

The Use of Mnemonic Method and Its Implications for Arabic Learning

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Abstract

Success in learning Arabic can be influenced by the selection of the right method by the teacher during learning. The method used in the learning process is often in the spotlight. This study aims to discuss the use of the mnemonic method and its realization in learning Arabic. This research uses a literature study with a descriptive qualitative approach. Data obtained from observation and analysis of books and scientific articles related to the use of the mnemonic method. While the data were analyzed in descriptive-analytical, including data reduction, data presentation, and conclusion. The results of this study indicate that the use of the mnemonic method helps students in their ability to remember the new vocabulary, grammar, and Arabic rules they have learned. The material is stored in students' memories for a long time.

Abstrak

Keberhasilan dalam mempelajari bahasa Arab dapat dipengaruhi oleh pemilihan metode yang tepat oleh guru pada saat pembelajaran. Metode yang digunakan dalam proses pembelajaran seringkali menjadi sorotan. Penelitian ini bertujuan untuk membahas penggunaan metode mnemonic dan implikasinya dalam pembelajaran bahasa arab. Penelitian ini menggunakan studi kepustakaan dengan pendekatan kualitatif deskriptif. Data diperoleh dari observasi dan analisis pada buku maupun artikel ilmiah yang berhubungan dengan penggunaan metode mnemonic. Sedangkan data dianalisis secara deskriptif-analitik, meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa penggunaan metode mnemonic membantu siswa dalam kemampuan mengingat kosakata baru, tata bahasa, dan kaidah-kaidah bahasa Arab yang telah mereka pelajari. Materi tersebut tersimpan dalam memori ingatan siswa dalam jangka waktu yang lama.

Introduction

Arabic has long been known and used in the world of education in Indonesia, from elementary schools to universities, both private and public.¹ Arabic learning is a process that aims to encourage, guide, develop, and grow Arabic language skills both actively and passively, as well

¹ Defiani, "Problematika Pembelajaran Bahasa Arab di SMP IT Insan Mulia Batanghari," *An Nabighob: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 21, no. 02 (2019): 215.

as foster a positive mindset.² Arabic learning is different from learning other foreign languages. This is based on the characteristics, uniqueness, and privileges of the Arabic language, which are not shared by other foreign languages.

These characteristics are reflected in the variations in words, sentences, and meanings in Arabic. Meanwhile, its uniqueness can be seen in the pronunciation of Arabic sounds and letters, which are almost the same. But they are pronounced through different sound cavities and have different meanings. Its features can be seen in the Arabic vocabulary, which contains many metaphors, consists of sentence redactions that include many synonyms, has a clear grammatical structure, and has many syntactic, morphological, derivational, and semantic arrangements. Based on this opinion, it is expected that the teacher is not only able to master the context of the material but also knows how to learn Arabic properly.³

Success in Arabic learning can be influenced by the teacher's selection of the correct method during learning. Teachers must be creative and innovative by applying methods that adapt to changing attitudes and students' learning interests towards the material presented during learning.⁴ This is based on the method used in learning to make it easier for students to obtain linguistic information. In reality, students sometimes experience difficulties if their learning is not following their characteristic method or is not directly on target.⁵

The learning method is one-way teachers convey learning to students. The delivery of learning takes place in an inductive, interactive manner, so the learning method can define the method used by the teacher in developing relationships with students when learning.⁶ The methods used in the learning process are often in the spotlight in Arabic learning or other foreign languages because one of the determining factors for the success or failure of a lesson is usually assessed in terms of the selection and use of methods. After all, the method determines the content and method of material learning.⁷

Using the teacher's method in Arabic learning has a significant impact on student learning interests. In using this learning method, the teacher must understand and master the method used so that learning can be more varied and exciting and the students can enjoy learning.⁸ This opinion

² Alam Budi Kusuma, "Pendekatan dan Metodologi Pengajaran Bahasa Arab," *Jurnal Komunikasi dan Pendidikan Islam* 1, no. 1 (2018): 87–110.

