people and when conveying something that worries him. Thus, language cannot be separated from human life because humans use language to communicate with other people. Mustafa al Ghulayini said: "Language is a word or pronunciation that people use to express their intentions or desires" (Ahmad, 2009)

English as a foreign language (English as a Foreign Language/EFL) is the process of learning English by learners who come from countries where English is not the main or official language. Learning English as a foreign language can be done in formal educational institutions, such as schools or colleges, or non-formal educational institutions, such as English courses or self-study programs. The goals of learning English as a foreign language can be varied, such as to study abroad, work in an international company, or simply to improve your ability to communicate in English.

Pronunciation is an important form of learning in English language teaching. The Oxford dictionary explains that pronunciation is language, spoken words and sounds. As intended "Pronunciation is the way a language or a particular word or sound is pronounced". Regarding the scope of teaching pronunciation there are three main themes, namely: (First) sound, (2) rhythm and emphasis, and (3) intonation.

According to Ur (1996), The purpose of learning pronunciation is for learners to be able to pronounce a word like a native accent. But simply so that learners are able to pronounce words accurately enough to be more easily understood by the interlocutor. By learning pronunciation, students will be able to pronounce a word correctly. This is to make learners understand how to pronounce words in a foreign language to avoid pronunciation or reading errors.

Problems encountered when learning English at SMA Negeri 1 Cariu. Based on observations made by researchers on English language learning at SMA Negeri 1 Cariu, it meets the standards of competence taught, namely oral and written communication using Use sentence structures appropriate to the context. However, class 10 English pronunciation skills also have certain obstacles and difficulties.

The obstacles and difficulties in speaking English pronunciation skills in class 10 are caused by two factors, which are internal factors and external factors. Internal factors are factors that come from within the students themselves. In contrast, external factors are factors outside the students that can affect their pronunciation ability.

The internal factor that becomes a problem of pronunciation skills is primarily because students always lack interest and participation in learning English, which can be seen when students perceive a passive atmosphere in class. Secondly, lacking confidence, students are always afraid of making mistakes in pronunciation when using English Third, they are still used to using their mother tongue to learn English..

The external factors that become a problem for pronunciation are primarily because teachers have not motivated or encouraged students to improve their English pronunciation/pronunciation skills and understand the content of the lesson. Read. Secondly, there is a lack of pronunciation/pronunciation exercises that are suitable for students' Pronunciation, intonation, punctuation, and reading fluency. Third, there is a lack of diversity in the use of learning methods applied by teachers to convey material to students. The above problems are evidenced by the daily scores of students, in speaking and reading sections, whose scores are lower than the identified KKM, namely 70 Overcoming the problems above, one of which is by improving existing learning methods, namely from monotonous learning methods to learning methods that involve the active role of students in the process of teaching and learning interactions. As one of the solutions in this study, the researcher offers the Mim-Mem (*Mimicry Memorization*) learning method to improve English Pronunciation.

The Mim-Mem (*Mimicry Memorization*) method is a learning method that can be applied by teachers in the process of learning English. Mim-Mem stands for mimicry or imitating and memorizing or memorizing (*remembrance*) (Izzan, 2015). This method is the method used by the teacher by means of students listening to what is presented by the teacher and then imitating it (Mustofa B. d., 2016). According to

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this method, practicing pronouncing vocabulary, sentence structure, by imitating the teacher's speech will be easy for students to remember and familiar with, because it is directly demonstrated (Izzan, 2015).

The Mimicry-Memorization method is suitable for language learning, especially in foreign language learning. When a child learns to speak, the first thing he does is imitate the language he hears from his mother. Then the language was spoken over and over again until it entered into his memory. So imitating (*mimicry*) and memorizing (*memorization*) are basic things that children do in the process of acquiring their language (Iqbal, 2018,). The same goes for the process that occurs when he learns a foreign language such as English.

With regard to mimicry (imitating), to master a foreign language, especially English, it is necessary to learn about the proper and correct pronunciation of English vocabulary. To pronounce English properly and correctly, the teacher needs to model good and correct English pronunciation, then students imitate and repeat it until the pronunciation and reading are correct.

