

**THE USE OF POSTER TO IMPROVE STUDENTS' VOCABULARY
MASTERY AT SMPN 1 SIDOMULYO**

(Undergraduate Thesis)

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2025**

ABSTRAK

PENGUNAAN POSTER UNTUK MENINGKATKAN PENGUSAAN KOSAKATA SISWA DI SMPN 1 SIDOMULYO

Oleh

AYANG RAGIL PUTRI

Penelitian ini menyelidiki efektivitas penggunaan poster sebagai media pembelajaran untuk meningkatkan penguasaan kosakata siswa kelas IX di SMPN 1 Sidomulyo. Penelitian ini menggunakan desain penelitian kuantitatif dengan metode *one-group pre-test dan post-test*. Sampel penelitian terdiri dari 34 siswa kelas IX-B yang dipilih melalui random sampling. Instrumen penelitian meliputi tes kosakata. Instrumen penelitian berupa *pre-test* dan *post-test* kosakata yang berfokus pada kelas kata, seperti kata benda, kata kerja, kata sifat, dan kata keterangan. SPSS digunakan untuk menganalisis data, termasuk statistic dasar (rata-rata, skor tertinggi, dan skor terendah) serta uji hipotesis menggunakan *paired sample t-test*. Rata-rata nilai *pre-test* adalah 59.76, sedangkan rata-rata *post-test* meningkat menjadi 85.06. Perbedaan antara kedua rata-rata tersebut kemudian dianalisis menggunakan uji-t yang menunjukkan nilai Sig. (2-tailed) sebesar 0.00, yang menandakan adanya perbedaan yang signifikan secara statistik. Oleh karena itu, dapat disimpulkan bahwa penggunaan media poster menghasilkan peningkatan yang signifikan pada penguasaan kosakata siswa.

Kata kunci: *peningkatan, sekolah menengah pertama, siswa kelas IX, media poster, perangkat lunak SPSS, teks report, penguasaan kosakata, kelas kata, penelitian kuantitatif*

ABSTRACT

THE USE OF POSTER TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 1 SIDOMULYO

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This study investigated the effectiveness of using posters as a learning medium to improve vocabulary mastery of the ninth-grade students at SMPN 1 Sidomulyo. This study employed a quantitative research design using a one-group pre-test and post-test method. The sample consisted of 34 students from class IX-B, selected through random sampling. The research instruments included a pre-test and post-test of vocabulary focusing on word classes, such as nouns, verbs, adjectives, and adverbs. SPSS was used to analyze the data, including the basic statistics (mean, highest, and lowest scores) and hypothesis testing using the paired sample t-test. The mean score of the pre-test was 59.76, while the post-test mean score increased to 85.06. The difference between the two means was further examined using the t-test, which showed a Sig. (2-tailed) value of 0.00, indicating a statistically significant difference. Therefore, it can be concluded that the use of poster media led to a significant improvement in students' vocabulary mastery.

Keywords: *improvement, junior high school, ninth-grade students, poster media, SPSS software, report text, vocabulary mastery, word classes, quantitative research*

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By

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Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2025**

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STUDENTS' VOCABULARY MASTERY
AT SMPN 1 SIDOMULYO**

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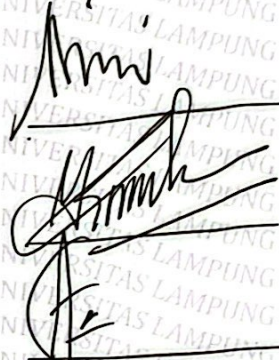
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer, Ayang Ragil Putri, was born in Lampung, on June 6th, 2003. She is the third child of Mr. Yoyo Wardoyo and Mrs. Sri Miyatin. She began her formal education at SDN 2 Sidorejo and graduated in 2015. Then she continued her study at SMPN 1 Sidomulyo and graduated in 2018. She attended SMAN 1 Sidomulyo and graduated in 2021. In the same year, she was accepted as a student in the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung. During her time as a student, she actively participated in campus activities and organization in English Education Department.

DEDICATION

The script is proudly dedicated to:

My dearest parents,

Yoyo Wardoyo and Sri Miyatin,

whose endless efforts and unconditional love me in every step of the way.

My beloved siblings,

Teguh Wibowo, Dimas Teguh Saputra, and Bangkit Adi Pamungkas,

whose unwavering support and presence carried me through every season of life.

My cherished alma mater,

English Education Department, University of Lampung,

where I was fortunate to meet inspiring educators and supportive colleagues.

MOTTO

“Long story short, I survived.”

—Taylor Swift

“You are the judge for your own happiness.”

—Jane Austen

ACKNOWLEDGEMENTS

Alhamdulillah, praise be to Allah Subhanahu Wa Ta'ala, the Almighty God, for the blessings and healthiness that enabled the writer to complete the undergraduate thesis entitled "The Use of Poster to Improve Students' Vocabulary Mastery at SMPN 1 Sidomulyo". The researcher submits this thesis as a fulfillment of the prerequisite for a bachelor's degree in the English Education Study Program at University of Lampung, Faculty of Teacher Training and Education. The writer would like to express her gratefulness to the following people:

1. Dr. Ari Nurweni, M.A., my first advisor, thank you for guiding me from the very first day of my thesis work until its completion, for your willingness to help whenever I faced difficulties, and for always steering me out of confusion.
2. Fajar Riyantika, S.Pd., M.A., my second advisor, thank you for assisting me in writing this thesis, for answering all of my questions, and for your willingness to explain things I did not fully understand during the process.
3. Dra. Endang Komariah, M.Pd., my examiner, thank you for your willingness to provide valuable suggestions for improving this thesis, as well as for the motivation that helped me complete it.
4. My dearest parents, Yoyo Wardoyo and Sri Miyatin, thank you for all the sacrifices you have made to support my education, for the endless care and love that have accompanied me through every moment of my life, including throughout the process of writing this thesis
5. My beloved siblings, Teguh Wibowo, Dimas Teguh Saputra, and Bangkit Adi Pamungkas, thank you for all their support in motivating me to complete my studies as I should.
6. My soul sisters, Yolanda Khofifa Rahma, Fayza Rahadina Adriani, Anisa Dian Indriani, and Ranggi Radisty Siregar, thank you for all the motivation, the space to express my feelings, and the helping hand you offered when I was in moments too difficult to put into words.

7. Siti Nurazizah, the person with whom I share a uniquely unforgettable friendship, thank you for your warm support, for always lending an ear to every story I wished to share, and for your openness in sincerely accompanying me through both bright and dark days.
8. Nia Yunita Sari and Revalin Berlian Wibowo, my companion in striving to reach the finish line of this thesis, thank you for all the time you shared and your willingness to exchange ideas throughout the process of writing this thesis.
9. The family of SMPN 1 Sidomulyo, especially Mrs. Cici and the students of IX B for their support and participation during the research process.

