



THE IMPACT OF POSTERS ON STUDENTS' VOCABULARY DEVELOPMENT AT SMA YPPK ST. THOMAS WAMENA

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Abstract

The objective of this research was to find out if using the poster may improve the students' English vocabulary at SMA YPPK St. Thomas Wamena. With a one-group pre- and post-test, this study used an experimental design. The research instrument utilized the matching method, in which students were required to match pictures with the corresponding vocabulary items. The study was conducted at SMA YPPK St. Thomas Wamena, selecting the seventh-grade students as the population for the 2025/2026 academic year. The researcher applied a cluster sampling technique and selected 30 students as the research sample. Pre- and post-tests were given in order to gather data. Before and after the treatment, students' initial vocabulary mastery was measured with a pre-test, and their performance was evaluated with a post-test. The independent variable in this study was the use of posters, whereas the dependent variable was students' vocabulary achievement. The findings of the data analysis of the students' vocabulary knowledge in the pre- and post-tests revealed that the t-test value was 17.40 and the t-table value was 2.045. Students' vocabulary competence improved significantly, as evidenced by the t-test value being greater than the t-table value ($17.40 > 2.045$). This result implies that the pre- and post-test results varied significantly.

Keywords : poster, vocabulary

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan media poster dapat meningkatkan kosakata bahasa Inggris siswa di SMA YPPK St. Thomas Wamena. Penelitian ini menerapkan desain percobaan dengan satu kelompok yang menjalani tes awal dan tes akhir. Alat pengukuran yang digunakan dalam penelitian ini menerapkan teknik pencocokan, di mana para siswa diminta untuk mengaitkan gambar dengan kosakata yang relevan. Penelitian ini dilaksanakan di SMA YPPK St. Thomas Wamena dengan populasi siswa kelas VII pada tahun ajaran 2025/2026. Peneliti menggunakan teknik cluster sampling dan memilih 30 siswa sebagai sampel penelitian. Untuk memperoleh data, peneliti memberikan pre-test dan post-test. Sebelum dan setelah proses pembelajaran, kemampuan kosakata awal siswa dievaluasi dengan menggunakan pre-test, sementara hasil setelah proses pembelajaran diukur dengan post-test. Variabel yang tidak terikat dalam penelitian ini adalah pemanfaatan media poster, sedangkan variabel yang terikat adalah hasil kosakata peserta didik. Analisis data terhadap kemampuan kosakata siswa pada pre-test dan post-test menunjukkan nilai t-test sebesar 17,40, sementara



nilai t-table berada di angka 2,045. Hal ini mengindikasikan bahwa terdapat peningkatan yang signifikan dalam kemampuan kosakata siswa, dibuktikan dengan t-test yang melebihi t-table ($17,40 > 2,045$). Oleh karena itu, temuan penelitian ini menegaskan adanya perbedaan signifikan antara pre-test dan post-test.

Kata Kunci : gambar, kosakata

1. INTRODUCTION

One of the most significant languages in the world today is English, serving as a vital medium of communication across various domains such as education, science, technology, and international relations (Louhiala-Salminen & Kankaanranta, 2011). The global significance of English is underscored by its status as a lingua franca, facilitating interactions among speakers of different native languages. English is taught as a foreign language in Indonesia and is required in all schools, even senior high schools. (Kohn & Hoffstaedter, 2017). This educational framework highlights the necessity of English learning, which plays a crucial role in developing students' communication skills and preparing them for a globalized world.

Vocabulary acquisition is a fundamental component of learning English. Vocabulary encompasses the collection of words that individuals know and use in communication, forming the building blocks of effective communication (Rusmiyanto et al., 2023). Students' ability to communicate successfully both orally and in writing depends heavily on their vocabulary. Learners who have a strong vocabulary are better able to express themselves and understand the words and writings of others.

Despite the importance of vocabulary, many students at SMA YPPK St. Thomas Wamena encounter significant challenges in learning and retaining new English words. Preliminary observations revealed that students' vocabulary mastery was alarmingly low; they frequently forgot word meanings, possessed a limited range of vocabulary for expressing their ideas, and struggled to understand the reading passages.

To address these challenges, educators must adopt more engaging and effective media to enhance students' vocabulary learning. One particularly effective tool is the use of posters, which serve as colorful visual aids that integrate images, text, and design to convey information in an appealing manner (Boers et al., 2009; Kim & Kim, 2012). Research indicates that visual media, such as posters, significantly enhance vocabulary retention. (Tight, 2010; Vidal, 2011) emphasized that visuals stimulate students' memory and imagination, making words more memorable and meaningful to them.

According to the preceding description, the researchers sought to determine whether or not seventh grade students at SMA YPPK St. Thomas Wamena had significantly different vocabulary improvement outcomes before and after being taught using pictures.

2. RESEARCH METHOD

This research was conducted using a descriptive qualitative method. This method was chosen because it describes information concerning the current phenomena of research data (Tracy.J.Sarah 2013: 3). A pre-experimental research design with a single group was used in this investigation. A pre-test, therapy, and a post-test were the steps in the process. There were independent and dependent factors among the research variables. The utilization of posters was the independent variable, and students' language proficiency was the dependent variable.



This study was carried out at SMA YPPK St. Thomas Wamena by the researcher. There were 30 pupils in the sample. The researcher used the algorithm to determine each student's unique score. After obtaining the individual scores, the researcher applied the provided algorithm presented by Hatch & Farhadi in Mifflin (2013). The researcher then calculated the square deviation using the formula presented Gay (1987). The square was then created using the following formula by Gay (1987). Lastly, using a formula, the researcher computed the count to examine the treatment's efficacy. If the counted result exceeded the table value, the hypothesis was rejected. In other words, using posters can help students at SMA YPPK St. Thomas Wamena improve their vocabulary.