With regard to memorization (memorization), based on ancient psychology According Salamah (2015), what is meant by learning is memorizing. Learning outcomes are assessed by how much students succeed in memorizing the material they learn. Nevertheless, memorization is different from learning, memorization is only part of learning activities. However, learning and memorizing also have similarities, namely causing changes in individuals, as evidence that the individual has learned is by changing himself.

Applying the Mim-Mem (*Mimicry Memorization*) method properly and correctly in English pronunciation skills will create a learning situation that can involve all students. With this method students will also be actively involved in learning because the teacher often provides stimulus, and students do not easily forget the material conveyed by the teacher because the teaching is carried out repeatedly and demonstrated, and facilitates the process of understanding and developing material at the next level.

Realizing the symptoms described above, the researcher used the Mim-Mem (*Mimicry Memorization*) method to be applied in teaching English for class 10 at SMA Negeri 1 Cariu and found out whether the Mim-Mem (Mimicry Memorization) method was effective in improving speaking skills. and reading English students. Therefore, the researcher is interested in conducting a study entitled: ***"The effectiveness of the mim-mem (mimicry memorization) method in improving EFL students' pronounciation"***

B. Research Question

a. How is the students' English pronouncation before using Mim-Mem (*Mimicry Memorization*) method?

b. How is the students' English pronouncation after using Mim-Mem (*Mimicry Memorization*) method?

c. Is there any signifcant difference of students' pronounciation before and after using Mim-Mem method?

C. Research purpose

a. To find out students' pronunciation skills before using the mim-mem method (*Mimicry Memorization*)

b. To find out students' pronunciation ability After using the mim-mem method (*Mimicry Memorzation*)

c. To find out whether there is a difference in ability before and after using the mim-mem method (*Mimicry Memoriization*)

