

INCORPORATING ENGLISH VOCABULARY THROUGH THE USE OF POSTER MEDIA FOR ELEMENTARY SCHOOL STUDENTS

Sri Wahyuningsih¹, Fifi Novita Fitriani²,

¹ Institut Agama Islam Negeri Kudus (English Education Department, Tarbiyah faculty, Kudus, Indonesia)

wahyuningsih@iainkudus.ac.id

² Institut Agama Islam Negeri Kudus (Madrasah Ibtidaiyah Teacher Education Department, Tarbiyah faculty, Kudus, Indonesia)

Fifinovita@gmail.com

ABSTRACT

The purpose of this study was to explore how to incorporate English vocabulary through the use of poster media among the third-grade students of MI NU Miftahul Huda 01 Karangmalang Gebog Kudus and its challenges. This study employed a qualitative research with a descriptive approach. Data were garnered through observation, interviews to the headmaster, teachers and students of MI NU Miftahul Huda 01 Karangmalang Gebog, and documentation. The results showed that the English vocabularies of students have significantly improved. It was evidenced by the enthusiastic response of students when participating in the learning process using poster media. In addition, through the use of poster media, students can easily memorize English vocabulary and its meanings on the poster media. Moreover, they are also able to pronounce English vocabulary. However, the obstacles of using poster media in teaching vocabulary include the need of providing interesting and fun materials for teacher and the limited time of English class. This study offers an implication on the importance of using learning media in English language teaching particularly for young learners.

Keywords: English; Elementary; School; Poster; Vocabulary

Educational institutions play a pivotal role in preparing and delivering students to become generations with dignity and capable of facing global challenges that enter people's lives. One of the challenges that are present in community life activities is the role of foreign languages like English which have an important role in the world. English is an international language so that it needs to be taught to students at various levels of education (Wahyuningsih & Afandi, 2020; Wahyuningsih & Susanti, 2020).

One of the government's efforts to improve students' ability in speaking English is by introducing English earlier, starting

from elementary schools (Listia & Kamal, 2012). Therefore, educational institutions have an important role in giving authority to include English as one of the subjects taught in schools so that students can learn English from an early age. The importance of learning English is not only for adults but also for children from an early age as possible. This is intended so that the quality of human resources in Indonesia can be improved. Since it has been known that one of the most striking obstacles of human resources in Indonesia is the lack of mastery of foreign languages such as English and Arabic (Hasan, 2006).

The mastery of foreign languages can be a condition of obtaining or accessing important information written in these languages. Existing information can be quickly and easily received, supported by the role of language that can be understood both in spoken and written context (Rambe & Saragih, 2016). English in Indonesia is generally taught as a foreign language. Thus, it is very important to learn a foreign language, one of which is English, so that it opens up insight and makes it easier for someone to access information. In addition, learning a foreign language can enable someone to access information. Therefore, in the 2004 curriculum, English is stated to be included in the local content, namely as an effort to improve the quality of education, especially the teaching of local content in English for Elementary Schools. In 2005 the Education and Culture Office of Central Java Province has compiled a local content curriculum for Elementary School English Subjects for grade 1 to grade VI. However, looking at the responses of students in elementary schools, there are still many students who are not interested in learning English because they find it difficult or they feel unfamiliar with pronunciation that is different from writing. One of the difficulties encountered by students in learning English is that they do not master English vocabulary so that they cannot express ideas both in spoken and written context (Karsidi, n.d.).

Therefore, if the students' vocabulary mastery is relatively good, it will be easier for them to learn English. Conversely, if the vocabulary mastery is poor, the students will feel more difficult to learn English. Regarding this, vocabulary has a pivotal role in language because through the mastery of vocabulary, a language can be spoken well. In other words, the more vocabulary the students have, the better the language they will convey in communication. The vocabulary itself is the words that belong to a language who forms the language in

question and it is used by a person or society (Mardika, 2008).

Moreover, vocabulary has an important role in improving basic English skills. Thus, the first thing that needs to be emphasized and importantly taught to students, especially at the elementary school level, is English vocabulary. The mastery of English vocabulary cannot be separated from skills in the English subject. As we have already known that there are four English skills, namely listening, speaking, reading, and writing. The mastery of these four skills will affect students' English skills. Considering some problems encountered in English learning are generally caused by a lack of vocabulary mastery and lack of confidence among students in speaking, reading, listening, and writing practices (Wahyuningsih & Afandi, 2020; Wahyuningsih & Dewi, 2019).