Finally, the writer understands that this thesis may still have several areas that require improvement. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

Bandar Lampung, 12 December 2025

Ayang Ragil Putri
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I. INTRODUCTION

This chapter will discuss theories about the background, research question, objectives, uses, scope, and definition of terms.

1.1 Background

Mastering vocabulary is a crucial aspect of learning the English language. Without a sufficient vocabulary, students struggle to understand texts, express ideas, and effectively participate in both written and oral communication. However, in junior high school contexts, many students still experience difficulties in understanding English texts due to limited vocabulary mastery. This condition hinders students' ability to comprehend information report texts, which require understanding topic-specific and factual vocabulary. Therefore, improving students' vocabulary mastery is necessary to support their overall language development and academic achievement.

As Susanto (2017) points out, a limited vocabulary can impede second language mastery. On the other hand, a broader vocabulary enhances a student's ability to comprehend and convey a variety of information effectively. This aligns with Alsalihi's (2020) assertion that the more vocabulary one knows, the better one can understand what is read and heard, as well as express needs in speaking and writing. Additionally, Richards and Renandya (2002) state that vocabulary is a key component of language proficiency, serving as the foundation for listening, speaking, reading, and writing skills.

In the process of learning vocabulary, it is essential to employ effective strategies and approaches that allow students to receive and retain new words more successfully. A significant contributor to successful vocabulary learning is the use of learning media. According to Gagne, Briggs, and Wager (1992), learning media are physical tools that convey educational materials, including images, text,

graphics, videos, and more. The appropriate use of media can engage students' senses, connect the subject matter with real-life experiences, and enhance their motivation and involvement in the learning process.

Among various types of media, visual media have the advantage of conveying messages in an interesting and easy-to-understand manner. One form of visual media that is effective in vocabulary learning is posters. Posters are graphic media that combine text and image elements to convey certain information, messages, or invitations in a brief and interesting manner. According to Shoffa et al. (2023), posters are not only important for conveying information or invitations, but also able to influence and motivate the behavior of people who see them. Pribadi (2019) added that graphic media, such as posters, can facilitate the delivery of information because they are interesting and easy to digest.

The use of posters in English language learning, particularly in vocabulary mastery, is believed to provide a more meaningful learning experience. Posters help students associate vocabulary with visual contexts, strengthen their memory, and encourage active interaction with the material. Previous studies, such as those by Alsalihi (2020), have shown that the use of posters can make the learning process more enjoyable, help students memorize faster, increase vocabulary mastery in secondary school, and motivate active participation and self-esteem in the 2nd grade at Halemat Alsaadia High School in Baghdad, Iraq.

Anggraheni & Saifuddin (2021) conclude that poster learning media in science can assist teachers in visualizing the material within the students' environment, based on questionnaire responses regarding students' perceptions of the use of poster learning media in the 2nd grade at SMPN 15 Yogyakarta. Harsono, Rosanti, and Seman (2019) have found that using posters as learning media effectively improves the quality of student learning at Senior High School State Kartasura. Jannah et al. (2021) have demonstrated that using posters as learning media can increase students' motivation and engagement, thereby improving overall learning outcomes in English subjects.

Despite its central role in English learning, vocabulary mastery remains a major challenge for junior high school students. Many students experience difficulties in understanding English texts due to limited vocabulary, which affects their overall language skills. This problem becomes more significant in learning information report texts, as these texts require students to comprehend a large number of topic-specific and factual vocabulary. Without effective learning strategies, students tend to rely on memorization, which often results in low retention and limited vocabulary use in context. Therefore, it is crucial to explore instructional approaches that can effectively support students' vocabulary mastery in meaningful and contextual ways.

However, in the context of junior high school English learning, previous studies have mostly focused on the use of various instructional media to improve students' vocabulary mastery without specifically examining the effectiveness of poster media in teaching information report texts for ninth-grade junior high school students. In addition, limited attention has been given to investigating vocabulary mastery improvement in the context of state junior high schools, particularly at SMPN 1 Sidomulyo.

This study is crucial because it addresses students' persistent difficulties in mastering vocabulary required to comprehend information report texts, which directly affects their participation and achievement in English learning. Moreover, posters are practical, easily accessible, and suitable for classroom use, making them an effective medium for teaching vocabulary within information report texts.

Therefore, this study aims to fill this research gap by examining the effectiveness of poster media in improving vocabulary mastery among ninth-grade students at SMPN 1 Sidomulyo. This research specifically investigates whether there is a significant improvement in students' vocabulary mastery before and after being taught using poster media in the classroom.

1.2 Research Question

Based on the background of the research problem, the researcher formulated the research question as follows:

Is there a significant improvement in students' vocabulary mastery after they are taught using posters in class?

1.3 Research Objective

Based on the research question above, the objective of this research is to find out whether using posters in the class can improve the students' vocabulary mastery.

1.4 Uses of the Research

The researcher expects that the use of this research will result in the following points.

1. Practically
 - a. The result of this research could be used as information for English teachers who are looking for how to teach vocabulary mastery by using poster as a learning media.
 - b. The result of this research might inspire English teachers who want to use posters as a learning medium in increasing students' vocabulary mastery.
2. Theoretically
 - a. The result of this research is expected to support the previous theories about teaching vocabulary mastery by using a poster.
 - b. The result of this research is expected to support the implementation of posters in mastering students' vocabulary skills.

1.5 Scope of the Research

This study is limited to examining the improvement of students' vocabulary mastery through the use of poster media in the English classroom. The research focuses on ninth-grade students at SMPN 1 Sidomulyo. The learning medium employed in this study is poster media, which is used to support students in learning vocabulary within information report texts.

The teaching material is taken from the *Think Globally Act Locally* English textbook, which is aligned with the syllabus implemented at SMPN 1 Sidomulyo. The information report texts used in this study cover topics related to objects, animals, and natural phenomena. Therefore, the vocabulary taught is limited to words related to those topics.

This study focuses only on students' vocabulary mastery improvement and does not examine other language skills such as speaking, writing, listening, or reading comprehension.

1.6 Definition of Terms

To avoid misunderstandings among readers, the definitions of terms are provided as follows.

1. Vocabulary

Vocabulary refers to the set of words that students understand and use in a particular language. In this study, vocabulary mastery is limited to students' ability to recognize, understand, and use word meanings appropriately within information report texts related to objects, animals, and natural phenomena.

2. Poster

Poster is a type of visual learning media that combines images and written text to convey information in a clear and attractive way. In this study, posters are used as instructional media to support students' vocabulary learning by presenting words along with visual representations related to the content of information report texts.

