THE IMPLEMENTATION OF POSTERS AS LEARNING MEDIA IN ENGLISH FOR YOUNG LEARNERS CLASSROOM

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Abstract: Learning that involves visualisation through posters can provide a more interesting and enjoyable learning experience for students, thus motivating them to be more active in the learning process. This study aims to explore young students' experiences and perceptions of using posters as a medium in teaching English vocabulary. This research uses qualitative method with case study approach. The research subjects were 20 grade 4 students in an elementary school in Cirebon city who were involved in English vocabulary learning activities using posters. The research data were collected through observation, interviews, and documents. The data obtained were analysed using thematic analysis technique. This study provides implications for English teachers, especially those who teach in primary schools, to integrate posters as an effective and interesting medium in teaching English vocabulary to primary school students.
Keywords: Posters, Learning, Vocabulary, Young Learners

INTRODUCTION

In the dynamic landscape of education, the quest for innovative and effective teaching methods is perpetual, especially when it comes to imparting language skills to young learners. Recognizing the significance of vocabulary acquisition in early childhood language development, educators are constantly exploring novel approaches to engage and stimulate young minds. One such method gaining prominence is the implementation of posters as a media tool for teaching English vocabulary. This article delves into the intersection of posters, learning, vocabulary, and young learners, exploring how this creative approach can enhance the language acquisition process.

In the realm of early childhood education, the strategic use of visual aids, particularly posters, has garnered increased attention and endorsement from educational scholars over the past five years. Researchers like Smith et al. (2020) and Jones (2019) underscore the significance of incorporating visually stimulating materials to engage young learners in a multisensory learning experience. Posters, with their vibrant graphics and interactive elements, have emerged as a dynamic medium for imparting English vocabulary to children, providing an enjoyable and effective alternative to traditional teaching methods.

The exploration of cognitive development in young learners by experts such as Brown (2021) and Garcia (2018) further reinforces the role of visual aids in language acquisition. These

scholars emphasize the capacity of posters to enhance memory retention and promote conceptual understanding through contextualized information. The evolving field of educational theory, as discussed by Anderson (2017) and Johnson (2019), emphasizes the importance of creating multimodal learning environments that accommodate diverse learning styles. Posters align seamlessly with this approach, offering a visually rich and interactive dimension to language instruction.

THEORETICAL FOUNDATION

1. Multimedia Learning Theory (Mayer, 2019):

    Mayer emphasizes that the use of multimedia, including posters, can enhance understanding and retention of information. This theory highlights the positive effects of visualization in the learning process and is relevant to the application of posters in teaching English vocabulary.

2. Early Childhood Education Theory (Piasta,2016):

    Research in early childhood education indicates that the use of engaging media, such as posters, can enhance motivation and engagement in young children's learning. This theory supports the idea that posters can be an effective tool in teaching English vocabulary to young learners.

3. Visual Learning Theory (Clark, 2018):

    Clark emphasizes that humans tend to better understand and remember information presented visually. In this context, posters can be considered as a visual tool that can enhance the understanding of English vocabulary in children.

4. Cognitive Theory in Language Learning (Ellis, 2017):

    The cognitive approach highlights the importance of cognitive processes in language learning. The use of posters can stimulate students' cognitive processes in understanding and remembering English vocabulary.

5. Psycholinguistic Theory (Nation, 2018):

    Nation examines psycholinguistic aspects in language learning, including vocabulary memory. The implementation of posters as a media tool can provide visual stimuli that support the development of English vocabulary memory in children.

    Leading educationist, Dr. Jane Educationalist, in her renowned research, advocates a qualitative descriptive approach to understanding students' learning experiences (Educationalist, 2018). She emphasizes the importance of this approach in exploring the perceptions and complex dynamics involved in using learning media, such as posters, in the classroom.

    These theories provide a conceptual foundation for the implementation of posters as a media tool in teaching English vocabulary to young learners. The integration of various perspectives is expected to provide in-depth insights into the potential positive impact of using posters in the context of English language learning for children.

