIM-MEM) method has a significant effect on EFL Young Learners' Vocabulary Mastery.

Keywords: EFL Young Learners' Vocabulary Mastery, Mim-Mem Method.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh dari metode meniru-menghafal (MIM-MEM) terhadap penguasaan kosakata EFL pembelajar muda di SDIT AL-AHSAN Seluma. Penelitian ini menggunakan metode Quasi-Eksperimen dengan desain Time Series. Peneliti memutuskan untuk melakukan eksperimen di kelas 5 dengan total siswa sebanyak 27 siswa. Dalam proses pengumpulan data, peneliti melakukan pretest dan posttest sebanyak tiga kali. Dari hasil penelitian ini, didapatkan nilai rata-rata pretest siswa sebesar 77,3 dan rata rata hasil posttest sebesar 90,8, yang dimana dapat diketahui nilai posttest lebih tinggi dari nilai pretest. Sehingga dapat disimpulkan bahwa penerapan metode meniru-menghafal (MIM-MEM) memberikan pengaruh yang signifikan terhadap penguasaan kosakata EFL pembelajar muda.

Kata kunci: Penguasaan Kosakata EFL Pembelajar Muda, Metode Meniru-Menghafal (MIM-MEM).

INTRODUCTION

Vocabulary is the main things needed in mastering a language. In the context of elementary school, vocabulary learning begins with the introduction of vocabulary to practice good language skills. Vocabulary is a language component that has meaning[1]. To make good and correct sentences in learning a language, of course, we need vocabulary so that someone can make good sentences too. If the sentence is good enough, then the meaning contained can be captured and understood more easily. Other than that, vocabulary is defined as the total number of words with meanings and definitions used by a person to express ideas in language[2]. Brewer argues that the importance of introducing vocabulary to young learners is that it can help them to explain the characteristics of the space and time in which they are located and can helps young learners convey ideas, questions, and guess what they want to know correctly and can be accepted by others. Not only that, vocabulary also helps young learners to convey their thoughts, feelings, knowledge and everything that is in themselves to others[3]. So, it can be said that mastery of English vocabulary in elementary school will be an asset for them to master all aspects of learning English, including the ability to communicate in foreign languages well.

Based on existing findings, there were several obstacles experienced by young learners during the vocabulary learning process, young learners have difficulty in memorizing English vocabulary and the teacher uses several methods such as repetition, lecture, discussion and assignment methods and uses learning media in the form of textbooks and audio media which sometimes makes young learners less interested in learning English.

In this regard, so that it is easier for young learners to absorb, understand, and master English vocabulary, the right solution in this research is to use the mimicry – memorization method (mim-mem method). The mimicry memorization method is a method which is the development of an oral approach. This mimicry memorization method is often known as the informantdrill method[4]. Mimicry (means imitating) and memorization (means memorizing). Memorization comes from the word "memory" which means remember[5]. According to Mocanu the best way to learn a foreign language is by imitating the pronunciation[6]. This method directs students to imitate and remember what is taught. So imitating and memorizing are basic things that are very easy for young learners to do in the language acquisition process.

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[1] Gunawan Tambunsaribu, *Say It : Keunikan Bunyi Bahasa Inggris,* (Yogyakarta: Deepublish, 2019).
[2] Cynthia A. Barnhart, '*The Facts On File Student's Dictionary of American English*' (Incorporated, 2014).
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[5] Ulin Nuha, *Metodologi Super Efektif Pembelajaran Bahasa Arab* (Yogyakarta: Diva Press, 2016).
[6] Mihaela Mocanu, 'A Brief History Of English Language Teaching Methods', *Euromentor Journal Studies About Education*, 6.1 (2015).