Thus, the theories that have been discussed in this chapter are the background of the problem, research question, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter explains about the theories used in this research, such as the previous studies, theories of vocabulary, the importance of vocabulary learning, teaching of vocabulary, media in teaching vocabulary, theories of poster, types of poster, non-commercial poster, teaching of vocabulary by using poster, procedure of teaching vocabulary by using poster, advantages and disadvantages of using poster in teaching vocabulary, theoretical assumption, and hypothesis.

2.1 Previous Studies

Learning vocabulary is crucial for mastering other language skills more deeply. For effective vocabulary learning, an appropriate medium is necessary to help students acquire and memorize vocabulary. Among various types of media, the researcher chose posters to assist students in improving their vocabulary mastery. Many studies have researched ways to enhance students' vocabulary mastery, particularly focusing on the use of posters as a medium for teaching English. One such study was conducted by Alsalihi (2020) at Halemata Alsaadia High School in Baghdad, Iraq. The results indicated that teaching vocabulary using posters is more beneficial for secondary school students compared to traditional methods without posters. Alsalihi (2020) concluded that lessons incorporating posters can be more enjoyable, enable students to memorize faster, enhance vocabulary mastery in secondary schools, and foster learning environments that encourage active participation and boost self-esteem.

The other study is conducted by Harsono, Rosanti, & Seman (2019) that found the effectiveness of posters as a learning medium to improve student learning quality, and the results show that the use of poster media was very effective, as evidenced by the increase in scores from 55.69 (on the pre-test) to 85.21 (on the post-test). It is designed with attractive illustrations; hence, students can better understand the material and have more interest and enthusiasm for the subject. It also motivates

and stimulates learning activities and influences students' psychological stance. In addition, Jannah, et al. (2021) found in their research that the classroom learning process becomes more active and students are more motivated to participate. By increasing student motivation to engage in the learning process, it can be ensured that students' mastery of the material can be further enhanced, leading to improved learning outcomes.

2.2 Vocabulary

Neuman and Dwyer (2009), emphasize that vocabulary includes the words needed to speak and listen effectively. Children need vocabulary instruction that helps them understand the meaning of words and the concepts they represent, rather than simply identifying or labeling them. This understanding will help them develop the skills essential for comprehending text. Maharani, et al. (2023), state that vocabulary is all the words used in a language in general or in a particular field. Everything we say, everything we write, and everything we hear are sentences composed of various vocabulary. Studying vocabulary is the main asset for someone to be able to compose or create new sentences, and also helps someone in mastering other areas; that is why it is said that vocabulary is a useful and fundamental tool for communication and mastery. By mastering vocabulary, students will find it easier to find words appropriate according to the context.

From the explanation above, vocabulary can be defined as the complete set of words known or used by an individual in a specific language, particularly in spoken communication. Vocabulary instruction is essential for understanding word meanings and concepts, thereby enhancing effective communication and language mastery.

2.2.1 The Importance of Learning Vocabulary

Vocabulary is used in a language in general or a particular field specifically in the form of words, and it is all the words in a language that function to name things, both generally and specifically. Its existence is very necessary to be able to compose effective and efficient English sentences. Schmitt (2000) emphasizes that lexical

knowledge is at the core of communicative competence and second language mastery. Without adequate knowledge of vocabulary, learners will have difficulty in understanding and expressing their ideas, both orally and in writing. A good vocabulary facilitates comprehension of texts and conversations and enriches the ability to think critically and creatively in the language.

Vocabulary is very important for learners to master in order to understand language. It is necessary to express our ideas and understand the speech of others (Susanto, 2017). If students do not understand the meaning of words, they will have difficulty in understanding what they see, read, and learn. Not understanding the meaning of words can hinder their ability to process information effectively. So, it is very clear that we need to deepen our vocabulary in order to master all aspects of a foreign language. Walters (2004) emphasizes that both teachers and students concur that vocabulary mastery is a fundamental aspect of language teaching. In particular, teaching vocabulary is widely regarded as a crucial and extensively discussed component of English as a foreign language instruction.

Vocabulary plays a crucial role in language proficiency, serving as the foundation for learners' ability to communicate effectively in various contexts. Without a thorough grasp of vocabulary and strategies for acquiring new words, learners often face significant challenges in using the language (Mashhadi & Jamalifar, 2014). Richards (2001) underscores the significance of vocabulary as a fundamental component of language, noting that linguists have historically focused on its importance. He emphasizes that the four language skills (listening, speaking, reading, and writing) are interconnected and that vocabulary should be seamlessly integrated into the teaching of these skills. This approach ensures that learners develop a comprehensive understanding of language and can effectively apply vocabulary in various contexts.

The integration of vocabulary into language instruction is crucial because it allows learners to build upon their existing knowledge and develop a deeper understanding of the language. By incorporating vocabulary into the teaching of the four language

skills, learners can develop a more holistic understanding of language and improve their overall proficiency. Moreover, Richards (2001) suggests that vocabulary should be taught in a way that is context-dependent and meaningful to learners. This means that vocabulary should be presented in a way that is relevant to learners' lives and interests, and that learners should be encouraged to use vocabulary in authentic and meaningful ways. By developing a strong vocabulary, learners can improve their ability to communicate effectively and comprehend complex texts and conversations.

From the explanation above, it can be concluded that vocabulary is a fundamental component of language proficiency, essential for effective communication, comprehension, and critical thinking. It serves as the foundation for learners' ability to understand and express themselves in various contexts, and its mastery is crucial for mastering all aspects of a foreign language.

2.2.2 Aspects of Vocabulary

In discussing about vocabulary, there are eight main aspects of vocabulary that students should learn to develop their vocabulary mastery as stated by Mochizuki and Robert (2007), those are meaning, pronunciation, collocation, word formation, idioms, connotation, and register.

1. Meaning

Meaning is the first aspect of vocabulary knowledge, which includes denotative meaning, contextual meaning, and the relationships between words such as synonyms, antonyms, and hyponyms. Learners must go beyond dictionary definitions and understand how the meaning of a word can shift depending on the context in which it appears.

2. Pronunciation

Pronunciation is also essential, as incorrect pronunciation can lead to misunderstandings. Mastery of sounds, syllable stress, and intonation helps learners produce vocabulary accurately in spoken communication.

3. Grammar

Grammar refers to how a word functions grammatically within a sentence. This includes word classes (such as noun, verb, adverb, adjective), inflectional forms (such as tense or plural forms), and syntactic rules that determine the placement and usage of the word in a sentence.

4. Collocation

Collocations involve the natural combinations of words that frequently occur together. For example, in English, we say *make a decision* rather than *do a decision*. Understanding collocations allows learners to speak and write more naturally and idiomatically.

