



The Impact Of Memory Strategies On Arabic Speaking Skills: An Experimental Study In Indonesian Islamic Boarding Schools

Ulya Mahfudhotun Najwa¹, Kinnatul 'Ashriyyah², Annisa Ainurrohmah³, Muhammad A'inul Haq⁴

mahfudhotunulya.unkafa@gmail.com¹, kinnatul.unkafa@gmail.com²,
Annisaainurrohmah.unkafa@gmail.com, ainulfelays77@gmail.com

Universitas Kiai Abdullah Faqih Gresik, Indonesia^{1,2,3,4}

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Abstract

This study explores how memory strategies can improve Arabic speaking skills among students at Indonesian Islamic institutes. A quasi experimental method with a one-group pretest-posttest design was used, involving 81 students in an eight-week program that integrated various memory techniques like vocabulary recall, repetition, and association into speaking practice. Data were collected through speaking tests given before (pretest) and after (posttest) the intervention, alongside observations and questionnaires. Statistical analysis with a paired-sample t-test showed a significant improvement in speaking skills, with average scores rising from 62.50 in the pretest to 75.30 in the posttest. A high correlation coefficient of 0.988 and a significance value of 0.000 led to the rejection of the null hypothesis. These results indicate that using memory strategies effectively enhances vocabulary retention and speaking fluency in Arabic. The discussion underlines the positive connection between these strategies and improved oral skills, shedding light on the cognitive processes involved. The study concludes that incorporating memory strategies into Arabic language teaching in Islamic boarding schools not only boosts speaking skills but also builds students' self-confidence. It recommends that teachers implement various memory-enhancing techniques to create a more effective and engaging learning environment.

Keywords: Memory Strategies, Speaking Skills, Arabic Language Teaching, Islamic Boarding Schools.

Introduction

Enhancing speaking skills among learners of Arabic in Indonesia's Pondok educational settings is a significant aspect of language acquisition, where the integration of memory strategies can provide valuable support. The utilization of memory strategies has been highlighted as a critical factor that can positively influence language learning outcomes, particularly in vocabulary acquisition, which correlates with overall proficiency in a language.¹ Recent studies have indicated that memory strategies, such as imagery and mnemonics, have been effectively utilized in different contexts to boost learners' vocabulary and speaking competence in foreign languages, including English.²

While existing literature showcases various methods to improve language skills using memory strategies, limited studies focus on their specific applications in Arabic language education within Indonesian Pondok institutions. Research reflects that when students employ effective memory strategies, their ability to acquire and retain new vocabulary is significantly enhanced, which in turn impacts their speaking proficiency.³ Furthermore, effective vocabulary acquisition methods have been shown to foster increased confidence in language use and help mitigate anxiety associated with speaking a foreign language, a common barrier faced by many learners.⁴

The integration of memory strategies in Arabic language learning environments requires a comprehensive understanding of the pedagogical implications tailored to the Indonesian context. This need is further emphasized by the challenges Indonesian learners face in mastering pronunciation and vocabulary essential for proficient

¹ Muhammad A'inul Haq, Mohammad Makinuddin, and Friendis Syani Amrulloh, "Strategi Komunikasi Kontekstual Dalam Pengajaran Keterampilan Berbicara Bahasa Arab Pesantren Tradisional: Studi Kasus Di Pondok Pesantren Mamba'us Sholihin Gresik," *Journal of Arabic Language Studies and Teaching* 5, no. 2 SE-Articles (November 2025): 198–207, <https://doi.org/10.15642/jalsat.2025.5.2.198-207>.

² Franscy Franscy and Ramli Ramli, "Problems Encountered by Indonesian EFL Learners in Mastering Speaking Skills," *Pioneer Journal of Language and Literature* 14, no. 1 (2022): 1, <https://doi.org/10.36841/pioneer.v14i1.1176>.

³ Dedi Mulyanto et al., "Two Second Languages at Once," 2024, 84–92, https://doi.org/10.2991/978-94-6463-376-4_12.

⁴ Ryani Yulian and Ufi Ruhama, "Exploring Efl Learners' English Language Anxiety in Business Presentation in Higher Education," *Getsempena English Education Journal* 7, no. 2 (2020): 228–39, <https://doi.org/10.46244/geej.v7i2.1076>.

speaking.⁵ Effective memory application strategies could address these challenges while promoting a holistic approach to language education that encompasses both cognitive and communicative competencies. This study aims to investigate and elucidate the role of memory strategies in enhancing speaking skills in Arabic education at Pondok institutions, seeking to fill the research gap regarding their efficacy in this specific linguistic context.