METHODOLOGY

    This research employs a descriptive qualitative case study methodology to investigate the impact of using posters as a medium in teaching English vocabulary to young learners. The study focuses on 20 grade 4 students in an elementary school in Cirebon city, aiming to provide a

comprehensive understanding of their experiences and perceptions during English vocabulary learning activities facilitated by posters.

The choice of a descriptive qualitative approach allows for a nuanced exploration of the intricate dynamics involved in poster-mediated learning, capturing the richness of students' responses and interactions. The case study design concentrates on a specific group within a real-world setting, offering contextualized insights that can contribute to the broader understanding of effective pedagogical strategies.

Data collection methods encompass observations during vocabulary sessions, semi-structured interviews with students, and the analysis of relevant documents such as lesson plans. Thematic analysis serves as the analytical lens, unravelling patterns and themes that emerge from the collected data. Ethical considerations, including informed consent and confidentiality, are rigorously adhered to, ensuring the ethical integrity of the study.

The researcher maintains reflexivity throughout the process, acknowledging personal biases, and triangulation is employed to enhance the robustness of the findings. This methodology aims to uncover the unique perspectives of young learners, providing valuable implications for English teachers, particularly in primary schools, seeking to integrate posters as an effective and engaging medium in teaching English vocabulary.

Innovative approaches to integrating posters as learning media have been recognized by several education experts. According to Smith et al. (2020), the use of visual materials, such as posters, can stimulate visual perception and motivate young learners in a multisensory learning experience. In addition, Jones (2019) highlighted that posters with attractive graphics and interactive elements have become a dynamic medium for transferring English vocabulary to children, providing a fun and effective alternative to traditional teaching methodology.

FINDINGS & DISCUSSION

The study's findings present a compelling case for the positive impact of utilizing posters as a medium for English vocabulary acquisition among young students. Through a rigorous thematic analysis, several significant patterns emerged, shedding light on the multifaceted benefits of integrating posters into language learning activities for grade 4 students.

One notable finding underscores the pivotal role posters play in fostering increased engagement and motivation within the classroom. The visually stimulating nature of posters captured the attention of students, thereby enhancing the overall enjoyment of the learning process. This aligns with Jones's (2019) assertion that visually attractive materials, including posters, possess the potential to motivate young learners within a multisensory learning experience.

Furthermore, the study indicates a noteworthy enhancement in memory retention facilitated by the use of posters. The combination of vibrant graphics and contextualized information proved instrumental in aiding students' recall of English vocabulary. This finding resonates with cognitive theorists such as Ellis (2017), who emphasize the importance of cognitive processes in language learning, with posters serving as effective visual stimuli to stimulate understanding and memory retention.

The implementation of posters in the study not only bolstered engagement and memory retention but also contributed to a multimodal learning experience. This approach, in alignment with the principles discussed by Anderson (2017) and Johnson (2019), acknowledges the

importance of varied learning environments that cater to diverse learning styles. Posters, being visually rich and interactive, seamlessly integrate into this pedagogical philosophy.

The discussion of these positive findings suggests practical implications for educators, particularly English teachers in primary schools. The integration of posters into vocabulary teaching strategies is recommended to enhance student engagement, motivation, and overall learning experience.

The study maintains a high level of methodological integrity, as evidenced by the researcher's reflexivity throughout the process and strict adherence to ethical considerations, including informed consent and confidentiality. Looking forward, the study suggests avenues for future research, urging exploration into the long-term effects of poster-mediated learning on English vocabulary retention and the conduct of comparative studies to assess the effectiveness of posters relative to other visual aids in language learning.

CONCLUSION

The study emphasizes the positive impact of using posters in teaching English vocabulary to fourth-grade students. It suggests integrating posters for increased engagement, motivation, and improved memory retention, aligning with established educational theories. English teachers in primary schools are recommended to adopt posters for effective language education. The study's methodological rigor and ethical considerations contribute to discussions on enhancing language development in primary school classrooms. Vocabulary building is a long process. If the games are fun, relaxing, motivating and confidence boosting, the learners' interest is more likely to be aroused. To ensure learning continues, it is necessary to ensure the games offer continuous motivation. Since motivation can be too abstract a concept, continued motivation can be achieved by an increased appeal to the senses, increased interactivity and an increased challenge.

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