³ Akla, "Pembelajaran Bahasa Arab Antara Harapan dan Kenyataan," *An Nabighob: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 19, no. 2 (2017): 175–193.

⁴ Azkia Muharom Albantani, "Pembelajaran Bahasa Arab di Madrasah Ibtidaiyah: Sebuah Ide Terobosan," *Attadib Journal of Elementary Education* 2, no. 2 (2018): 147–160.

⁵ Zulfiah Sam, "Metode Pembelajaran Bahasa Arab," *Journal STIBA* Vol. 2, no. No 1 (2016).

⁶ Asep Nuhdi, "Pengembangan Metode Pembelajaran Bahasa Arab di Madrasah Diniyyah Takmiliiyah Berbasis Analisis Problem Solving," *Tborigotuna: Jurnal Pendidikan Islam* 21, no. 1 (2020): 476–483.

⁷ Ahmad Munawwir, "Metode Eklektik dalam Pembelajaran Bahasa Arab," *Shaut al Arabiyyah* 8, no. 1 (2020): 86–91.

⁸ Ayatullah, "Penerapan Metode Eklektik pada Pembelajaran Bahasa Arab Siswa Kelas VI SDIT Anak Sholeh Mataram," *Jurnal Palapa* 4, no. 1 (2016): 149–167.

aligns with the statement of Fazuhra and Samin, who revealed that using various learning methods is expected to foster students' interest in Arabic learning. Methods that are adapted to the needs of students are one way to increase interest in the learning process.⁹

Researchers see the importance of using learning methods by teachers who can arouse students' interest in Arabic learning. Besides being used to increase students' interest in education, learning methods also influence their ability to achieve learning objectives. Using appropriate learning methods that can adapt to the characteristics of students can optimally develop their potential and abilities, which can lead to positive attitudes and behaviors.

One of the learning methods that teachers can use in the process of Arabic learning is the mnemonic method. The mnemonic method is a technique for making the most of human memory abilities. So that it can make a person remember it and store it in long-term memory.¹⁰ This mnemonic method can help students remember and understand the material more effectively through mental or visual connections between new knowledge and previous knowledge. This method develops a memorable acronym, phrase, or image to help students remember and understand complex concepts.

Several benefits are obtained by using the mnemonic method in the learning process, including being easy to remember, easy to learn, supporting learning programs, and generating motivation.¹¹ In practice, this method is used to activate the right brain function by training students to compose stories, songs, and pictures using their imagination, so that the material learned becomes more interesting and fun to learn. This is done to make it easier for students to remember the material learned so that obstacles to learning can be avoided.

With these benefits, this mnemonic method can be used in Arabic learning to make it easier for students to develop an interest in education and achieve learning goals. Based on these problems, the researcher is interested in researching the use of the mnemonic method in Arabic learning and its implications. Researchers will conduct research in more depth to increase the accuracy of the data from using the mnemonic method and its implications for Arabic learning.

Method

This research uses library research with a descriptive-qualitative approach. The data sources in this study were taken from books and scientific articles that have relevance to the use of the mnemonic method in Arabic language learning and its implications. The data collection technique

⁹ Amida Fazuhra dan Saprani Muhammad Samin, "Hubungan Metode Pembelajaran Bahasa Arab Terhadap Minat Belajar Siswa SMPIT Insan Cendekia Kampar," *Jurnal Perspektif Pendidikan dan Keguruan* 13, no. 1 (2022): 47–54.

¹⁰ Risna Rianti Sari, "Mnemonik Sebagai Alternatif dalam Menghafal Kosakata Bahasa Arab Mahasiswa," *Tarbiyatuna* 3, no. 2 (2018): 30–50.