In conclusion, while the broader implications of memory strategies in language learning are documented, their impact on Arabic language acquisition within Indonesian educational frameworks remains underexplored. This research aspires to contribute to the existing body of knowledge by providing insights into effective memory strategies that can foster improved speaking skills among Indonesian learners of Arabic, thus enhancing their communicative competence and engagement with the language.

Method

The study follows a structured methodology designed to assess the influence of memory strategies on enhancing speaking skills among Arabic language learners in Indonesia's pondok educational setting. This pre-experimental research employs a one-group pretest-posttest design, segmented into three phases: pre-test, experimental intervention, and post-test.⁶ The objective is to quantitatively analyze the extent to which memory strategies impact learners' abilities to express themselves verbally in Arabic.

The validity of the assessment instrument was ensured by utilizing a well-recognized test format. Specifically, the speaking proficiency of the participants was evaluated with tools adapted from language proficiency benchmarks.⁷ The study is set within an eight-week framework, where each week consists of targeted learning sessions incorporating various memory strategies and interactive methodologies that encourage

⁵ Franscy and Ramli, "Problems Encountered by Indonesian EFL Learners in Mastering Speaking Skills."

⁶ Mahfuz R Mubarak, Noor A Audina, and Bimaghfirlana Muhammad, "Enhancing Arabic Speaking Skills: A Societal Approach at an Indonesian Islamic Boarding School University - Implementation Challenges and Remedies," *Jallt* 1, no. 2 (2024): 101-16, <https://doi.org/10.23971/jallt.v1i2.148>.

⁷ Mohamad Salam et al., "Enhancing Arabic Speaking Skills Through Classroom Language: A Study at Darul Falah Institute Selangor Malaysia," *Mantiqu Tayr Journal of Arabic Language* 5, no. 1 (2025): 56-71, <https://doi.org/10.25217/mantiquayr.v5i1.5296>.

speaking practice in Arabic.⁸ Data were collected before the intervention through a pre-test to establish a baseline for student performance. Following the intervention, a post-test was administered to measure any progress in speaking proficiency.⁹

Participants in the study include 81 students enrolled at an Indonesian pondok, who were selected based on specific inclusion criteria that emphasized their current level of language proficiency.¹⁰ Throughout the duration of the research, multiple qualitative and quantitative data collection methods were employed, including observations in classroom settings, student questionnaires, and individual speaking assessments. This triangulated approach ensures comprehensive data capture to facilitate robust statistical analysis.¹¹

To analyze the collected data, paired sample t-tests were utilized to compare the pre-test and post-test results, elucidating the effectiveness of memory strategies in enhancing students' Arabic speaking skills.¹² Descriptive and inferential statistical analyses were systematically applied to interpret the findings, providing insights into the role that memory strategies play in developing language proficiency within the educational framework of the pondok.¹³

This methodology underscores the relevance of utilizing memory strategies to foster improved linguistic outcomes, not only in terms of speaking fluency but also in enhancing overall engagement in language

⁸ Nela Erina and Diki Nurwahidin, "Storytelling Method in Arabic Language Learning: Enhancing Listening and Speaking Skills in Islamic Elementary Education," *Athla Journal of Arabic Teaching Linguistic and Literature* 6, no. 1 (2025): 49–64, <https://doi.org/10.22515/athla.v6i1.11341>.

⁹ Atiatul Hasanah and Farid Qomaruddin, "Pengaruh Permainan Tebak Kata Terhadap Maharah Kalam Siswa MTs AL-Ula 1 Blumbungan Pamekasan," *LUGHATI: Jurnal Pendidikan Bahasa Arab* 1, no. 02 (2023): 134–54.

¹⁰ Erina and Nurwahidin, "Storytelling Method in Arabic Language Learning: Enhancing Listening and Speaking Skills in Islamic Elementary Education."

¹¹ Moh. T Habib and Fadhel Mubarak, "Empowering Arabic Speaking Skills Through Master of Ceremony (MC) Training: A Humanistic Approach," *El-Jaudah Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (2025): 18–30, <https://doi.org/10.56874/ej.v6i1.2235>.