D. Research Significances

Theoretically, this research can be used as a contribution to learning Arabic strategies by applying the Mim-Mem (*Mimicry Memorization*) method in improving students' speaking and reading Arabic skills in high school and schools in general. In addition, it also adds discourse for efforts to improve pronunciation skills using Arabic learning strategies using the Mim-Mem (*Mimicry Memorization*) method.
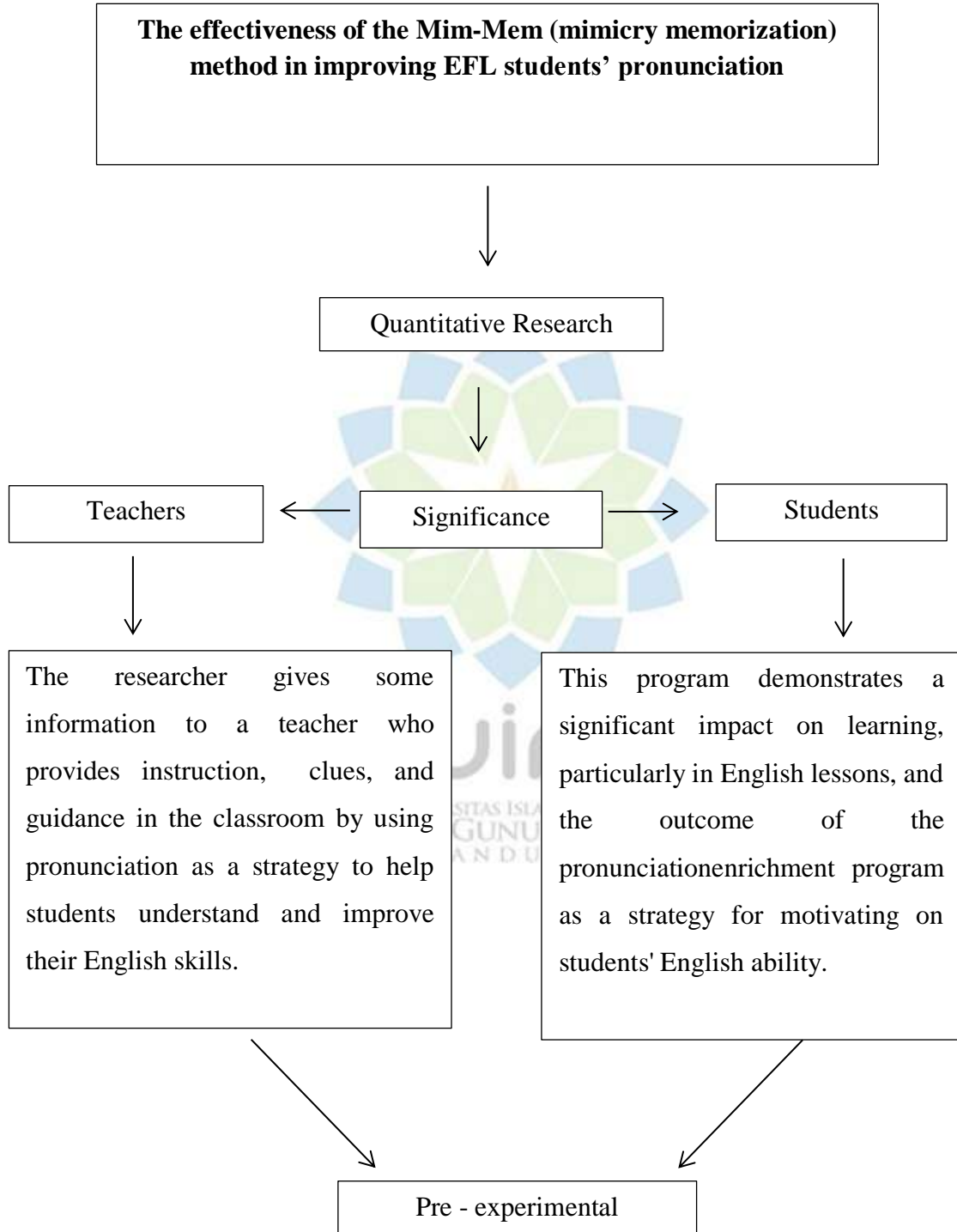
a. Teachers

The researcher gives some information to a teacher who provides instruction, clues, and guidance in the classroom by using pronunciation as a strategy to help students understand and improve their English skills.

b. For Students

This program demonstrates a significant impact on learning, particularly in English lessons, and the outcome of the pronunciation enrichment program as a strategy for motivating on students' English ability.

Research chart

The effectiveness of the Mim-Mem (mimicry memorization) method in improving EFL students' pronunciation

Quantitative Research

Teachers ← Significance → Students

The researcher gives some information to a teacher who provides instruction, clues, and guidance in the classroom by using pronunciation as a strategy to help students understand and improve their English skills.

This program demonstrates a significant impact on learning, particularly in English lessons, and the outcome of the pronunciationenrichment program as a strategy for motivating on students' English ability.

Pre - experimental

E. Research Scope

This research will focus on how effective the Mim-Mem (Mimicry Memorization) method is to improve the English pronunciation skills of 10th-grade students of SMA Negeri 1 Cariu, Bogor, To determine that students' pronunciation has improved, researchers used the elsa speak application.

F. Hypotesis

The hypothesis is a tentative statement about the outcome of the result (Hatch & Farhay, 1982). The hypothesis must be based on experimentation and logic, or it must be explained. The relationship between variables should be stated in clear terms. Furthermore, the hypothesis can define the research questions.

This research has two variables: the first is mimicry memorization method as the "X" variable. and the second is students' pronunciation mastery as the "Y" variable. The relation of the research hypothesis as proposed as follow: "Using Mimicry Memorization Method to Increase "improving pronounciation as a third language in english class 10".

The formulation of this study as in the following hypothesis:

H_0: The use of "Mimicry Memorization Method" cannot enhance on students' pronounciation mastery.

H_a: The use of "Mimicry Memorization Method" can enhance on students' voc pronounciation abulary mastery.

