

ABSTRACT

Adinia, Maulida Safira. Student ID Number. 12203183300. 2025. *IMAGINCARD: An Innovative Mnemonic-Based Learning as An Alternative Media in Teaching Vocabulary for Seventh Grade Students at MTsN 4 Tulungagung*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State University of Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Nany Soengkono Madayani, S.S., M.Pd.

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Vocabulary mastery in junior high school students is an important and fundamental thing. However, this crucial role is not followed by the procurement of appropriate media and learning strategies, thus causing its own challenges and obstacles in the world of English learning at the junior high school /MTs level. Therefore, this research was written with the aim (1) describing the procedure of developing the IMAGINCARD based on mnemonics learning media, (2) knowing the challenges or obstacles of the application of IMAGINCARD based on mnemonics, and (3) knowing the responses of teachers and students in the application of IMAGINCARD based on mnemonics as an alternative media in teaching vocabulary of students at MTsN 4 Tulungagung.

This research uses a research and development (RnD) approach with stages following Reeves (2006). The research instruments were (1) interviews with teachers and needs analysis for students, (2) validation sheets from experts to determine the feasibility of the product, and (3) online survey questionnaires to determine student responses related to the learning media that had been developed. This research was conducted at MTsN 4 Tulungagung with the subjects being class VII students consisting of 28 participants (16 boys and 12 girls).

The results of the research show that the mnemonics-based IMAGINCARD product that the author innovated is able to improve vocabulary mastery on subjects. This can be seen in the feedback of students and teachers who tend to be positive and the percentage of results from vocabulary that students are able to mention is in the range of 70-100 percent. Further discussion will be presented in this thesis.

The results showed that IMAGINCARD based on mnemonics that the author innovated was able to improve vocabulary mastery in the subject. This can be seen in the percentage of results from vocabulary that students are able to mention in the range 70%-100%, with details (100%) as many as 8 students, (94%-96%) as many as 7 students, (90%-92%) as many as 6 students, (83%-87%) as many as 6 students, and (70%-76%) as many as 2 students.

Thus, it can be concluded that (1) IMAGINCARD based on mnemonics can be used as an alternative media in learning English vocabulary, (2) collaboration between flashcard learning media and mnemonics learning strategy in IMAGINCARD makes this media more effective and systematic in improving English vocabulary, and (3) IMAGINCARD based on mnemonics learning media gets positive feedback from students and teachers.

ABSTRAK

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Kata Kunci: Kosakata, IMAGINCARD, Pembelajaran berbasis Mnemonics

Penguasaan kosakata pada siswa SMP/ MTs merupakan suatu hal yang penting dan fundamental. Akan tetapi, peran krusial ini tidak diikuti dengan pengadaan media dan strategi pembelajaran yang tepat, sehingga menimbulkan tantangan dan kendala tersendiri dalam dunia pembelajaran Bahasa Inggris di tingkat SMP/MTs. Oleh karena itu, riset ini ditulis dengan tujuan (1) mendeskripsikan prosedur pengembangan inovasi media pembelajaran IMAGINCARD berbasis mnemonics, (2) mengetahui tantangan atau hambatan dari penerapan IMAGINCARD berbasis mnemonics, dan (3) mengetahui respon guru dan siswa dalam penerapan IMAGINCARD berbasis mnemonics sebagai alternatif media dalam meningkatkan kosakata bahasa Inggris siswa MTsN 4 Tulungagung.

Penelitian ini menggunakan pendekatan penelitian and pengembangan (RnD) dengan tahapan mengikuti Reeves (2006). Instrumen penelitian berupa (1) wawancara dengan guru dan analisis kebutuhan untuk siswa, (2) lembar validasi penilaian dari ahli untuk mengetahui kelayakan produk, dan (3) kuesioner survei online untuk mengetahui respon siswa terkait media pembelajaran yang telah dikembangkan. Riset ini dilakukan di MTsN 4 Tulungagung dengan subjeknya adalah siswa kelas VII yang terdiri dari 28 peserta (16 laki-laki dan 12 perempuan).

Hasil riset menunjukkan bahwa produk IMAGINCARD berbasis mnemonics yang penulis inovasikan mampu meningkatkan penguasaan kosakata pada subjek. Hal ini dapat dilihat pada persentase hasil dari kosakata yang mampu siswa sebutkan berada di kisaran 70-100%, dengan rincian (100%) sebanyak 8 siswa, (94%-96%) sebanyak 7 siswa, (90%-92%) sebanyak 6 siswa, (83%-87%) sebanyak 5 siswa, dan (70%-76%) sebanyak 2 siswa.

Dengan demikian, dapat disimpulkan bahwa (1) IMAGINCARD berbasis mnemonics dapat digunakan sebagai media alternatif dalam pembelajaran kosakata bahasa Inggris, (2) kolaborasi antara media pembelajaran flashcard dan strategi pembelajaran mnemonics dalam IMAGINCARD menjadikan media ini lebih efektif dan sistematis dalam meningkatkan kosakata bahasa Inggris, (3) media pembelajaran IMAGINCARD berbasis mnemonics mendapat umpan balik yang positif dari siswa maupun guru.