¹¹ Yus Darusman dan Wiwin Herwina, *Pembelajaran Mnemonik*, ed. Cece Rahmat, Cetakan Pe. (Bandung: CV Buku Langka Indonesia, 2018).

is observation using a literature study. The material to be observed in this study includes books and scientific articles related to the use of the mnemonic method in Arabic language learning and its implications. To obtain maximum research results, it is necessary to collect data by searching and selecting references that are by literacy studies, collecting and classifying suitable data sources as secondary data, determining the main idea of research, processing primary and secondary data sources, compiling research results, and presenting research results. Thus, the results of the research found were carried out objectively with descriptive text analysis techniques related to the use of the mnemonic method in Arabic language learning and its implications. Based on this, this research uses a descriptive-analytic analysis method, which involves analyzing and drawing conclusions from reading materials used as references by observing the correlations concerned.

Result and Discussion

The learning method is a technique used to achieve learning objectives. Based on the problem formulation and research objectives, the researcher collected data using this technique by reviewing several theoretical studies on the mnemonic method and its implications for Arabic learning. The learning method is a crucial component in supporting the process and success of learning. One method that can be applied to Arabic learning is the mnemonic method.

The word mnemonic comes from the name of an ancient Greek god, Mnemosyne, which means the god of memory.¹² Teachers can use this mnemonic method to improve students' memory by linking thoughts to understanding information, making it easier to store in long-term memory.¹³ Mnemonics is a method of memorizing by using a way of remembering that refers to literary devices such as sound, rhyme, acrostics, acronyms, or groupings of pictures.¹⁴

Mnemonic is a method that utilizes the human brain's ability to maximize memory to help him remember and embed the information he gets in long-term memory.¹⁵ Another understanding of the mnemonic method is that it is a method used to help students memorize information through coding, reinforcement, and recall in short-term memory and long-term memory.¹⁶ In practice, the mnemonic method links the material or information to remember with other material or information already embedded in the memory.

In learning using the mnemonic method, the teacher will direct students to use the correct brain function because students are taught to make up stories, arrange tones or rhyme, and draw

¹² Mohammad Amiryousefi dan Saeed Ketabi, "Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall," *Journal of Language Teaching and Research* 2, no. 1 (2011): 178–182.

¹³ Hasan Baharun, "Penguatan Daya Ingat Mahasantri melalui Mnemonic Learning," *Pedagogik: Jurnal Pendidikan* 05, no. 02 (2018): 180–192.

¹⁴ Noor Laila Azizah dan Nur Fajar Arief, "Penerapan Teknik Mnemonic Kata Kunci dalam Pembelajaran Tarekh Kelas IV Madrasah Diniyah," *Jurnal Basicedu* 6, no. 6 (2022): 9671–9679.

¹⁵ Sari, "Mnemonik Sebagai Alternatif dalam Menghafal Kosakata Bahasa Arab Mahasiswa.".

¹⁶ Eliza Verdianingsih, "Strategi Mnemonic Dalam Pembelajaran Matematika," *Eduscope: Jurnal Pendidikan, Pembelajaran, dan Teknologi* 06, no. 01 (2020): 78–85.

pictures to make the study material unique, engaging, and fun. Based on some of these opinions, this mnemonic method will make it easier and faster for students to memorize Information or material they are learning. The teacher will receive Information or material in short-term memory and long-term memory. In receiving short-term memory, the teacher can use the chunking method by grouping or sorting all the material or Information being taught into several sub-materials or reports according to their characteristics.

The use of this mnemonic method in learning has several objectives, including making it easier for students to remember material or information conveyed by the teacher by connecting it to events that are related to it, making it easier for students to recall old material or information that the teacher has conveyed and then revealing it again when needed, and streamlining material or information from short-term memory into long-term memory using various methods contained.

Several types of mnemonic methods are often used in Arabic learning, including:

a. Rhyme

The mnemonic method connects the material or information explained with notes or songs often heard. A concrete example of learning is to design learning vocabulary that is learned by associating it with a song instrument suitable for remembering. The following is an example of the type of rhyme used in the mnemonic method.