Therefore, vocabulary learning needs to be applied earlier in the process of learning English, which starts at an elementary school of educational institution. The implication of the characteristics of elementary school students who are still at the development stage requires teachers to design concrete learning. For example, introducing vocabulary to children should start from objects that are close to them. If we are at a school environment, we should teach the vocabulary that is closest to the school environment and the objects around it. However, we still find many problems faced by teachers or students during the learning process of English, especially the students' lack of vocabulary.

One of the problems that causes the students' lack of mastery of English vocabulary is the lack of students' interest in learning or memorizing English vocabulary (Townsend, 2009). Therefore, a teacher is required to be more creative and innovative when the learning process takes place. One of them is to be more creative in using and

developing existing learning media. According to the Jakarta Community Empowerment Institute, learning media is anything that can be used to convey messages or information in the teaching and learning process to stimulate student attention and interest in learning (Syah, 2007). Thus, creative and innovative learning media are needed and useful for teachers and students in the teaching and learning process. The use of instructional media during the teaching and learning process certainly should consider the age level of the students.

Students of elementary schools are in the period of growth including motoric, language and conceptual development. Therefore, learning should prioritize the development of language skills, vocabulary, and language use at the discourse level by using interactive learning methods such as games, pictures, songs, or stories (Rambe & Saragih, 2016).

One of the learning media that can be used by teachers in delivering English material is poster media. A poster is a combination of pictures and writing in one area that provides information about one or two main ideas (Asnawir & Usman, 2002). The poster itself is included in one of the visual learning media that displays images supported by words or ideas about the images listed. In accordance with the 2013 curriculum which is based on learning activities to be text-based, the application of poster media in a learning process needs to involve text as a means of delivery (Sulistiyono, 2016). Media is very helpful in the learning process, because by using learning media the learning process becomes more effective and fun. Without proper learning methods and media, the learning process will not be clearly delivered and be difficult to achieve the goal of education optimally (Noge, 2019).

The use of learning media basically aims to enhance learning outcomes during the students' learning process. The role of poster media is not only a source of information but can be used to help students improve language competence (Bhakti & Haryadi, 2014). Thus, poster learning media can be applied in the learning process which is of course expected to make it easier for students to memorize and understand what is conveyed by the teacher, and be able to increase students' English vocabulary through the writing on the poster. Based on the observations in the third grade of MI NU Miftahul Huda, it is difficult for students to memorize English vocabulary and they have lack of interest in learning English. For this reason, this article explores the use of poster learning media during the English teaching process in teaching vocabulary. In addition, the vocabulary of students before being taught by using poster learning media is considerably still low. Further, they are less enthusiastic when participating in the English learning process. This is because the teacher is only monotonous using worksheets as teaching materials so that students feel bored and inactive in the learning process. Thus, this study mainly explores the use of poster media in improving English vocabularies among students at MI NU Miftahul Huda 01 Kudus.

METHOD

This study employed a qualitative research approach. The location is at MI Miftahul Huda 01 located in Karangmalang, Kudus. The subjects of this study include the headmaster, the English teacher and third grade students. The researcher took several representatives of students from third graders who were the research subjects based on their English learning achievement in the classroom. Data were garnered through interviews, observation, and documentation. In this study, the writers used semi-structured interview to the informants including the headmaster,

English Teacher and representatives of students of MI NU Miftahul Huda 01 Karangmalang Gebog Kudus. The author also makes observations as a research tool for collecting data to measure the behavior of research subjects and the process of activities that can be observed in real situations. We observed the condition of English vocabulary class, materials, lesson plan and the participation of students during the English class. The following table highlights the observation checklist of this study.

Table. 1 The observation checklist

| No. | Question | Yes | No |
|-----|--------------------------------------------------------------------------------------------|-----|----|
| 1. | Does the teacher use poster in teaching vocabulary | V | |
| 2. | Is the poster media colourful | V | |
| 3. | Are the students interested in learning English vocabulary when using poster | V | |
| 4. | Do the students memorize English vocabulary | V | |
| 5. | Does the students' vocabulary increase after being taught using poster media | V | |
| 6. | Does the students' English vocabulary score increase after being taught using poster media | V | |

Importantly, this study used documentation to obtain students and teachers data, data on students' scores in English, as well as photos of the implementation during the study and

students' work results during the learning process.