5. Word Formation

Word formation refers to the understanding of prefixes, suffixes, and root words. This knowledge helps learners infer the meaning of unfamiliar words and expand their vocabulary by recognizing and producing related forms such as *unhappy*, *kindness*, or *preview*.

6. Idioms

Idioms are fixed expressions whose meanings cannot be interpreted literally from the individual words. Examples like *break the ice* or *a piece of cake* show that idiomatic knowledge is a key part of mastering vocabulary in real-life communication.

7. Connotation

Connotation involves the emotional or cultural associations of a word, which can be positive, negative, or neutral. For instance, the word *slim* has a more positive connotation than *skinny*, even though both refer to a similar physical appearance.

8. Register

Register relates to the level of formality or stylistic variation appropriate to different contexts. Understanding register helps learners choose the right words depending on the situation, whether formal, informal, academic, or casual. For example, distinguishing between *request*, *ask*, and *demand*.

From the explanation above, those aspects of vocabulary are interconnected and essential for learners to develop comprehensive vocabulary mastery. Understanding meaning, pronunciation, grammar, collocation, word formation, idioms, connotation, and register together helps learners communicate effectively and construct coherent sentences.

2.2.3 *Word Classes*

Thornbury (2002) emphasizes that understanding word classes, also known as parts of speech, is essential for mastering vocabulary and effective language use. Each word class plays a unique role in a sentence, meaning that it has a distinct and specific function that sets it apart from the others. For example, while nouns typically name people or things, verbs express actions, and adjectives describe qualities. Together, these different roles help create grammatically correct and meaningful sentences.

Thornbury (2002) identifies several main word classes, each contributing to language structure in its own way:

1. Nouns

Nouns are words that name people, places, things, ideas, or phenomena. They serve as the subjects or objects in a sentence and can be modified by determiners and adjectives. Thornbur encourages teachers to highlight the different types of nouns because learners need to understand their functions and usage in context.

Types of nouns include:

- Common nouns

Refer to general items or concepts rather than specific ones.

Examples: book, car, student, city.

- Proper nouns

Refer to specific names of people, places, institutions, etc. They are typically capitalized.

Examples: John, Paris, Microsoft, Monday.

- Abstract nouns
Refer to ideas, qualities, or states that cannot be seen or touched.
Examples: freedom, love, knowledge, honesty
- Concrete nouns
Refer to things that can be experienced with the senses, like to be seen, touched, heard, etc.
Examples: table, dog, music, perfume
- Countable nouns
Nouns that can be counted and have plural forms.
Examples: apple/apples, idea/ideas
- Uncountable (mass) nouns
Nouns that cannot be counted individually and usually do not have plural forms.
Examples: water, advice, furniture
- Collective nouns
Refer to a group of individuals or things as a single unit.
Examples: team, family, audience, jury

2. Verbs

Verbs express actions, states, or events, and they are central to constructing meaningful sentences. Thornbury stresses the importance of recognizing different verb types because they govern sentence structure, tense, and argument patterns.

Types of verbs include:

- Main (lexical) verbs
These carry the main meaning in a sentence.
Examples: eat, write, go, believe.
- Auxiliary verbs
Help form different tenses, aspects, moods, or voices.
Examples: be, have, do.
 - *She is studying.*
 - *They have finished.*

- Modal verbs

Express necessity, possibility, permission, or ability. Always followed by the base form of a verb.

Examples: can, must, should, might.

- Stative verbs: Describe a state rather than an action. Often related to thoughts, feelings, senses, or possession.

Examples: know, love, belong, seem.

- Dynamic verbs: Describe physical or mental actions.

Examples: run, jump, write, talk.

- Transitive verbs: Require a direct object to complete their meaning.

Examples: She reads a book. (Reads what? → a book)

- Intransitive verbs

Do not take a direct object.

Examples: He sleeps peacefully.

- Phrasal verbs

Verbs combined with one or more particles (prepositions or adverbs) create a new meaning.

Examples: give up, look after, run out of.

3. Adjectives

Adjectives give descriptive information about nouns. They often come before the noun they modify and answer questions like "what kind?" or "how many?"

Examples: tall, interesting, red, several.

4. Adverbs

Adverbs modify verbs, adjectives, or other adverbs, expressing information such as time, manner, frequency, degree, or place. Some adverbs are irregular and their placement in a sentence can influence meaning. Thornbury stresses the importance of understanding adverb position and function in both written and spoken English.

Examples: quickly, always, very, here.

5. Pronouns

Pronouns are used to replace nouns in order to avoid repetition and create smoother, more cohesive sentences. Thornbury highlights that learners must understand the types of pronouns because their correct use depends on context, grammatical function, number, person, and gender.

Types of pronouns include:

- Personal pronouns

Refer to specific people or things and vary based on person (1st, 2nd, 3rd), number (singular/plural), and case (subject/object).

Examples:

Subject: *I, you, he, she, it, we, they*

Object: *me, you, him, her, it, us, them*

- Possessive pronouns

Show ownership or possession.

Examples: mine, yours, his, hers, ours, theirs

- Reflexive pronouns

Refer back to the subject of the clause.

Examples: myself, yourself, himself, herself, itself, ourselves, themselves

- Demonstrative pronouns: Point to specific things or people.

Examples: this, that, these, those

- Relative pronouns: Introduce relative clauses and relate to a noun mentioned earlier.

Examples: who, whom, whose, which, that

- Indefinite pronouns: Refer to non-specific people or things.

Examples: someone, anyone, nobody, everything

- Interrogative pronouns: Used to ask questions.

Examples: who, whom, what, which, whose

6. Prepositions

Prepositions link nouns or pronouns to other words in a sentence, showing relationships such as time, direction, cause, or location. Prepositions are often

part of fixed expressions and may differ greatly between languages. They are particularly challenging for learners because they are idiomatic and often require memorization.

Examples: in, on, under, by, for

7. Conjunctions

Conjunctions connect words, phrases, or clauses and signal relationships between them. Thornbury stresses their importance in helping learners construct coherent, complex sentences and manage discourse structure.

Types of conjunctions include:

- Coordinating conjunctions: Join words or clauses of equal grammatical rank.

Examples: for, and, nor, but, or, yet, so

- Subordinating conjunctions: Introduce dependent (subordinate) clauses, showing relationships like time, cause, condition, or contrast.

Examples: because, although, if, when, since, unless, while

- Correlative conjunctions: Work in pairs to link elements of equal importance.

Examples: either...or, neither...nor, both...and, not only...but also

8. Determiners

Determiners are words placed before nouns to specify reference, such as quantity, possession, definiteness, or demonstration. They help indicate which noun is being referred to. Thornbury sees determiners as essential for accuracy in both writing and speaking.