Table 1. Examples of rhyme-type mnemonic method

Arabic vocabulary theme my home
Song tone: Soleram
Sariirun (سَرِيرٌ) tempat tidur
Hammamun (حَمَّامٌ) kamar mandi
Mindhadatun (مِنْضَدَةٌ) meja
Baitun (بَيْتٌ) rumah
Hujratun (حُجْرَةٌ) kamar
Karraajun (كَرَّاجٌ) garasi
Ariikatun (أَرِيكَةٌ) itu sofa
Raffun (رَفٌّ) rak
Mathbakhun (مَطْبُخٌ) dapur
Baabun (بَابٌ) pintu
Sitaarun (سِتَّارٌ) itu gorden
Naafidzatun (نَافِذَةٌ) itu jendela.

Various kinds of songs can be examples of applying this type of rhyme to this mnemonic method. With this type of mnemonic rhyme method, students will be more enthusiastic when Arabic learning because it has exciting preparation and makes it easier to remember material or information the teacher conveys during learning.

b. Keyword

The mnemonic method involves associating verbal and visual keywords to material or information that uses words almost the same as the remembered material or information. An example is that in learning vocabulary, there are words that have the following conditions:

Table 2. An example of a keyword-type mnemonic method

Arabic Vocabulary	Meaning	Keyword
Miftahun	Kunci	Miftah
Aruzza	Padi	Arus
Tajirun	Pedagang	Tajir

Based on the table, the best way to use this type of mnemonic method with keywords is to link related keywords to material or information that is easy to remember. Like the vocabulary "miftahun" which means "kunci" and has the keyword "miftah". So in practice, students are given imagination with sentences like "Miftah membawa kunci rumah". Likewise the vocabulary "aruzza" means "padi" and has the keyword "arus". So in practice, students are given imagination with sentences like "akibat hujan deras, padi itu terbawa arus ke sungai". As for vocabulary "tajirun" means "pedagang" and has the keyword "tajir". So in practice, students are given imagination with the sentence "pedagang sukses itu tajir".



c. Story method

The mnemonic method relates material or information the teacher explains using creative and imaginative stories. The example is "Si ria dan ayat membaca novel di perpustakaan setiap hari". In this sentence, there is an element of story imagination, as if a person named Ria and Ayat read a novel every day in the library. Here, the teacher wants to make students remember that the Arabic language of the novel is "riwayat". The mnemonic method with stories can unite the left brain, which is logical, with the right brain, which is creative, so the material or information obtained can be entered into students' long-term memory.

d. Visual image

The mnemonic method involves associating material or information with depictions that refer to visual images. An example is that in learning vocabulary, there are words that have the following conditions:

Table 3. An example of a visual image-type mnemonic method

Image 1	Image 2
	

Based on this table, this mnemonic method with visual images relates the visualized images to material or information that students will easily remember. For example, in image 1, a man named Ari is sitting on the sofa. In Arabic, "sofa" has the vocabulary "ariikatun". Here, the teacher will visualize a sitting man to link students' memories to their vocabulary. The use of the visualization of a man sitting indicates if the image is related to the "sofa" object that the man is sitting on, while the placement of Ari's name in the image is based on the first syllable of the Arabic vocabulary for the "sofa", namely "ariikatun".

As for image 2, there is a man who is taking pictures. In Arabic, "memotret" has the Arabic vocabulary "tashwir". Here the teacher will visualize a "tas" brought by the man who was taking the picture to connect the students' memories to their vocabulary. The use of the camera indicates if the image is related to the activity "memotret", as the placement of "tas" in the picture is based on the first syllable of the Arabic vocabulary from "memotret" which is "tashwir".

This mnemonic method can help students remember the material that the teacher has taught in a fun way because students are given memorization methods in a more varied way so that they can better recognize the material that the teacher has prepared in class.¹⁷ The following is an explanation of the steps in implementing the mnemonic method, including:

¹⁷ Suriani Siregar, "Pembelajaran Sistem Ekskresi dengan Metode Mnemonik untuk Meningkatkan Retensi (Daya Ingat) dan Hasil Belajar Siswa," *Serambi Konstruktivis* 2, no. 1 (2020): 77–83.

a. Material preparation

At this stage, the teacher will prepare material or information with learning methods that can use techniques such as underlining, making lists, and reflecting.

b. Develop relationships

At this stage, the teacher makes the material or information taught easy for students to recognize and relates it to the concept of the material or information using a predetermined type of mnemonic method.

c. Improves sensory image

At this stage, according to the provisions, the teacher asks students to connect images or other visualizations with broader and more enjoyable senses or meanings by using the mnemonic method.

d. Recalling

At this stage, the teacher allows each child to express opinions or problems they experience during learning so that everything is complete.