FINDINGS

The Implementation of Poster Media to Improve English Vocabulary among Students at MI NU Miftahul Huda 01 Kudus

Efforts to improve English language skills at MI NU Miftahul Huda 01 Karangmalang Gebog have been carried out by English teachers, especially in the third grade. One of the teacher's efforts to improve students' English language skills is by using one of the effective learning media, poster. The use of teaching media will greatly support the maximum learning process itself, especially in English subjects, Musyaddad as the principal stated that learning, especially English or Arabic lessons should be assisted by the existence of learning media, because students do not know a lot of vocabulary. At MI NU Miftahul Huda, during the learning process, many teachers have used learning media, because the function of the learning media itself is to make it easier for children to better understand the material presented. (Musyaddad, 2019)

The English teacher at MI NU Miftahul Huda 01 Karangmalang Gebog Kudus, Hakim, has explained that in the Part Of Our Body material the expected basic competence is that students are able to know and memorize English vocabulary and be able to mention their own limbs using English, and in line most of the students are able to be skilled in English (Hakim, 2019).

In addition, based on observations at MI NU Miftahul Huda 01 Karangmalang Gebog Kudus, the duration of English teaching are 35 minutes each meeting. With this time, the teacher should be able to maximize learning in accordance with the learning guidelines or lesson plans that have been prepared. Therefore, teachers need to

choose learning methods or media to improve students' English skills, one of them is through poster media.

The most basic thing to easily learn English is by mastering the English vocabulary. Poster media has been used by teachers to improve the vocabulary of students in the third grade. The stages of using poster media during the process of learning English at MI NU Miftahul Huda 01 Karangmalang Gebog Kudus include beginning the delivery of material first, then students are shown by the teacher a picture of the poster related to the material presented. There are several pictures followed by words in Indonesian and English, after that the teacher delivers the material in the poster media followed by the students. The students follow the teacher's words and write it in a notebook. After that the teacher waits for a while until the students finish writing.

The following is an example of a poster image used by the teacher in delivering material 'Part of Our Body':



Figure 1. Part of Our Body Poster (Source: Documentation, 2019)



Figure 2. Professions Poster (Source: Documentation, 2019)

Many pictures are displayed on posters so that students can learn English vocabulary. After students see the picture shown by the teacher and imitate the words of the vocabulary in the picture, the teacher waits for a while before asking questions related to the pictures that have been shown earlier. The teacher asks questions related to the vocabulary from the pictures the students have seen. Then, students are required to express their answers. They are enthusiastically answer the questions. From the results of interviews and observations, it can be concluded that the poster learning media applied in the third grade of elementary school students can improve students' English vocabulary and increase student interest and attractiveness to participate in the process of English learning. Interestingly, the students' English vocabulary score mostly increased and passed the standard of criteria of mastery learning (KKM), 75.

Challenges in the Implementation of Poster Media

The most challenge felt by the teacher in implementing posters when

teaching English is the limited time of English teaching provided by school and

the need of providing interesting poster in line with English vocabulary materials .

DISCUSSION

<< | 18

Although English is a local content subject, the teachers of MI NU Miftahul Huda 01 Karangmalang Gebog Kudus does not provide a different space between local content subjects and other curriculum subjects. This is because the head of MI NU Miftahul Huda 01 Karangmalang Gebog Kudus knows very well about the importance of learning English as early as possible. It has been highlighted by him that English is very important to teach, especially from an early age (Musyaddad, 2019).

The competency standards expected from English for grade I to grade VI are reading, writing, listening, speaking. In this study, the writers focused on English learning in the third grade on the material 'Parts of Our Body', and 'Professions' carried out on Monday, with 35 minutes each meeting. The minimum learning completeness or KBM in English at MI NU Miftahul Huda 01 Karangmalang Gebog Kudus is 75.

In addition, the implementation of English learning at MI NU Miftahul Huda 01 Karangmalang Kudus is considered quite effective, this was conveyed by the head of the madrasah, Mr. Musyaddad, who stated that learning English at MI is already effective, this can be seen from the responses of the students. They feel comfortable enough while participating in the learning process. The scores obtained by students in English are also quite good, because they have exceeded the teaching and learning activities. This is in accordance with the statement expressed by Hakim as the English teacher who stated that during the learning process of English at MI NU Miftahul Huda, the children's response is good. They are actively involved in the learning process, even though there are some children who may still be left behind (Hakim, 2019).

English language skills are the ultimate goal in the English language learning

process. The first thing that becomes the basis for improving students' English language skills is by increasing the students' English vocabulary or vocabulary. When the students' English vocabulary increases, the students' English skills will also improve. Basically, English consists of four kinds of skills, namely reading, listening, speaking, and writing. These four components are the basis for a person's skills in speaking English. All of these components form the basis of English language skills. Therefore, the process of learning English must include all these components with the ultimate goal of improving students' English skills.