Types of determiners include:

- Articles: Indicate definiteness or indefiniteness.
 - Definite article: *the*
 - Indefinite articles: *a, an*
- Demonstratives: Point to specific things relative to the speaker.

Examples: this, that, these, those

- Possessive determiners (adjectives): Show ownership and precede nouns.

Examples: my, your, his, her, its, our, their

- Quantifiers: Indicate quantity or amount.

Examples: some, many, few, several, all, much, any, no

- Numbers (Cardinal and Ordinal): Indicate specific numbers.

- Cardinal: *one, two, three...*

- Ordinal: *first, second, third...*

- Interrogative determiners: Used in questions

Examples: which, what, whose

9. Interjections

Interjections are words or phrases that express strong emotions, reactions, or sudden feelings. They are more common in informal or spoken English.

Examples: wow! oh! ouch! eh?

2.3 Teaching of Vocabulary Mastery

Teaching vocabulary mastery involves guiding students to understand, recognize, and use words appropriately in context. Vocabulary mastery is not limited to memorizing words, but also includes students' ability to apply vocabulary meaningfully in communication. In this study, vocabulary mastery focuses on key aspects such as word meaning, word form, and word use (Richards, 2001). Richards (2001) highlights that vocabulary is a fundamental component of language, and linguists have long recognized its significance. He emphasizes that the four language skills, listening, speaking, reading, and writing are interconnected and that vocabulary should be integrated into the teaching of these skills. This integration helps learners develop a comprehensive understanding of language and enables them to use vocabulary appropriately in various contexts.

In the teaching process, vocabulary should not be taught in isolation, as this may cause learners to feel confused and frustrated. According to Sudiran (2014), teaching vocabulary is not a simple task; therefore, teachers need to select effective

methods and appropriate learning media to support vocabulary learning. Teaching vocabulary mastery through suitable methods and media allows students to better receive, understand, and retain new vocabulary, which subsequently supports the development of other language skills, namely reading, writing, listening, and speaking.

Vocabulary mastery is more effectively developed when vocabulary is taught contextually rather than through memorization alone. Presenting vocabulary within meaningful texts helps students understand word meanings and usage based on context. In this study, vocabulary mastery is taught through information report texts, which require students to comprehend topic-specific and factual vocabulary. To support this process, visual learning media are employed to enhance students' understanding of vocabulary. The use of poster media helps students associate words with visual representations, strengthens memory retention, and encourages active engagement in learning activities. Through guided learning activities such as identifying key vocabulary from texts, matching words with images, and using vocabulary in simple sentences, students are expected to improve their vocabulary mastery in a meaningful and contextual way.

2.4 Media in Teaching Vocabulary

Susilanda (2008), states that media is a tool or means that can be used in facilitating learning, delivering messages, and helping students understand the subject matter. Media encompasses all forms of data transmission, including the flow of information from the source to the receiver. In the educational context, learning media specifically refer to tools designed to deliver knowledge and educational content to students. This concept is supported by Smaldino, et al. (2014), who define learning media as a medium that aims to transmit knowledge and learning materials to students. This addition clarifies that 'media' refers to the broader concept of data transmission, while 'learning media' refers explicitly to educational tools designed to convey knowledge and content to students. Learning media can foster critical thinking in learners by leveraging their imagination and abilities, thereby enhancing their creative potential and innovative work.

According to Kristanto (2016), learning media have various important functions, including increasing understanding by helping students understand concepts and information more visually or interactively compared to verbal explanations alone. Learning media can also improve memory through images, graphics, videos, and other visual elements that make it easier for students to remember information than just reading or listening. In addition, interesting and diverse media can arouse students' interest in learning, make the learning process more interesting, and stimulate students' creativity by providing opportunities to actively participate in the learning process.

Learning media serves as a means to convey messages through various channels, stimulating students' thoughts, feelings, and motivations to encourage the creation of a learning process. (Hamid, et al, 2020). This process aims to produce learning media based on existing development theories, thereby motivating students to engage with the material and understand it better. Teachers can utilize various types of learning media to enhance the teaching and learning process.

2.4.1 Types of Learning Media

Ashyar (2012) categorizes learning media into four main groups: visual media, audio media, audio-visual media, and multimedia.

1. Visual media

According to Shoffa, et al. (2020), visual media rely on students' visual perception to engage with elements such as line, texture, shape, and color. This category includes both non-projection and projection visual media. Non-projection visual media include real objects, models, prototypes, printed materials (books, modules, magazines), and graphic materials (pictures, cartoons, caricatures, graphs, diagrams, charts, maps, and posters). Projection visual media includes camera shots, image processing applications, frame or slide films, Overhead Projectors (OHP), digital images, and Liquid Crystal Display (LCD) displays.

2. Audio Media

Audio media is a learning medium that relies on the sense of hearing to convey educational messages. Typically, audio media is used to learn material related to spoken language, pronunciation, and is often employed in language studies. However, it is not limited to language studies and can be used for other subjects as well. Understanding audio messages requires the listener to have good listening skills (Asyhar, 2012). Audio media uses auditory symbols to convey its message, such as words, music, and sound effects. Types of audio media include radio, tape, vinyl records, compact discs, and MP3 players.

3. Audio-Visual Media

Audio-visual media is a learning medium that combines visual and auditory elements simultaneously to convey messages to students. It can be categorized into two types:

a) Pure Audio-Visual Media

This type involves both visual and sound elements coming from the same source, such as television.

b) Impure Audio-Visual Media

This type involves visual and sound elements coming from different sources or a combination of two media, such as an image on an OHP combined with sound from a tape.

4. Multimedia

The term multimedia refers to the integration of digital and analog technologies across various fields, including entertainment, advertising, communication, marketing, and commerce. Multimedia is derived from the words "multi" and "media," meaning "many media." The definition of multimedia involves using multiple forms of media (text, graphics, animation, video, and interactivity) to convey information or create multimedia products. Examples of multimedia include the internet, video games, and Computer-Assisted Instruction (CAI).

2.5 Visual Media

Koren (1997) states that the learning of foreign words with pictures could be easier and memorable than the words without pictures. As we can know, poster contains pictures and words in it, so with using poster as a learning media, can make students easier in understanding and remembering what the materials about. Shoffa, et al. (2023) defines visual media as a media that can only be seen using the sense of sight which consists of media that can be projected and media that cannot be projected which are usually in the form of still images or moving images. Visual media does not contain sound elements, and examples of visual media can be slide films, photographs, transparencies, paintings, posters, drawings, and various forms of printed materials such as graphic media. Graphic media are visual tools that present information, ideas, and facts through a combination of words, sentences, numbers, and images (Sudjana & Rivai, 2011).