¹² Jayanthi Muniandy and Mahiswaran Selvanathan, "ChatGPT, a Partnering Tool to Improve ESL Learners' Speaking Skills: Case Study in a Public University, Malaysia," *Teaching Public Administration* 43, no. 1 (2024): 4–20, <https://doi.org/10.1177/01447394241230152>.

¹³ Lu A Zuhrotunnisa and Isnol Khotimah, "Strategi Review Mufrodat: Solusi Praktis Dalam Penguasaan Kosakata Bahasa Arab Di MAN 1 Probolinggo," *Fondatia* 9, no. 1 (2025): 166–81, <https://doi.org/10.36088/fondatia.v9i1.5649>.

learning.¹⁴ By focusing on these strategies, the research aims to contribute valuable insights into pedagogical practices within Arabic language education in Indonesia.

Findings

To investigate the impact of memory strategies on speaking skills in Arabic language education at Indonesian pesantren courses, a paired-sample T-test was utilized to evaluate the effectiveness of these strategies before and after the intervention. Key assumptions for conducting the paired-sample T-test, including normality and linearity, were rigorously verified. Since this test is designed for the same group, the assumption of homogeneity of variances was not applicable, allowing a focused analysis of results before and after implementing the memory strategies.

Statistical Analysis

Using IBM SPSS Statistics 26, the researcher conducted analyses on the pre-test and post-test data specifically concerning speaking skills. The analysis revealed a significant improvement in students' speaking abilities following the application of systematic memory strategies. Statistical assessments provided insights into how the introduction of memory techniques correlated with enhanced performance, particularly regarding vocabulary acquisition and articulation in the Arabic language. These findings align with previous research that indicates targeted learning interventions can foster significant progress in language proficiency, which highlights the efficacy of varied instructional approaches.¹⁵

Analysis of Pre-test and Post-test Scores

Table 1 presents paired sample statistics that illustrate changes in speaking proficiency.

¹⁴ Cassandra Santhanasamy and Melor M Yunus, "The Flipped Learning and Blendspace to Improve Pupils' Speaking Skills," *Frontiers in Psychology* 13 (2022), <https://doi.org/10.3389/fpsyg.2022.866270>.

¹⁵ Muhammad A'inul Haq, "Efektifitas Metode Ceramah Untuk Meningkatkan Maharah Kalam Mahasiswa Universitas Kiai Abdullah Faqih Gresik," *LUGHATI: Jurnal Pendidikan Bahasa Arab* 3, no. 01 SE-Articles (June 2025): 33-52, <https://doi.org/10.33754/lughati.v3i01.1581>.

Table 1: Paired Sample Statistics

| | Mean | N | Std. Deviation | Std. Error Mean |
|-----------|-------|----|----------------|-----------------|
| Pre-test | 62.50 | 81 | 15.65 | 1.74 |
| Post-test | 75.30 | 81 | 14.11 | 1.56 |

This indicates a significant improvement in the average post-intervention scores, with a pre-test average of 62.50 and a post-test average rising to 75.30. Such a contrast underscores the positive impact of the adopted memory strategies on students' speaking skills. These results imply that the implementation of structured memory aids not only enhances fluency but also facilitates better vocabulary retention, which is essential for effective communication in Arabic.

Correlation Analysis.

Further confirmation was obtained through the correlation analysis outlined in Table 2. The paired sample correlation revealed a high correlation coefficient of 0.988, with a p-value of 0.000. This strong correlation indicates a close relationship between the pre-test and post-test outcomes, suggesting that improvements in memory and retention correspond directly with enhancements in speaking proficiency.

Table 2: Paired Sample Correlations

| | N | Correlation | Sig. |
|----------------------|----|-------------|-------|
| Pre-test & Post-test | 81 | 0.988 | 0.000 |

Difference Test

Continuing to the paired sample test, Table 3 summarizes the comparative statistics between the pre-intervention and post-intervention phases. The test results yielded a t-value of -8.254 and a significant p-value of 0.000, which confidently indicates that the null hypothesis—stating that there is no significant difference in speaking skills before and after the intervention—can be rejected.