In this study, the researcher wants to develop examples of the application of mnemonic methods in Arabic language learning that were previously rare. Some studies have used examples of each application of the mnemonic method, but no one has studied it completely and shown examples of its application. This research complements previous studies by focusing on the use of the mnemonic method in Arabic language learning along with its implications. Examples of each application of the mnemonic method can be used as a reference for teachers of learning who want to use the mnemonic method.

Several studies have applied this mnemonic method to the learning process, especially in Arabic. The researchers collected data through a review of several theoretical studies related to the use of mnemonic methods in Arabic learning to provide an overview of the implications of these methods in Arabic learning. The following are some studies that have used the mnemonic method in Arabic learning.

First, research was conducted by Ulfa Maghfiroh, Ahmad Miftahuddin, and Nailur Rahmawati, which explained the application of the mnemonic method to the development of books supporting Arabic grammar class X. This book uses the mnemonic method with acronyms, rhyme, songs, and acrostic techniques. This supporting book, based on the mnemonic method, aims to make it easier for students to memorize and understand grammar material. This book has an attractive design, is equipped with motivational words so that students are more motivated to

learn, and is equipped with practice questions to determine the limits of student understanding of the material being taught, namely grammar material.¹⁸

The development of supporting books using the mnemonic method is based on the needs of Arabic subject teachers and students to develop these supporting books due to the minimal use of additional books used by teachers in Arabic grammar learning. The needs analysis conducted at the school showed that out of 3 teachers and 50 students, there were two teachers, with a percentage of 66.6%, and 37 students, with a rate of 74%, who said that the development of supporting books using the mnemonic method was very necessary for Arabic grammar learning.

Seeing the need for the development of the mnemonic method above, here researchers provide examples of the use of each type of mnemonic method in Arabic learning. In the study, the focus was on the application of acronyms, rhyme, song, and acrostic mnemonic methods in Arabic language learning. However, in this study, examples of the application of the types of mnemonics method developed include rhyme, keyword, story methods, and visual image. This research is complementary to previous research, whose studies are almost the same, to further expand the scope of the research material.

Second, research conducted by Risna Rianti Sari examined the use of the mnemonic method as an alternative to memorizing Arabic vocabulary for students at the Malang State University language center, especially in PKPBA (a particular program for developing Arabic). This study aims to introduce the mnemonic method to students during learning in the hope that it can help students remember the vocabulary they learn in short-term memory, especially long-term memory. Because it can increase the ability to recall directly, this method is considered an effective method in the process of Arabic learning.¹⁹

The use of mnemonics as an alternative to memorizing Arabic vocabulary is based on the complaints of Arabic learning students about remembering and mastering the new language they have learned. This mnemonic method is offered to provide solutions to the problems encountered and improve Arabic vocabulary learning. This method makes Arabic vocabulary learning more effortless and enjoyable because it makes students recall the language they understand.

Through the study, it was found that the use of the mnemonic method can improve recall ability directly, and this method is considered an effective method in the learning process. The type of mnemonic method used in the study was song or rhyme. While the types of mnemonic methods used in this study are rhyme, keyword, story method, and visual image, This research is

¹⁸ Ulfa Magfirah, Ahmad Miftaaraahuddin, dan Nailur Rahmawati, "Pengembangan Buku Penunjang Pembelajaran Tarakib Bahasa Arab Berbasis Metode Mnemonic Untuk Siswa Kelas X MA/SMA Sederajat," *Lisanul Arab: Journal of Arabic Learning and Teaching* 9, no. 1 (2020): 38–50.