Moreover, Hakim explained that before the implementation of English learning, the preparations that were done included the teacher prepares well the material to be delivered, the extent to which the material had been taught then the teacher determines methods and tools or learning media that can be used during the learning process and the last one is that the teacher makes lesson plans, that are made before the implementation of learning and validated by the head of the madrasah before the implementation of learning is carried out (Hakim, 2019).

After planning the implementation of learning, then the teacher carries out the learning process. English learning material in the third grade includes 6 themes consisting of, Theme 1, namely 'Part of Our Body' (part of our body and my body), Theme 2 'Family' (Family Members, and Anita's Family), Theme 3 'Vegetables' (Name of Vegetable, and My Vegetable Garden), Theme 4 'Profession' (Names of Profession, and Mr. Kadek The Partner), Theme 5 'Fruit' (Names of Fruit and A Fruit Seller), Theme 6 'Things' (Names of Thing, and Ridwan's Living Room).

English subject has been taught to students from grade I to grade VI. This is done in order

to be able to increase self-intellectuality on students. English subjects are one of the subjects applied in schools. This is in line with the statements of (Wahyuningsih & Afandi, 2020; Wahyuningsih & Susanti, 2020) emphasizing that English is a foreign language that has a pivotal role in educational setting. English teaching at elementary, junior high and high school levels are different. The way to teach English at the elementary level with the intermediate level is also different because it should pay attention to the character at the age of the students. Therefore, English is indeed very important to be taught starting from elementary school, as long as the material taught is just a basic introduction to English, because students need English according to their characters who tend to enjoy playing (Wahyuningsih, 2019).

Another way that an educational institution can provide in providing competence and skills in English is through foreign language activities or programs. With the existence of foreign language activities or foreign language programs, activities will be more focused, strategies to achieve goals, the time duration to achieve them and the skills to be achieved are also clear (Prastyo, 2017).

From this theory, it is in accordance with the data found by the writers in the field, that in improving English language skills, English teachers at MI NU Miftahul Huda 01 Karangmalang Gebog Kudus have provided English programs into one of the local content subjects in the agency in which the learning objectives, learning strategies, time used and skills to be achieved have been well planned and programmed. In addition, according to Idham Syahputra, the 2006 curriculum requires learning-oriented development of four language skills, namely listening, reading, speaking and writing. The learning orientation of these four skills aims to improve students' communication skills both spoken and written contexts (Syahputra, 2006).

Referring to it, if students' vocabulary is good, they will improve the four components of English, namely reading, speaking, listening and writing. Based on data

related to English learning obtained by the writers in the field, it is known that learning English at MI NU Miftahul Huda Karangmalang Gebog Kudus is adjusted to the grade level being taught. Starting from the methods and teaching media used are also different. Teachers merely consider the character at the class level. For students in grades I, II, and III, English teachers usually use learning media in the form of pictures or games frequently, because they like playing and drawing. Whereas for students in grade IV, V and VI, the teacher emphasizes the discussion method.

In the process of implementing poster media, the writers find challenges including the need of providing interesting poster in line with proper English vocabulary materials. The solution to this is the teacher can slowly provide easy materials assisted by interesting and fun learning media such as pictures or singing media (Wahyuningsih, 2019). Thus, students will be more interested in learning English. The next challenge in English teaching is the limited time. The challenges of English learning are in line with Tarmizi asserting that there are several supporting and inhibiting factors in the use of learning media including the use of media, interest and motivation, facilities, infrastructure, budget, and policies (Tarmizi, 2018). From the analysis of efforts to improve English language skills through the use of poster learning media, it is known that the use of poster learning media in improving students' English skills is considered effective. By using poster during the English learning process, students become more active in joining the learning process. In addition, the vocabulary shown in the picture on the poster media can improve students' vocabulary skills. Thus, the results to be achieved from learning English can be achieved optimally.