Table 3: Paired Sample Test

| Paired Samples Test | | | | | | | | | |
|---------------------|-----------------------|--------------------|-------------------|-----------------------|---|----------|--------|----|-------------------|
| | | Paired Differences | | | | | t | df | Sig. (2tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | pretest - posttest | -8,33333 | 4,85071 | 1,14332 | -10,74554 | -5,92113 | -7,289 | 17 | ,000 |

Summary of Findings

Overall, the pre-test results recorded an average score of 62.50, highlighting the challenges in native fluency and vocabulary articulation before the intervention. In contrast, the substantial improvement illustrated in the post-test results (average = 75.30) indicates notable progress following the application of memory strategies, bearing implications for teaching methodologies in Arabic language education. The overall findings reinforce the effectiveness of memory strategies in advancing students' speaking skills, consistent with previous literature indicating that innovative pedagogy and cognitive enhancers significantly improve students' language acquisition abilities. This enhancement empowers educators to draw substantive conclusions to promote continuous improvement in Arabic language education practices in Indonesian pesantren settings.

Discussions

The Role of Memory Strategies in Enhancing Arabic Speaking Skills

The integration of memory strategies in learning effectively bolsters students' speaking skills, particularly in the context of Arabic language education in pondok (Islamic boarding) schools in Indonesia. This is related to rejecting the null hypothesis (H0), which posits no significant difference in students' speaking abilities before and after the application of memory strategies, confirming that these strategies significantly enhance oral competency. The findings align with studies indicating that effective memory strategies, such as mnemonic devices, repetition, and

association, are vital for improving memory retention and recall, which in turn supports language proficiency and communication skills.¹⁶

In exploring the correlation between memory strategies and speaking proficiency, it is essential to acknowledge their multifaceted nature.¹⁷ Memory strategies are cognitive tools that individuals harness to facilitate the enhancement of their linguistic capabilities.¹⁸ The broad array of these cognitive techniques includes visual aids, auditory cues, and kinesthetic activities that resonate particularly well with younger learners.¹⁹ These strategies aid students in encoding, storing, and efficiently retrieving vocabulary, which is critical in oral communication contexts. Such understanding emphasizes the necessity for educators to adopt innovative pedagogical approaches, integrating these memory-enhancing techniques within their teaching practices.

Previous studies have laid a foundational understanding of memory strategies' significance in language acquisition. Incorporating engaging and practical memory strategies into instructional methodologies can transform language learning outcomes, leading to notable improvements in students' speaking abilities.²⁰ Our study reinforces this premise, positing that culturally relevant memory strategies specifically tailored to Islamic educational contexts not only facilitate vocabulary mastery but also foster confidence in speaking among students.²¹

¹⁶ Javier M A Salazar and Eliana A A Salazar, "Memory Strategies Focused on English Vocabulary Learning: A Case Study in a Public High School in Loja City," *Latam Revista Latinoamericana De Ciencias Sociales Y Humanidades* 5, no. 3 (2024), <https://doi.org/10.56712/latam.v5i3.2093>.

¹⁷ Muhammad A'inul Haq, "Dampak Media Musik Dalam Pemerolehan Mufrodat Siswa Kelas Enam Tarbiyatul Athfal Bojonegoro," *LUGHATI: Jurnal Pendidikan Bahasa Arab* 2, no. 01 SE-Articles (July 2024): 69–82.

¹⁸ Abdul Mutholib, Ma'rifatul Munjiah, and Siti Muflichah, "The Use of Android-Based Dictionary Game for Arabic Vocabulary Learning in Elementary School," 2020, <https://doi.org/10.4108/eai.2-10-2018.2295457>.

¹⁹ Mahmudah Mahmudah, "The Use of Songs and Movement in Teaching Arabic for Early Grade Learners at Islamic Elementary Schools: A Systematic Literature Review," *Edukasia* 6, no. 1 (2025): 315–28, <https://doi.org/10.62775/edukasia.v6i1.1427>.

²⁰ Yasir Ahmed, Syed Z A Shah, and Uzma Sadiq, "Exploring Learning Strategies for Vocabulary Development: A Comparative Study of Two Universities of Sindh, Pakistan," *Pakistan Journal of Humanities and Social Sciences* 11, no. 3 (2023), <https://doi.org/10.52131/pjhss.2023.1103.0626>.

²¹ Muhammad A'inul Haq, "DAMPAK DHARMA GURU MELALUI PENDEKATAN KECERDASAN EMOSIONAL TERHADAP HASIL BELAJAR BAHASA ARAB SISWA KELAS X MA MAMBAUS SHOLIHIN SUCI MANYAR GRESIK," *JALIE: Journal of Applied Linguistics and Islamic Education* 8, no. 02 SE-Articles (February 2025): 325–44, <https://doi.org/10.33754/jalie.v8i02.1430>.