¹⁹ Sari, "Mnemonik Sebagai Alternatif dalam Menghafal kosakata Bahasa Arab Mahasiswa."

complementary to previous research, whose studies are almost the same, to further expand the scope of research material.

Third, research was conducted by Hasan Baharun, who used the mnemonic method to strengthen memory in nahwu and shorof learning for mahasantri Marhalah Tamhadiyah Ma'had Aly Nurul Jadid Paiton Probolinggo. The mnemonic method used in nahwu and shorof learning can improve student memory, as evidenced by its very high level of effectiveness. Learning with this method is carried out by providing learning materials and song rhythms to make it easier for students to remember learning material, create acronyms, and create image links via keyword and concept maps.²⁰

The use of the mnemonic method to strengthen the memory of nahwu and shorof learning for mahasantri is based on the ineffectiveness of existing learning due to the inaccuracy of the use of learning materials, approaches, methods, media, and learning evaluation used by teachers in nahwu and shorof learning. This mnemonic method is offered to provide solutions to problems encountered and improve the memory of students in nahwu and shorof learning.

Based on this research, it is known that the use of the mnemonic method can strengthen memory during the learning process. The type of mnemonic methods used in the study is the song or rhyme type. While the types of mnemonic method used in this study are rhyme, keyword, story method, and visual image. This research is complementary to previous research, whose studies are almost the same, to further expand the scope of the research material.

Fourth, research was conducted by Sulton Firdaus and Siti Hafidah, who applied the mnemonic method as a creative solution to improve the ability to memorize Arabic vocabulary for students MA Nurul Jadid. The application of mnemonic method in this study uses the story and rhyme technique of association. The results of Arabic vocabulary learning using this mnemonic method can foster student enthusiasm so that learning becomes more enjoyable. Based on this, this method is considered adequate for improving student learning outcomes in Arabic vocabulary learning at MA Nurul Jadid.²¹

The mnemonic method to improve the ability to memorize Arabic vocabulary for MA Nurul Jadid students is based on the need for teachers' breakthroughs to be more creative in choosing and using methods during learning to attract students' attention to Arabic learning. This mnemonic method offers solutions to the obstacles encountered and makes it easier for students to improve their memory by memorizing the Arabic vocabulary they have learned.

²⁰ Baharun, "Penguatan Daya Ingat Mahasantri melalui Mnemonic Learning."

²¹ Sulton Firdaus dan Siti Hafidah, "Mnemonik : Solusi Kreatif untuk Meningkatkan Kemampuan Menghafal Kosa Kata Bahasa Arab Siswi Madrasah Aliyah Nurul Jadid," *Palapa: Jurnal Studi Keislaman dan Ilmu Pendidikan* 8, no. 1 (2020): 81–96.

In the study, it was known that the use of the mnemonic method can make it easier for students to improve their memory by memorizing the Arabic vocabulary that they have learned in the learning process. The types of mnemonic methods used in the study were story and rhyme techniques. While the types of mnemonic methods used in this study are rhyme, keyword, story method, and visual image, This research is complementary to previous research, whose studies are almost the same, to further expand the scope of research material.

Fifth, Elda Adriana's research explains the mnemonic method's effectiveness in improving students' ability to master Arabic vocabulary. This study used the mnemonic keyword method to enhance students' ability to master Arabic in class VIII MTs As-Salafiyah Mlangi Sleman. Through this research, there is significance in Arabic learning using the mnemonic method. This difference can be seen from the average value of the pretest (sig.2-tiled) of 0.945 and the posttest (sig.2-tiled) of 0.001.²²

The application of the mnemonic method to improve students' ability to master Arabic vocabulary is based on the fact that Arabic learning in class VIII MTs As-Salafiyah Mlangi Sleman is quite attractive to students. However, students' enthusiasm decreases when they encounter difficulties with Arabic learning, especially if they are given a rote task to remember the vocabulary they have learned. This mnemonic method is offered to provide solutions to problems encountered and improve students' ability to master the Arabic language.