RESEARCH METHOD

In this study, the researcher chose the type of quantitative research, and used a Quasi-Experimental method with the design of the research used is One Group Time Series Pretest-Posttest Design. This design does not require a control group and only uses one group in the study as the experimental group[7]. The following is a table of the time series design in this study:

Table 1. Research Design of Time Series

Group	Pre-Test	Treatment	Post-Test
Experiment	O1	X1	O2
	O3	X2	O4
	O5	X3	O6

Where :

O1, O3, O5   = Pretest value before treatment

X1, X2, X3   = Treatment using the mimicry-memorization method

O2, O4, O6   = Posttest value after being given treatment

The population in this study is the fifth grade students of SDIT AL-AHSAN Seluma in academic year of 2020/2021. In this study, the determination of the number of samples used by researchers in this study was the saturated sample method. Another term for saturated sample is census. Because there is only one study group in the school, the researchers took all the fifth grade students of SDIT AL-AHSAN Seluma which consisted of 16 male students and 11 female students with a total of 27 students and was carried out in April - June 2022. The variable used in this study was the independent variable, namely the Mimicry-Memorization (MIM-MEM) method, while the dependent variable was EFL Young. Learners' Vocabulary Mastery. This study uses test instruments, in the form of pre-test, post-test and tryout. In analyzing the data, this study used a normality test with Kolmogorov-Smirnov statistics and a hypothesis test with a One Sample T-Test test with the help of Microsoft Excel and IBM SPPS Statistics version 20 application. Statistical testing was carried out at a significance level of 0.05 (p value <0.05).

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[7] P.D. Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D.* (Bandung: CV Alfabeta, 2017).

RESULT AND DISCUSSION

Result

This research aims to determine the influence of Mimicry-Memorization (MIM-MEM) method on EFL young learners' vocabulary mastery. Before learning begins by applying this method, a student's initial ability test is carried out, called a pretest, which is carried out three times in each meeting. After the results of the pretest were said to be stable and consistent, then treatment was given, the treatment was given three times in each meeting. After being given treatment, the researcher conducted a final ability test called the posttest three times in each meeting.

In the pretest 1, the reseacher was found that 0 (0%) students were in the Very Good category, 21 (78%) students were in the Good category, 6 (22%) students were in the Fair category, 0 (0%) students are in the Low category, and 0 (0%) students are in the Very Low category. Meanwhile, in the posttest 1, there were 13 (48%) students in the Very Good category, 14 (52%) students in the Good category, 0 (0%) students in the Fair category and 0 (0%)) is in the Low category and Very Low category. Here it can be seen that the implementation of the Mimicry-Memorization (MIM-MEM) method went well and was able to improve the results of pretest 1.

In the pretest 2, the reseacher was found that 0 (0%) students were in the Very Good category, 19 (70%) students were in the Good category, 8 (30%) students were in the Fair category, 0 (0%) students are in the Low category and Very Low category. Meanwhile, in the posttest 2, there were 14 (52%) students in the Very Good category, 13 (48%) students in the Good category, 0 (0%) students in the Fair category and 0 (0%)) is in the Low category and Very Low category. Here it can be seen that the implementation of the Mimicry-Memorization (MIM-MEM) method went well and was able to improve the results of pretest 2.

In the pretest 3, the reseacher was found that 0 (0%) students were in the Very Good category, 20 (74%) students were in the Good category, 7 (26%) students were in the Fair category, 0 (0%) students are in the Low category, and 0 (0%) students are in the Very Low category. Meanwhile, in the posttest 3, there were 13 (48%) students in the Very Good category, 14 (52%) students in the Good category, 0 (0%) students in the Fair category and 0 (0%)) is in the Low category and 0 (0%) is in the Very Low category. Here it can be seen that the implementation of the Mimicry-Memorization (MIM-MEM) method went well and was able to improve the results of pretest 3.

In the data normality test, it is known that the data obtained by the researcher, both pre-test and post-test, all data are normally distributed. This must be met as a condition for the test results to be more reliable. This is in line with the opinion of Ghozali, where he said that the data to be tested

must be normally distributed as a requirement in a study. If a variable is not normally distributed, then the results of statistical tests will decrease[8].

In the results of the One Sample T-Test pretest 1, the average or mean score in pretest 1 is 77,48 with a standard deviation of 4,173. Then the t_{count} value is 9.316 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t-$_{table}$ test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 9.316 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H0) is rejected and the alternative hypothesis (HI) is accepted.