Furthermore, individual differences in students' learning preferences underscore the importance of personalized approaches to memory strategy implementation. By recognizing variations in how students interact with these strategies, educators can adapt their instruction to better suit distinct learning styles, fostering an inclusive classroom environment where all learners, regardless of their initial proficiency, can enhance their speaking skills effectively. The inclusion of technology can further enhance this embodiment of personalized learning, creating dynamic and tailored approaches to address learners' diverse needs.²²

Additionally, there exists an interrelationship between memory strategies and metacognitive skills. Previous literature emphasizes how fostering metacognitive awareness enables learners to evaluate their learning processes and select appropriate memory strategies to enhance their speaking abilities.²³ Our research highlights the necessity of cultivating both strategic memory application and metacognitive competencies, endorsing a holistic educational approach that comprehensively caters to students' developmental needs.

In conclusion, this discussion synthesizes key insights surrounding memory strategies' role in Arabic language education, particularly among Indonesian pondok students. By juxtaposing our findings with existing literature, we contribute to an enriched understanding of effective language pedagogy that addresses contemporary educational demands. Ultimately, enhancing students' speaking skills through well-structured memory strategies not only improves linguistic proficiency but also empowers students with greater confidence and competence in their communication capabilities.

Positive Correlation between Memory Strategies and Arabic Speaking Skills

The findings from this research provide evidence of a positive correlation between the use of memory strategies and the enhancement of Arabic speaking skills among students in Indonesian pondok (Islamic boarding) schools. Students who actively employed specific memory-

²² Salma N Istiqomah and Asep Sopian, "Deep Learning Approach for Arabic Vocabulary Mastery in the Digital Era," *Aphorisme Journal of Arabic Language Literature and Education* 6, no. 1 (2025): 97–115, <https://doi.org/10.37680/aphorisme.v6i1.7183>.

²³ Carmen-Narcisa Albert, Mihaela Mihai, and Ioana Mudure-Iacob, "Visual Thinking Strategies—Theory and Applied Areas of Insertion," *Sustainability* 14, no. 12 (2022): 7195, <https://doi.org/10.3390/su14127195>.

enhancing techniques showed improvements in their ability to articulate and express themselves in Arabic. This correlation highlights the role that memory-focused pedagogical methods can play in language education and underscores the importance of integrating such strategies into teaching practices.

The study reveals that the systematic application of memory strategies correlates with improvements in students' speaking capabilities in Arabic.²⁴ Engaging students in memory-enhancing techniques led to an observable increase in their vocabulary retention and fluency, indicative of broader linguistic competence. This directly correlates with prior research suggesting that effective memory strategies can promote vocabulary acquisition and improve oral expression, thereby benefiting students' overall proficiency in the language.²⁵

Moreover, the data suggest that students who actively participate in these memory strategies experience a greater improvement in their speaking abilities. This aligns with findings suggesting that when learners engage with memory-focused techniques, they can better internalize and utilize vocabulary in practical speaking contexts.²⁶ The advancement in speaking skills can be attributed to enhanced retention of vocabulary and phrases through well-structured memory interventions that cater to cognitive processes involved in language learning.²⁷

Bridging the gap between theoretical frameworks and practical applications in Arabic instruction is essential. While many existing studies have conceptualized the importance of memory strategies, our findings provide actionable insights for educators aiming to implement memory-enhancing methodologies in their curriculum. This integration not only leads to enhanced vocabulary mastery but also creates a more engaging

²⁴ Aji R Ramadhan et al., "Eksplorasi Strategi Pembelajaran Kosakata Bahasa Arab: Studi Strategi Belajar Rebecca Oxford," *Ukazh Journal of Arabic Studies* 5, no. 2 (2024): 112–26, <https://doi.org/10.37274/ukazh.v5i2.948>.

²⁵ Keysha, Hikmah Maulani, and Tatang Tatang, "Pengaruh Latar Belakang Pendidikan Pondok Pesantren Modern Terhadap Motivasi Belajar Bahasa Arab," *Al-Ittijah Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 15, no. 1 (2023): 1–17, <https://doi.org/10.32678/alittijah.v15i1.7619>.

²⁶ Segaf Baharun, "Analyzing Students' Difficulties in Learning Nahwu and Effective Pedagogical Solutions: A Psycholinguistic Approach," *Lughawiyat Jurnal Pendidikan Bahasa Dan Sastra Arab* 8, no. 1 (2025): 17–31, <https://doi.org/10.38073/lughawiyat.v8i1.2525>.