According to Sudjana & Riyai (2011), there are some common types of graphic media, namely Graphs, which present numerical data using numbers, lines, and symbols to make it easier to understand and remember. Next, Diagrams, which are simple pictures that show reciprocal relationships, often using symbolic lines to illustrate connections. Then, Charts, a combination of words, lines, and symbols that summarize processes, developments, or important relationships. Following that, we have Sketches, simple drawings or rough drafts that depict the main parts of an image. Then, Posters, which are clear, striking, and attractive visual presentations designed to grab attention and convey messages. The next one is Flannel Boards, which are boards covered with flannel cloth to present pictures or words that can be easily attached and removed. Lastly, Bulletin Boards, which are ordinary boards without flannel, are where pictures or writings are directly attached using glue or other tools.

Those all graphic media tools are essential for enhancing learning and memory by making information more engaging, accessible, and memorable. And for this research, the researcher chose to use Posters as a learning media in teaching English vocabulary in the class.

2.6 Poster

A poster is a traditional visual representation, usually a two-dimensional image like a photograph or picture, that accurately depicts its subject. Berry & Houston (1995) identify posters as an excellent alternative medium for developing communication skills, involving students in assessment, encouraging in-depth topic investigation, promoting peer-learning, and fostering a positive attitude. Posters are used to persuade people to adopt or avoid a particular message or idea (Shoffa, et al., 2023). Posters can capture the attention of viewers because they effectively use visual messages and colors, making them a powerful tool for increasing students' interest in learning and encouraging them to focus on the images presented by their teachers. Sudjana & Rivai (2011) define poster as a combination of strong visual design, reinforced by the use of attractive colors, and a message designed to grab people's attention and plant a memorable idea in their minds. Posters can contain information, advice, prohibitions, and warnings.

2.6.1 Types of Poster

Based on the purpose of the poster, there are several types:

1. Commercial and Non-Commercial Posters

Commercial posters are designed to promote products or services, typically created by businesses to attract customers. They are often displayed in high traffic areas to increase sales. For instance, a new cosmetics store might post advertisements in campus areas, offices, and city centers. On the other hand, non-commercial posters aim to convey information or appeal for specific activities. These can include government recommendations, health protocols, or other community initiatives. Anyone can create these posters, which are often found on school bulletin boards.

2. Informational Posters

Informational posters are non-commercial posters that provide specific information without promoting products or services. Examples include posters encouraging energy conservation, reducing plastic use, or announcing school events like art parties.

2.7 Non-Commercial Poster

In general, the poster is one of the media used to convey a message broadly. In the book *Model Implementation of Reclamation Policy* by Hernimawati and Yulisar (2010), it explains that posters are objects, tools, or actions which, according to their shape, composition, and/or style, aim to introduce, recommend, or praise a good, service, or person that is then placed in a location where it can be seen, read, and/or heard by the public. Meanwhile, non-commercial posters, based on Mandelker (2012), are posters whose content provides public information for community services. This differs from commercial posters, which contain information for trade purposes. In contrast, commercial posters are used to promote goods and services for commercial gain. These posters often contain eye-catching images and catchy slogans to attract the attention of potential customers. Posters are usually placed in high-traffic areas to maximize visibility and reach a wide audience. The use of posters as a medium for communication has been a staple in advertising and public information campaigns for many years. They are effective in reaching a large audience quickly and efficiently, making them a valuable tool for businesses, governments, and community organizations.

2.8 Teaching of Vocabulary by Using Poster

The poster, which combines words and images, is a common and effective medium. It is often similar to using real objects, making it an easy-to-understand language. Through this medium, students can interpret abstract concepts into more concrete and realistic forms, making it easier for them to grasp complex ideas (Haji, 2022). An interesting poster can engage students' enthusiasm, as shown in the research conducted by Jannah et al. (2020). In that research, the learning outcomes after the application of poster media showed a very significant change; students appeared very active and enthusiastic in learning activities. Additionally, they were highly motivated to follow the course of the learning process.

2.9 Procedure of Teaching Vocabulary by Using Poster

The use of posters in vocabulary learning helps students associate new words with real contexts and meaningful visual representations. In this study, posters function both as visual stimuli and as contextual support for teaching vocabulary related to information report texts. The selected posters introduce environmental topics such as tumbler, marine pollution, and turtles, which are thematically aligned with the report texts used in classroom instruction.

According to Nation (2001), effective vocabulary teaching involves four core stages: recognition, comprehension, reinforcement, and use. These stages serve as the theoretical foundation of the instructional design in this research. Based on Nation's (2001) vocabulary teaching stages and supported by Harmer's (2007) principles of vocabulary learning, the researcher developed a six-step instructional framework to suit the characteristics of visual learning and the Problem-Based Learning (PBL) model employed in this study. This elaboration allows for clearer alignment between theory and classroom practice, as also supported by Harmer (2007), who states that "successful vocabulary instruction involves a progression from noticing words, understanding their meaning, reinforcing them through practice, and finally using them actively in communication."

Therefore, the following procedure represents the researcher's instructional framework adapted from established vocabulary teaching theories. The procedure of teaching vocabulary through posters is as follows:

1. Observation and Identification Stage (Recognition)

Students begin by observing a thematic poster projected in front of the class. The teacher poses guiding questions to stimulate curiosity and activate background knowledge. This step allows students to notice and begin recognizing key vocabulary in context. As Schmitt (2000) explains noticing new words in meaningful contexts is the first step toward retention.

2. Text and Vocabulary Exploration (Comprehension)

After analyzing the poster, students read a report text related to the poster's theme. The teacher explains its structure and highlights key vocabulary such

as general nouns, action verbs, and technical terms. Harmer (2007) notes that contextualized input helps learners infer meaning and understand how words function within language.

3. Group Analysis and Discussion (Comprehension and Reinforcement)

Students work collaboratively in groups using worksheets to analyze vocabulary items and text structure. Through discussion and interaction, they reinforce their understanding. According to Schmitt (2010), he states that collaborative learning strengthens vocabulary knowledge by allowing learners to process and use words interactively.

4. Vocabulary Evaluation and Individual Work (Reinforcement)

Students complete vocabulary-focused exercises individually. This stage reinforces comprehension and allows for individual assessment. Nation (2001) emphasizes that deliberate attention and repeated exposure to words are necessary for long-term retention.

5. Creative Vocabulary Application (Use)

Students compose a short report text based on one of the animals shown in the poster. They apply the vocabulary learned during previous steps in their own writing. This aligns with Schmitt's (2010) view that vocabulary knowledge becomes productive when learners actively use it in writing or speaking tasks.