Through the study, it was found that the use of the mnemonic method can improve students' ability to master Arabic vocabulary in the learning process. The type of mnemonic method used in the study was the keyword type. While the types of mnemonic method used in this study are rhyme, keyword, story method, and visual image, This research is complementary to previous research, whose studies are almost the same, to further expand the scope of research material.

Sixth, research conducted by Asep Adi Ismanto examined the optimization of the mnemonic method to improve students' productive Arabic language skills in vocabulary learning. This study focused on using the mnemonic method with intensive Arabic language program students at the Language Development Center of IAIN Syeikh Nurjati Cirebon. In this research, there is significance in improving Arabic language skills, and this method is considered more effective in increasing students' productive skills after using the mnemonic method. This difference can be seen from the maharah kalam paired sample t-test value, which produces a sig (2-tailed) of $0.000 < 0.05$ with an average value of 71.15 and a post-test value of 80.13. The results of the

²² Elda Adriana, "Efektivitas Metode Mnemonik Kata Kunci dalam Peningkatan Kemampuan Siswa terhadap Penguasaan Kosakata Bahasa Arab Kelas VIII MTs As-Salafiyah Mlangi Sleman Tahun Ajaran 2017/2018" (UIN Sunan Kalijaga Yogyakarta, 2017).

independent sample test (maharah kalam and kitabah) show that the significance value of sig 2-tailed is 0.000, so the significance value is $0.000 < 0.05$.²³

Using the mnemonic method to improve students' productive Arabic language skills through vocabulary learning is based on the application of vocabulary memorization as one of the programs for mastering vocabulary. The application of memorizing vocabulary does not make students master their vocabulary more and more. However, students prefer to avoid Arabic learning, which results in not increasing their language skills, especially in Arabic. This mnemonic method is offered to provide solutions to problems encountered and improve students' practical Arabic language skills through the application of vocabulary learning.

Based on this research, it is known that the use of the mnemonic method can improve students' productive Arabic language skills in the learning process. The type of mnemonic methods used in this study has not been explained; it only lists the use of the mnemonic method. The types of mnemonic methods used in this study are rhyme, keyword, story method, and visual image. This research is complementary to previous research that studied almost the same to further expand the scope of research material.

This study provides an overview of the mnemonic method that can be applied to Arabic learning. Research on the effectiveness of mnemonic method has been tested several times. However, most studies do not include how to apply the mnemonic method to learning, only explaining the results of its effectiveness in the classroom. So, the researcher here wants to develop and provide an overview of the mnemonic method in Arabic learning and its implications.

Conclusion

Based on the findings and review of the above research, the mnemonic method is widely used in Arabic learning. In Arabic learning, this method is more often found for learning new vocabulary, grammar, and Arabic rules by training students' memory. Based on some of these studies, it has been implied that the mnemonic method is an effective method for Arabic learning. The use of this mnemonic method in learning has several objectives, including making it easier for students to remember material or information conveyed by the teacher by connecting it to events that are related to or close to it, making it easier for students to recall old material or information that has been conveyed by the teacher and then revealed again when needed, and streamlining material or information from short-term memory into long-term memory using various methods contained in it. The types of mnemonic methods described in this study include rhyme, keyword,

²³ Asep Adi Ismanto, "Optimization Of Vocabulary Learning Through Mnemonic Strategies To Improve Students' Expressive Arabic Language Skills (Research at the Arabic Language Intensive Program of the Language Development Center (PPB) IAIN Sheikh Nurjati Cirebon)" (UIN Sunan Gunung Djati Bandung, 2022).

method, and visual image. The rhyme-type mnemonic method is done by connecting the material or information explained with notes or songs often heard. The keyword type mnemonic method involves associating verbal and visual keywords to material or information that uses words almost the same as the remembered material or information. The story method type of mnemonic method is done by relating material or information the teacher explains using creative and imaginative stories. The visual image type mnemonic method involves associating material or information with depictions that refer to visual images.

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