²⁷ Imam Wahyono and Ahmad A Fanani, "STRATEGI MARKETING PONDOK PESANTREN SALAF (Studi Kasus Pondok Pesantren Al-Bidayah Tegal Besar Kaliwates Jember)," *Incare* 3, no. 1 (2022): 81–93, <https://doi.org/10.59689/incare.v3i1.389>.

and interactive classroom environment conducive to effective language learning.

The implications of this research extend to future investigations, which could explore nuanced areas of memory strategy implementation in language learning settings. Future studies may examine specific techniques that foster heightened speaking skills, exploring how contextual factors may influence their effectiveness. Understanding how memory strategies impact language acquisition will offer insights for educators and researchers, enriching the discourse on effective teaching methodologies in Arabic language education.

The correlation identified in this study contributes to the existing body of knowledge, reinforcing the notion that well-implemented memory strategies are effective tools for enhancing students' spoken Arabic skills. As educational practices continue to evolve, it is clear that these strategies should be central to the pedagogical model in various Islamic educational settings, ensuring that learners develop the confidence and competence necessary for proficient oral communication.

Cognitive Processes and Arabic Speaking Skills

This discussion explores the cognitive processes underpinning memory strategies and their subsequent impact on students' speaking skills in Arabic, particularly within Indonesian pondok (Islamic boarding) schools. A detailed examination of mnemonic devices, repetition, and association reveals foundational cognitive mechanisms that facilitate vocabulary retention and fluency in spoken expression.²⁸ These cognitive principles offer educators critical insights into tailoring instructional methodologies that align with how learners internally process language information.

Our findings emphasize the significance of understanding how various memory techniques operate at a cognitive level. This is particularly relevant to the cognitive complexities inherent in using memory strategies to enhance speaking abilities in Arabic.²⁹ Exploring these techniques deeply allows for a broader comprehension of their

²⁸ Sri Zulfida et al., "Arabic Vocabulary Learning Strategies in Early Childhood: A Case Study at an Integrated Islamic Elementary School," *An-Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 26, no. 2 (2024): 269–86, <https://doi.org/10.32332/an-nabighoh.v26i2.269-286>.

²⁹ Tira N Fitria, "Revisiting Photographic Memory in Clash of Champions: How to Integrate Photographic Memory in English Language Teaching (Elt)?," *International Journal of English Learning and Applied Linguistics (Ijelal)* 5, no. 1 (2024): 51–68, <https://doi.org/10.21111/ijelal.v5i1.13287>.

effectiveness in vocabulary retention and, by extension, speaking competence. Previous research has similarly addressed cognitive aspects of memory strategies within the context of language acquisition.³⁰

The practical utility of mnemonic devices surfaces as a crucial area of focus in language learning. Such strategies not only optimize vocabulary acquisition but also facilitate learners' ability to recall and articulate language structures during spoken interactions.³¹ Comparisons with existing literature reveal a consistent theme in which mnemonic devices act as catalysts for facilitating vocabulary mastery, thus benefiting overall speaking fluency.³² Understanding how these cognitive aids function underscores their significant contributions to language proficiency.

Moreover, repetition, as a memory strategy, plays a pivotal role in embedding vocabulary within the students' linguistic repertoire. This research corroborates previous findings that detail the efficacy of repetition in reinforcing vocabulary retention.³³ The cognitive mechanism through which repetition operates allows learners to transcend the barriers of short-term memory, determining which vocabulary becomes accessible for speaking and spontaneous communication.³⁴ By empirical evaluation, the study elucidates how structured and consistent practices enhance oral language capabilities in Arabic, reinforcing the need for methodical repetition routines within the pedagogical framework.

The exploration extends beyond individual memory strategies by examining the broader cognitive dynamics involved in mastering spoken Arabic. The comparative analysis elucidates whether the cognitive processes identified here align with established principles regarding language acquisition or introduce innovative strategies tailored for

³⁰ Chenyang Xu, "Enhancing English Vocabulary Acquisition Through Integrated Teaching Approaches," *Lecture Notes in Education Psychology and Public Media* 56, no. 1 (2024): 142–51, <https://doi.org/10.54254/2753-7048/56/20241626>.