6. Reflection and Reinforcement (Reinforcement)

Each session ends with a reflection activity in which students and the teacher review the vocabulary and discuss its relevance. This step reinforces learning and builds connections to real-world issues such as environmental awareness. Harmer (2007) highlights that repetition, review, and personalization of language contribute significantly to vocabulary mastery.

Although the procedure is presented in six stages for practical classroom use, it remains conceptually aligned with Nation's (2001) four stages. The expansion into six steps serves to clarify instructional actions and ensure that vocabulary acquisition occurs gradually and meaningfully within a poster based, problem solving framework.

2.10 Problem-Based Learning (PBL) in Teaching Vocabulary Mastery

Problem-Based Learning (PBL) is a student-centered instructional approach that challenges learners to engage in problem solving processes through real world issues. This model emphasizes critical thinking, collaboration, and contextual learning, which makes it highly relevant for vocabulary development in language learning. According to Savery (2006), PBL is an instructional approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem.

In vocabulary learning, PBL provides an effective framework for teaching words in meaningful contexts. Unlike traditional vocabulary instruction that often focuses on isolated memorization, PBL allows students to explore words naturally through inquiry, investigation, and communication. When students solve problems collaboratively, they are exposed to vocabulary in both receptive and productive use. Hung et al. (2008) argue that PBL enhances vocabulary acquisition because learners engage with content rich and context driven activities, which promote deeper retention and meaningful learning.

In this study, PBL was applied through the use of environmental themed posters, which served as problem triggers and contextual support for report text learning. Posters introduced issues such as plastic pollution and endangered marine animals, which became entry points for students to engage with vocabulary in real life scenarios. The instructional activities were aligned with the five main stages of the PBL model as proposed by Fadilla et al. (2021):

1. Student Orientation to the Problem

Students were introduced to posters containing environmental issues, such as marine pollution. Teachers asked guiding questions to help students identify key vocabulary related to the problems shown.

2. Organizing Students

Students were grouped to collaborate and divide roles. Each group received work-sheets that guided them to focus on specific vocabulary elements from the related report texts.

3. Guiding Individual and Group Investigations

Students first analyzed vocabulary individually, then worked as a group to deepen their understanding, referencing the structure, function, and usage of the words found in the text.

4. Developing and Presenting the Work

Groups synthesized their findings and presented them to the class, using the vocabulary in context and explaining the linguistic features of the report text.

5. Analyzing and Evaluating the Problem-Solving Process

Students reflected on the group work and discussed challenges faced during vocabulary analysis and text comprehension. Teachers also provided feedback.

In practice, these five core stages were adapted into six detailed steps to fit the classroom context and vocabulary learning focus. An additional stage, Reflection and Reinforcement, was added at the end of each lesson to help students consolidate the vocabulary they had learned and reflect on the environmental themes they encountered. This modification aligns with Hmelo-Silver (2004), who emphasizes that reflection is a critical component in PBL to help learners make sense of what they have learned.

Overall, the integration of PBL in vocabulary instruction supports not only vocabulary mastery but also encourages active learning, problem-solving, and deeper engagement with language. It shifts the role of students from passive receivers of vocabulary to active users who internalize and apply words through authentic communication and real-world issues.

2.11 Advantages and Disadvantages of Teaching Vocabulary Mastery by Using Posters

Teaching vocabulary mastery by using posters has the advantages and the disadvantages, as follows.

2.11.1 Advantages of Teaching Vocabulary Mastery by Using Posters

In using posters to teach vocabulary mastery in the class, there are several advantages of it, as follows.

1. Visual Learning Enhances Memory Retention

Posters provide visual representations that help students form stronger mental associations with vocabulary. According to Nation (2001), words accompanied by images are easier to recall because they create lasting impressions in learners' minds. Visuals support encoding and retrieval processes, which are essential for vocabulary retention, especially for visual learners.

2. Increase Students' Engagement and Motivation

Posters tend to make the learning process more fun, colorful, and interactive. Arsyad (2011) explains that the use of visual media such as posters can increase students' interest, curiosity, and active participation. When students are visually stimulated, they are more likely to engage in the lesson and feel motivated to explore the topic further.

3. Supports contextual Learning

Vocabulary learning is more effective when it occurs within meaningful contexts. Posters can depict specific themes or real-life situations that illustrate how words are used in context. Schmitt (2010) states that context-based learning helps students understand not only the meaning of a word but also its use in real communication. This encourages deeper understanding and long-term mastery.

4. Encourages Collaborative Learning

Posters are often used in group-based activities, which promote peer discussion and teamwork. Wright (1989) suggests that visual materials like posters can stimulate students to exchange ideas, share interpretations, and collaborate on tasks. These interactions provide opportunities for incidental vocabulary learning and enhance students' confidence in using new words.

2.11.2 Disadvantages of Teaching Vocabulary Mastery by Using Poster

Besides the advantages, using posters as a learning medium also has several disadvantages, as follows.

1. Limited Language Exposure

Posters typically present vocabulary in simplified or brief textual formats. This can result in limited exposure to the full range of word forms, collocations, and syntactic contexts. Thornbury (2002) notes that visual aids such as posters may not provide sufficient depth for learners to explore word usage across different grammatical and discourse contexts.

2. Surface-Level Learning

Without careful instructional design, students may focus more on the visual elements of the poster than on the deeper linguistic content. This can lead to shallow learning where words are recognized but not truly understood or retained. Cameron (2001) argues that learners, especially younger ones, may be distracted by visuals and fail to grasp the meaning or function of the vocabulary unless guided properly.

3. Lack of Authentic Language Use

Posters often contain isolated phrases or slogans rather than full-length texts. As a result, students may not see vocabulary used in authentic, connected discourse. According to Nation (2001), learning words through real and rich language input is essential for deep and long-term vocabulary mastery.

4. Dependence on Teacher Mediation

The effectiveness of posters depends heavily on how well the teacher integrates them into meaningful learning tasks. If posters are simply displayed without follow-up activities, their impact on vocabulary mastery will be minimal. Harmer (2007) emphasizes that visual media are only effective when used with clear objectives and supporting activities.

In summary, while posters offer several advantages in teaching vocabulary, such as improving memory, motivation, and contextual learning, they also have limitations, including shallow exposure and teacher dependency. Thus, posters should be used

thoughtfully and supported by other strategies to ensure effective vocabulary mastery.

2.12 Theoretical Assumptions

From the previous frame of theory and explanation, it can be assumed that using poster in teaching vocabulary mastery can create a result on improving students' vocabulary mastery, included the advantages and also the disadvantages of it. By utilizing the poster in teaching vocabulary mastery, it is assumed that students are able to gain some new vocabulary and the meaning of it at once by using an effective medium and experiencing an exciting, engaging, and fun learning style at the same time.