G. Conceptual Framework

1. Mimicry Memorization method

According to Mocanu (2015), the most effective way to learn a foreign language is to imitate the way native speakers acquire their first language. This approach focuses on developing communication skills in the target language and is based on a method known as Mimicry Memorization, which involves imitating the pronunciation and language patterns of a native speaker. Essentially, Mocanu is saying that the best way to learn a foreign language is to learn it in the same way that

we learned our first language, by copying and memorizing the sounds and patterns of the language in a natural way.

2. Pronunciation

According to Barbara (2001), that pronunciation is the production of meaningful sounds in two senses. First, because it is used as a specific language and the last because to achieve meaning in the use of context." Because pronunciation has a good impact on speaking skills, of course with the right pronunciation, communication will be easier.

Furthermore, Dalton. (1994) state that pronunciation is the production of speech sounds used to gain meaning. It refers to the context of the speech. So when a person says something, he wants to convey information. On the other hand, their listeners will accept the meaning. In short, pronunciation is defined as the way in which a sound or word is produced. When the mouth speaks a word, the listener can understand it. Therefore, the speaker must have good pronunciation to convey their message and establish good communication.

More over, a study by Wells (2009), Pronunciation is the way a person pronounces a word or phrase, including accent and intonation. It involves pronouncing each sound, tone, and rhythm of the language, as well as proper intonation. Pronunciation is an important part of verbal communication and plays an important role in distinguishing words and creating meaning in the language used.

Based on the opinion above, pronunciation is defined as a way to produce sounds or words. When the mouth utters a word, the listener can understand it. Therefore, speakers must have good pronunciation to make their messages understood and establish good communication

In essence, pronunciation is crucial in ensuring effective communication between speakers and listeners. It determines how effectively messages, ideas, and thoughts are conveyed or transferred. In summary, pronunciation is the way in which

a person articulates words or sounds in a certain way to make their speech easily understandable.

3. English Foreign Language (EFL)

According to Richards (1990). EFL is the teaching and learning of English in environments where English is not the primary language spoken in everyday life. EFL is therefore where teachers teach English to students in countries where English is not the first language. Consequently, EFL students are taught in non-English speaking countries where English is not an official language such as Japan, China, or Venezuela. However, the definition of EFL speaking students is now beginning to break down as the increased use of English due to globalization has made it difficult to distinguish between communication in a second language and a foreign language. Instead, a class of EFL students usually comes from the same country. They will have the same culture and make the same mistakes in English. Therefore, these mistakes can be corrected by the whole teacher, not individual ESL students. An EFL student is more likely to be learning a language for academic purposes, and the focus of teaching will be different. In general, students are more receptive to learning reading and writing and pay less attention to speaking and listening, so pronunciation will be difficult for them. Unless they live in an English-speaking environment where they will be communicating with English speakers. Therefore, teachers will be required to change their teaching strategies, according to the needs of their students.

H. Previous Study

There are previous study regarding this topic, The First this research is from Dadour (2021). He stated employed the mimicking method to improve student pronunciation in this study. Because the researcher used a quasi-experimental approach, the mimicry method was advised to improve student pronunciation..

The second study Boulahia (2018) said the role of mimicry as an effective pedagogical technique contributed to the study of imitating native speakers among English learners as an excellent way to increase their foreign accent and pronunciation levels. This study used questionnaires and interviews. From research,

this mimicry can be one of the most efficient ways to help learners improve their accent and Pronunciation of a foreign language.

In the third previous study researched by Afifah (2020), she stated that this study aims to determine the effectiveness of using the mimicry memorization method in learning mufradat at Muhammadiyah Junior High School. This research is quantitative research with experimental research techniques. The research data were collected from observation, documentation, and oral test techniques. In this study, the researchers expressed the opinion that this method is effective to use for beginner students in learning mufradat. a language teacher should consider this method for beginner students.

The difference between this study and previous studies is the method of taking research, testing tests, and using it as a third language and the location of the research conducted at SMAN 1 Cariu.