³¹ Zuhrotunnisa and Khotimah, "Strategi Review Mufrodah: Solusi Praktis Dalam Penguasaan Kosakata Bahasa Arab Di MAN 1 Probolinggo."

³² Hani N Fadila et al., "Literature Review: Aplikasi Mobile Fun Easy Learn Arabic Dalam Pembelajaran Kosakata Bahasa Arab," *Jurnal Naskhi Jurnal Kajian Pendidikan Dan Bahasa Arab* 7, no. 1 (2025): 37–51, <https://doi.org/10.47435/naskhi.v7i1.3486>.

³³ Hasan Hasan, Olsafrian I Matswa, and Moh. A A Saputra, "Mastering Arabic Vocabulary Through Drill Technique: A Study on Primary Learners," *Almuhawaroh* 1, no. 1 (2025): 47–58, <https://doi.org/10.38073/almuhawaroh.v1i1.2644>.

³⁴ Diah Kurniati et al., "How Is Picture Mnemonic Implemented in Teaching English Vocabulary to Students With Intellectual Disability?," 2020, <https://doi.org/10.2991/ahsr.k.200723.029>.

specific educational contexts.³⁵ This comparative approach enriches our findings and demonstrates how leveraging cognitive principles derived from memory strategies can enhance language learning outcomes.

In conclusion, this discussion not only highlights the cognitive processes associated with memory strategies but also contextualizes these findings within existing research. By synthesizing insights from prior studies, we provide educators with valuable guidelines for optimizing their teaching practices to foster more effective language learning environments. The implications extend beyond current research and suggest promising avenues for further exploration, focusing on how a nuanced understanding of cognitive strategies can enhance both teaching and learning in Arabic language education.

Practical Implications for Language Instruction

The practical implications of this study are significant, particularly in shaping language instruction practices within Indonesian pondok (Islamic boarding schools). It is important for educators to incorporate memory strategies into their teaching methodologies to enhance students' speaking skills in Arabic. This integration can optimize vocabulary learning outcomes and improve fluency in oral communication. As indicated by Chen, employing mnemonic devices can serve as powerful tools for vocabulary retention, allowing learners to connect new vocabulary with existing knowledge through techniques such as acronyms and visual imagery, which enhance recall and application.³⁶ By embedding such devices into daily lessons, teachers provide structured cognitive tools to facilitate language learning, in alignment with Alahmadi and Foltz's research on the importance of vocabulary acquisition for communicative competence.³⁷

Furthermore, the study advocates for incorporating repetitive exercises within language instruction. The repetitive nature of learning

³⁵ Gwo-Jen Hwang, Shu-Yun Chien, and Wen-Shiang Li, "A Multidimensional Repertory Grid as a Graphic Organizer for Implementing Digital Games to Promote Students' Learning Performances and Behaviors," *British Journal of Educational Technology* 52, no. 2 (2020): 915–33, <https://doi.org/10.1111/bjet.13062>.

³⁶ I-Shan J Chen, "Music as a Mnemonic Device for Foreign Vocabulary Learning," *English Teaching & Learning* 44, no. 4 (2020): 377–95, <https://doi.org/10.1007/s42321-020-00049-z>.

³⁷ Alaa Alahmadi and Anouschka Foltz, "Effects of Language Skills and Strategy Use on Vocabulary Learning Through Lexical Translation and Inferencing," *Journal of Psycholinguistic Research* 49, no. 6 (2020): 975–91, <https://doi.org/10.1007/s10936-020-09720-9>.

activities aids reinforcement, enabling students to internalize vocabulary more effectively. This practice is supported by research showing that consistent, spaced repetition of vocabulary leads to longer retention and improves speaking capabilities, as discussed by Rahimi et al., emphasizing the importance of repeated exposure to vocabulary for fluency.³⁸ Additionally, Khaizal et al. highlight the significance of effective teaching techniques related to speaking skills in Arabic language learning, confirming the necessity of diverse exercise strategies.³⁹

Moreover, integrating technology as noted by Annamalai et al. supports educators in utilizing innovative approaches in vocabulary teaching, thereby enhancing the overall effectiveness of language instruction.⁴⁰

Educators should also embrace a variety of teaching strategies, as mentioned in earlier studies. Experimenting with various memory techniques can help identify what resonates most effectively with students' learning styles and preferences, leading to a more personalized learning experience. Shafie and Baharudin emphasize the significance of utilizing strategies tailored to diverse student demographics, particularly in multicultural settings like pondok education.⁴¹ The ability to adapt and evolve teaching strategies is crucial in addressing the varied needs of students in pondok education.