In the results of the One Sample T-Test pretest 2, , the average or mean score in pretest 2 is 77,19 with a standard deviation of 4,270. Then the t_{count} value is 8.743 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t-$_{table}$ test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 8.743 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H0) is rejected and the alternative hypothesis (HI) is accepted.

In the results of the One Sample T-Test pretest 3, the average or mean score in pretest 3 is 77,33 with a standard deviation of 4,574. Then the t_{count} value is 8.330 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t-$_{table}$ test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 8.330 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H0) is rejected and the alternative hypothesis (HI) is accepted.

In the results of the One Sample T-Test posttest 1, the average or mean score in posttest 1 is 90,67 with a standard deviation of 5,547. Then the t_{count} value is 19.359 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t-$_{table}$ test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 19.359 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H0) is rejected and the alternative hypothesis (HI) is accepted.

In the results of the One Sample T-Test posttest 2, the average or mean score in posttest 2 is 90,81 with a standard deviation of 5,745. Then the t_{count} value is 18.827 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t-$_{table}$ test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 18.827 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H0) is rejected and the alternative hypothesis (HI) is accepted.

In the results of the One Sample T-Test posttest 3, the average or mean score in posttest 3 is 90,96 with a standard deviation of 5,502. Then the t_{count} value is 19.799 with a significant level of 0.025 and the degree of freedom 26 with the two-tailed t-$_{table}$ test value is 2.056. Based on the result, it can be seen that the t_{count} obtained is 19.799 which is higher than the critical t_{table} value of 2.056. So it can be said that the null hypothesis (H0) is rejected and the alternative hypothesis (HI) is accepted.

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[8] Ghozali, *Aplikasi Analisis Multivariete Dengan Program IBM SPSS 23*, 8th edn (Semarang: Badan Penerbit Universitas Diponegoro, 2016).

This is a graph of the time series obtained from the results of the students' pretest and post-test during the research. From this graph it will be analyzed whether the sample data shows that the condition of the research class is in a stable condition or not. For more details can be seen in Figure 1.
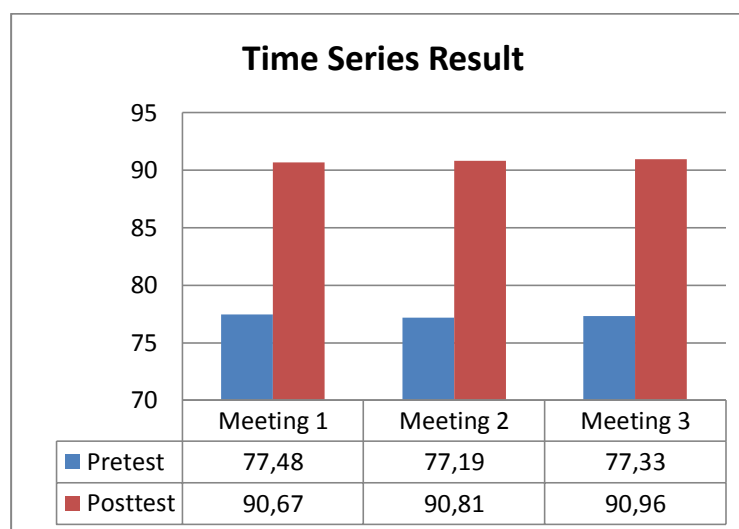
Time Series Result

	Meeting 1	Meeting 2	Meeting 3
■ Pretest	77,48	77,19	77,33
■ Posttest	90,67	90,81	90,96

Figure 1. The Time Series Result

After repeated pretest and posttest, the data is obtained as shown in Figure 10, the graph shows that the data obtained shows that the group is in a stable and consistent condition, and after being given treatment the condition has increased consistently.