3. RESULTS AND DISCUSSION

In this chapter, The author utilized a test that served both as a pre-test and a post-test. The pre-test was conducted prior to the treatment, while the post-test was given afterward. In the data analysis, the author detailed the test items, specifically the vocabulary test. Several tables were described to present the data collected from the classroom research. The test results are as follows:

Table 1: Students' Scores and Classifications on the Pre- and Post-Tests

	Classification	Score	Frequency	Percent
The Pre-test of Experimental Class	30	6.86	10	3,33%
The Post-test of Experimental Class	30	8.21	27	80.01%
Valid N	30			

Table 2. Scoring Range Pre-test Experimental Class

Classification	Score	Frequency	Percent
Outstanding	90-100	-	0
Excellent	80-89	-	0
Very Good	70-79	-	0
Good	60-79	1	3,33%
Fair	50-69	9	30.00%
Need Improvement	0-49	20	66.67%
Total		30	100%

The pre-test mean scores with the standard deviation

Table 3. Students' pre-test mean score and standard deviation

Examine	Average score	The Standard deviation
Pre-test	6.67	1.40

The results show that the pre-test had a mean score of 6.86 and a standard deviation of 1.40.

Table 3. Scoring Range Post-tes Experimental

Classification	Score	Frequency	Percent
Outstanding	90-100	5	16.67%
Excellent	80-89	8	26.67%
Very Good	70-79	10	33.33%
Good	60-79	4	13.33%
Fair	50-69	1	3.33%



Need Improvement	0-49	2	6.67%
Total		30	100%

The post-test mean scores and standard deviation

Table 5: Students' post-test mean score and standard deviation

Examine	Average score	The Standard deviation
Post-test	8.21	1.33

The findings show that the pretest had an average score of 8.21 and a standard deviation of 1.33.

The experimental class's pre- and post-test results are displayed in the table above. The experimental class had thirty learners in all. The mean score for the pre-test in the experimental class was (43.34%), which is considered good. The highest and lowest scores were 8.5 and 3.5, respectively. On the pre-test scoring range, only thirteen students fulfilled the passing standard, seventy students (43.34%) fell into the category of good, seventy students (23.33%) fell into the category of fairly good, seven students (23.33%) fell into the category of fair, eight students (3.33%) fell into the category of poor, and students (6.67%) fell into the category of very poor. This indicates that the students' vocabulary levels were comparatively low. This means that the mean scores of some students' vocabulary achievement were still under the standard passing score of the school.

Compared to the post-test experimental class, there was a significant increase in students' vocabulary achievements. The mean score was 10, which was excellent. The highest and lowest scores were 100 and 5.5, respectively. The post-test score range showed that five students (16.67) met the passing standard, eight students (26.67%) were in the very good category, ten students (33.33%) were in the good category, four students (13.33%) were in the fairly good category, one student (3.33) was in the fair category, and two students (6.67%) were in the poor category. The standard passing score of the school (KKM) was 70. This means that the score of the experimental class in the post-test effectively improved 90.67 percent from 22.86% fair to 80.67 excellent.

The value of the T-test

To show that there was no appreciable change between the pre-test and the post-test, the researchers employed t-test analysis.

Table 6: Students' T-Test Value

The Variables	The T-test	The T-table
X1-X2	17.40	2.045

As can be seen from the above table, the students' vocabulary achievement using posters had a higher t-test value than the t-table value ($17.40 > 2.045$).

Discussion

The author noticed a number of mistakes made by the pupils during the pre-test that was given after the treatment. At first, the pupils made errors in their writing because they neglected to properly rewrite the word. Additionally, they failed to carefully examine the provided pictures. Furthermore, some vocabulary words were repeated, leading to omissions.

However, after the treatment, the post-test results showed a significant reduction in these errors. The data collected through the test, as detailed in the previous section, indicated that the students' ability to match pictures had improved. This improvement was evident from the frequency and percentage rates of the students' scores in both the pre-test and post-test. The students' scores increased after using profession pictures as a teaching method to present the materials, demonstrating progress from the pre-test to the post-test.



The examination of the results indicates that employing pictures in vocabulary instruction enhances students' vocabulary skills. Several pieces of evidence support this; the analysis reveals that the average score of students' test results in the pre-test is 6.86, while in the post-test, it is 8.21.

Consequently, the mean score improvement for the pre-test to post-test group is 1.35. The data results show a significance level (α) = 0.05 with $df = 29$, where the T-table value is 2.045, and the T-test value is 17.40, indicating that the T-test value exceeds the T-table value ($17.40 > 2.045$). This implies that the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_1) is accepted. There is a significant difference between using and not using the picture technique to enhance students' vocabulary. The research findings align with previous studies. For instance, Urbanus (2000) states that pictures are an effective medium for teaching English.

Based on these results, the researcher concluded that using posters can improve vocabulary among eighth-grade students at SMA YPPK St Thomas Wamena.

4. CONCLUSION

Based on the result of data analysis and the discussion of the result in the previous chapter, the researcher concludes that the seventh-grade students at SMA YPPK St. Thomas Wamena were captivated and motivated to acquire English vocabulary through the usage of posters, as they demonstrated a high level of proficiency in the language following their instruction. To put it another way, teaching English through media is a more engaging and effective way to get kids' attention than instructing them verbally.

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