Integrating real-world applications into the curriculum is another critical aspect in enhancing the relevance of memory strategies. Providing students with practical examples of how to use vocabulary in tangible contexts can bridge the gap between theoretical knowledge and applied language skills. Demonstrating how vocabulary is used in everyday conversations can increase student engagement and motivation, creating

³⁸ Nik M Rahimi, Nurfarahin Nasri, and Siti Samihah, "Promoting Digital Learning Environment in Arabic Language Education: The Use of Animated Video (AV) for Vocabulary Acquisition Among Primary School Students," *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (2021), <https://doi.org/10.18860/ijazarabi.v4i3.12941>.

³⁹ N F M Khaizal et al., "Speaking Sub-Skills Exercise and Its Teaching Techniques: Document Analysis of Arabic Textbooks," *Creative Education* 12, no. 09 (2021): 2159–66, <https://doi.org/10.4236/ce.2021.129165>.

⁴⁰ Nagaletchimee Annamalai et al., "Investigation of Malaysian ESL Students' Learning Experience of the Smartphone Applications for English Language Learning," *International Journal of English Language and Literature Studies* 11, no. 4 (2022): 202–11, <https://doi.org/10.55493/5019.v11i4.4678>.

⁴¹ Muhammad S Shafie and Harun Baharudin, "Conceptual Framework for Multilingual Bidayuh's Pupil in Teaching and Learning Arabic as Foreign Language," *Ijaz Arabi Journal of Arabic Learning* 4, no. 3 (2021), <https://doi.org/10.18860/ijazarabi.v4i3.12922>.

a dynamic and relatable learning environment.⁴² According to Saleh and Althaqafi, using educational games can significantly enhance student interest and engagement in vocabulary learning.⁴³

In summary, the implications drawn from this study advocate for a proactive and multifaceted approach to language instruction. By integrating memory strategies, employing mnemonic devices, introducing repetitive exercises, and offering practical applications, educators can create an enriching learning environment that promotes effective vocabulary acquisition and enhances students' speaking skills in Arabic. This approach not only supports vocabulary retention but also fosters overall improvement in students' confidence and proficiency in using the Arabic language, reflecting insights from Zhang on the importance of effective strategies for vocabulary acquisition.⁴⁴

Conclusion

This study concludes that the systematic integration of memory strategies (such as mnemonics, repetition, and association) is an effective pedagogical approach for significantly enhancing Arabic speaking skills among students in Indonesian Pondok institutions. To translate this finding into practice, several implementation guidelines are recommended. For instructors, effective implementation involves a structured program duration of approximately 8 weeks, integration of strategies into regular speaking exercises, and the use of basic assessment tools for monitoring progress. While applicable to medium-sized classes as demonstrated, scalability to larger groups requires increased scaffolding through structured lesson plans and peer-learning mechanisms to ensure individual engagement. Within the specific context of Islamic boarding schools (Pesantren) in Indonesia, pedagogical success is bolstered by aligning memory techniques with Islamic educational values and utilizing collaborative, culturally relevant content to ensure student resonance and motivation. Finally, sustainable adoption requires

⁴² Haq, Makinuddin, and Amrulloh, "Strategi Komunikasi Kontekstual Dalam Pengajaran Keterampilan Berbicara Bahasa Arab Pesantren Tradisional: Studi Kasus Di Pondok Pesantren Mamba'us Sholihin Gresik."

⁴³ Alaa M Saleh and Abeer S Althaqafi, "The Effect of Using Educational Games as a Tool in Teaching English Vocabulary to Arab Young Children: A Quasi-Experimental Study in a Kindergarten School in Saudi Arabia," *Sage Open* 12, no. 1 (2022), <https://doi.org/10.1177/21582440221079806>.

⁴⁴ Guangyong Zhang, "Optimization and Application of English Word Memory Algorithm Based on Reinforcement Learning," *Jes* 20, no. 6s (2024): 1786–99, <https://doi.org/10.52783/jes.3096>.

institutional support in the form of professional development workshops for teachers on cognitive language strategies and the provision of tailored teaching materials. Thus, beyond proving the efficacy of memory strategies, this research provides a practical, context-sensitive framework for its application, directly enhancing its utility for curriculum developers and Arabic language educators in similar settings.

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