In pretest 1, the mean value was 77.48. Then in pretest 2, the mean value was 77.19 and in pretest 3, the mean value was 77.33. By obtaining these values, it can be concluded that the results of the pretest three times were in a stable and consistent condition. After being given treatment, there was a significant difference. In posttest 1, the mean value was 90.76. Then in posttest 2, the mean value was 90.81 and in posttest 3, the mean value was 90.96.

Discussion

This research aims to determine the influence of Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery. The research was carried out in fifth grade at SDIT AL-AHSAN for approximately two months. The results of the study stated that the number of fifth grade students was 27 students. The number of samples in this study were 27 samples where the researcher took all the population as samples. At the time of doing the treatment in the form of learning vocabulary by applying the Mimicry-Memorization (MIM-MEM) method. Before learning begins by applying this method, a student's initial ability test is carried out, called a pretest, which is carried out three times in each meeting. After the results of the pretest were said to be stable and consistent, then treatment was given, the treatment was given three times in each meeting. After being given treatment, the researcher conducted a final ability test called the posttest three times in each meeting.

Based on the results of the three pretest and posttest, it was found that the average posttest was 90.81 and the average pretest score was 77.33. With the acquisition of these values, it can be concluded that the posttest value is higher than the pretest value and the treatment is said to be successfully applied.

So, based on this analysis, it can be concluded that there is a significant difference between learning that uses the Mimicry-Memorization (MIM-MEM) method and learning that does not use the Mimicry-Memorization (MIM-MEM) method. Student learning outcomes have increased and are much better after the implementation of the Mimicry-Memorization (MIM-MEM) method, as evidenced by the increasing number of students whose scores are in the Very Good criteria. This is in accordance with the research from Karyani, where after being given treatment by applying the Mimicry-Memorization (MIM-MEM) method, students have quite satisfactory scores compared to before being given treatment or not applying the method[9].

The Mimicry-Memorization (MIM-MEM) method is proven to be effective when applied to learning English, especially in increasing mastery of English vocabulary, because it is able to improve student learning outcomes and students' interest in learning English and has been implemented in accordance with the principles that apply to mimicry-memorization learning method. This method also makes students much more active during the learning process. This is in accordance with the research from Manoppo, which revealed that students need a method that is able to support their achievement in learning materials, especially vocabulary learning[10]. Not only that, students can also more easily understand and remember well the vocabulary being taught. Teachers can improve their teaching skills by using this method to assist students in the learning process in order to build students' interest in learning and create an active learning atmosphere.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the Mimicry-Memorization (MIM-MEM) method has an influence in improving young learners' EFL vocabulary mastery in fifth grade students of SDIT AL-AHSAN Seluma. This is in accordance with the results of the pre-test that has been carried out three times resulting in an average value of 77.33. While the results of the post-test conducted three times resulted in an average value of 90.81. It can be seen that there is an increase in the post-test score after the treatment is given to students. It is known that the average value of the post-test is greater than the average value of the pre-test with a difference in value of

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[9] Karyani, 'Pengaruh Metode Mimicry-Memorization (Mim-Mem Method) Dalam Meningkatkan Penguasaan Mufrodat Peserta Didik Di Madrasah Aliyah Al Bairuny Sambongdukuh Jombang', *Jurnal Allahjah*, 3.2 (2019), 50–55.

[10] Evelyn C Manoppo, Herling Rares, and Jenie Posumah, 'IMPROVING STUDENTS' VOCABULARY BY USING MIMICRY MEMORIZATION METHOD', *JELLT (Journal of English Language and Literature Teaching)*, 5.02 (2020).

13.48. So it can be said that the Mimicry-Memorization (MIM-MEM) method has an influence on EFL young learners' vocabulary mastery.

This research has implications for EFL young learners' vocabulary mastery, especially in the effectiveness of using the Mimicry-Memorization (MIM-MEM) method to improve EFL young learners' vocabulary mastery in fifth grade students of SDIT AL-AHSAN Seluma. It is hoped that the school will be able to apply the Mimicry-Memorization method not only in teaching the Qur'an and Arabic, but also in learning English. Because considering the increase in the posttest value in this study after being given treatment using this method.

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