CONCLUSION

The use of poster learning media in the third grade of MI NU Miftahul Huda 01 Karangmalang Gebog Kudus is considerably good. This is proved by the enthusiastic response of students when participating in the learning process using poster media. In

addition, through the implementation of poster media, students can easily memorize English vocabulary and its meanings on the poster media. Interestingly, they are also able to pronounce English vocabulary according to their ability. To sum up, the English skills of students at third grade of MI NU Miftahul Huda 01 Karangmalang Gebog Kudus have improved. This is proved by the increase of vocabulary skills among students. In addition, they are able to know English vocabulary and its meaning and are able to pronounce and write English vocabulary according to their English pronunciation and writing. In other words, students have gone beyond the basic elements of speaking English, namely speaking, reading, listening and writing. It is kindly recommended that future studies explore more interesting poster media in

teaching English vocabulary by getting up to date to the topics and materials in line with curriculum. By conducting this study, we would gain more insights on how to implement learning media especially poster in teaching English for students at elementary schools.

Acknowledgments

We are so grateful to the students and teachers of MI NU Miftahul Huda Kudus with whom we have an opportunity to finish this paper. They have given us insightful data and information about the implementation of poster media in enhancing English vocabulary among students and its implications for a better development of learning media in teaching English for young learners.

REFERENCES

- Asnawir, & Usman, B. (2002). *Learning Media*. Ciputat Pers.
- Bhakti, W. P., & Haryadi, H. (2014). The Effectiveness of Using Poster Media and Mind Mapping in Speech Skills for Vocational Students. *LingTera*, 1(2), 237. <https://doi.org/10.21831/lt.v1i2.2599>
- Hakim, N. (2019). *Interview*.
- Hasan, N. (2006). Fullday School (An Alternative Model for Foreign Language Learning). *Tadris*, 1(1), 109–118. <http://tadris.stainpamekasan.ac.id/index.php/jtd/article/view/105>
- Karsidi. (n.d.). *A Curriculum Model at Elementary Schools*. PT Tiga Serangkai Mandiri.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System*. (n.d.).
- Listia, R., & Kamal, S. (2012). Problems of English Teaching In Elementary School. *Jurnal Bahasa, Sastra Dan Pembelajarannya*, 3(2), 244–250.
- Mardika, I. N. (2008). *The Development of Multimedia in learning English Vocabulary at Elementary School*. 1–23. <http://mardikanyom.tripod.com/Multimedia.pdf>
- Musyaddad. (2019). *Interview*.
- Noge, M. D. (2019). The Influence of Crossword Puzzle Media based on Realia to the Vocabulary Mastery of Elementary School Students. *Ejurnal Imedtech*, 3(1), 113–121.
- Prastyo, H. (2017). The Empowerment of Pesantren: Building Islamic Generation Through Foreign Language Skill. *Jurnal Studia Islamika*, 4(1), 17–28.
- Rambe, N. R., & Saragih, A. H. (2016). Developing Learning Media of Tenses Based on Interactive Multimedia for Elementary School students. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 3(2). <https://doi.org/10.24114/jtikp.v3i2.5015>
- Sulistiyono, Y. (2016). Developing Text - Based Poster Media for University Students. *Jurnal VARIDIKA*, 27(2), 208–215. <https://doi.org/10.23917/varidika.v27i2.1402>
- Syah, D. (2007). *System of Islamic Religion Teaching*. Gaung Persada Press.
- Syahputra, I. (2006). Strategy of English Learning to Improve Students' language Skill. *Kutubkanah: Jurnal Penelitian Sosial Keagamaan*, 17(1), 127–145.
- Tarmizi, A. (2018). *The Use of Learning Media of Civic Education Tecahers at Junior High*

Schools.

- Townsend, D. (2009). Building Academic Vocabulary in After-School Settings: Games for Growth With Middle School English-Language Learners. *Journal of Adolescent & Adult Literacy*, 53(3), 242--251. <https://doi.org/10.1598/JA>
- Wahyuningsih, S. (2019). Kreasi Lagu Anak (Nursery Rhymes) Sebagai Media Untuk Mengenalkan Bahasa Inggris. *Thufula*, 7(2), 189–206. <https://doi.org/http://dx.doi.org/10.21043/thufula.v7i2.4998>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977. <https://doi.org/10.12973/EU-JER.9.3.967>
- Wahyuningsih, S., & Dewi, S. (2019). Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students. *Proceedings of Third English Language and Literature International Conference*, 1–7. <https://doi.org/10.4108/eai.27-4-2019.2285332>
- Wahyuningsih, S., & Susanti, R. D. (2020). Meningkatkan Kemampuan Bahasa Inggris Calon Guru Madrasah Ibtidaiyyah di Era Revolusi Industri 4.0 Melalui Project-Based Learning. *Elementary: Islamic Teacher Journal*, 8(1), 1–18. <https://doi.org/10.21043/elementary.v8i1.6384>