2.13 Hypothesis

The hypotheses of this research can be said that there is an improvement of students' vocabulary mastery by using poster in the classroom. It can be seen by the theoretical assumption above, which literally said that students are able to gain some new vocabularies and the meaning of it at once, with using an effective medium and experiencing the exciting, engaging, and fun learning style at the same time.

Thus, the theories that have been explained in this chapter, including theories of vocabulary, the importance of vocabulary learning, benefits of mastering vocabulary skills teaching of vocabulary, media in teaching vocabulary, poster, poster in teaching vocabulary, procedure of teaching vocabulary by using poster, advantages and disadvantages of using poster in teaching vocabulary, theoretical assumption, and hypothesis.

III. METHOD

This chapter discusses the design of the research, variables, data sources, instruments of the research, validity and reliability of the instruments, data collecting technique, research procedures, data analysis, data treatment, and hypothesis testing.

3.1 Design of the Research

The researcher uses a One-Group Pretest-Posttest design to determine whether there is an improvement in students' vocabulary mastery skills after being taught using a poster. The researcher conducts a pre-test and a post-test. A pretest will be administered to measure the students' speaking ability before treatment, and a posttest will be administered to measure their improvement in vocabulary mastery after treatment. Students' improvement will be achieved by comparing the means (average scores) between the pre-test and post-test. The researcher uses a sample classroom in which students received three treatments and two tests.

The design of this research could be presented as follows.

T1 X T2

- T1 : Test 1 or Pre-Test, is the test which given before the researcher used posters to measure the students' competencies before they are given the treatment.
- X : Treatments given by the researcher through the use of posters in improving students' vocabulary mastery skills.
- T2 : Test 2 or Post-Test, is the test which given after the researcher used poster and to measure students' improvement after they get the treatment.

3.2 Variables

In assessing the influence of the treatments in this research, variables are defined as dependent and independent variables. According to Hatch and Farhady (1982), they defined the independent variable is a major variable that a researcher hopes to investigate; the dependent variable is the variable that the researcher observes and measures to determine the improvement of the independent variable. Those two variables are:

1) Independent Variable (X)

The dependent variable in this research is the use of posters as a learning medium in vocabulary learning. This variable is given as a treatment in the experimental class during three instructional meetings.

2) Dependent Variable (Y)

The dependent variable is the students' vocabulary mastery. This is measured through the scores of a pre-test and a post-test. The vocabulary test scores reflect the students' level of vocabulary mastery before and after the treatment with the use of posters.

3.3 Data Sources

This research was conducted at SMPN 1 Sidomulyo. The population of this research is the students at the ninth grade. There were eight classes in the ninth grade of SMPN 1 Sidomulyo. Each class consists of 34-36 students. The researcher used one class as a representative. The sample of this research is class IX B as directed by the teacher, which consists of 34 students. In determining the sample, the researcher used purposive sampling technique.

3.4 Instrument of the Research

The instrument used in this research is a vocabulary test in the form of multiple-choice questions. This test was designed to measure the students' vocabulary mastery before and after the treatment. To develop the instrument, the researcher conducted several steps, the researcher first constructed 50 multiple-choice questions as a try-out test. The questions are related to the content words that are found in the information report text: nouns, verbs, adjectives, and adverbs. These

items were based on the vocabulary indicators from the 2013 Curriculum (K13), particularly related to the information report text. The 50 items were administered in a trial setting to a group of students with similar characteristics to the target sample. The results were analyzed to identify items that met criteria for validity, reliability, level of difficulty, and discrimination power. Based on the analysis, 30 validated items were selected to be used for both the pre-test and the post-test. The same 30 questions were used in both tests, but the order of the questions was randomized to reduce memorization bias.

3.5 Validity and Reliability of the Instruments

Setiyadi (2018) states that validity and reliability are two relatively inseparable elements of a measurement tool. It can be said that a measuring instrument that satisfies the validity factors also satisfies the reliability factors. However, a measuring instrument that satisfies the reliability factors does not necessarily mean that the measuring instrument also satisfies the reliability factors.

3.5.1 *Validity of Vocabulary Test*

According to Setiyadi (2018), construct validity is required for measurement instruments that have multiple indicators to measure a single facet or construct. If the instrument measures only one aspect, such as vocabulary, then its construct validity can be measured by assessing all items. And if all items measure vocabulary proficiency, then the measurement tool has met aspects of construct validity.

a. Content Validity

Content validity refers to all elements of a measurement instrument. To address this type of value, researchers must examine all indicators as questions and analyze whether the entire measurement tool is representative of the material to be measured. If a measuring instrument has expressed all ideas or domains related to the material being measured, then that measuring instrument has met the aspects of content validity. When developing a final English test, content validity is related to the extent to which the tests are prepared based on the existing curriculum (Setiyadi, 2018). In this research, the test is made by the researcher based on the syllabus and Curriculum 2013

for ninth grade in Junior High School. The test items included vocabulary found in the information report texts, such as nouns, verbs, adjectives, and adverbs. The vocabulary items were selected directly from the information report texts and poster materials used during the teaching and learning process. The selection was conducted by the researcher through a mind-mapping technique to identify relevant in 108 vocabulary items. From these, 50 items were systematically selected to minimize bias and ensure representativeness. (Data in Appendix 14)

The following table presents the distribution of the vocabulary test items.

Table 3. 1 Specification of Vocabulary Test Items

No.	Word Classes	Items Number	TOTAL
1.	Verb	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	16
2.	Noun	17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36	20
3.	Adjective	41, 42, 43, 44, 45, 46, 47, 48, 49, 50	10
4.	Adverb	37, 38, 39, 40	4
TOTAL			50

Based on the table above, the distribution of test items across word classes was unequal. There were 20 noun questions, 16 verb questions, 10 adjective questions, and only 4 adverb questions. According to Brown (2004), a test must fairly represent the content being measured in order to maintain content validity. Similarly, Bachman and Palmer (1996) emphasize the importance of balanced item distribution to avoid construct bias. Therefore, this imbalance is acknowledged as a limitation in the instrument, and future tests should consider a more proportional item distribution across word classes.

However, this uneven distribution was not arbitrary. It was purposefully designed based on pedagogical and linguistic considerations to reflect learners' needs and language use. The distribution of word classes (nouns, verbs, adjectives, adverbs) in the vocabulary test items was intentionally not made equal. This decision is supported by experts such as Nation (2001) and Read (2000), who emphasize that vocabulary assessment should reflect language use, learner needs, and contextual relevance rather than rigid balance. Schmitt (2010) also notes that vocabulary development occurs unevenly across different word types. Therefore, the test items focused more on nouns and verbs, which are more frequent and essential for basic comprehension and communication at the learners' level.

To ensure the content validity of the vocabulary test, the vocabulary items were carefully selected and developed directly based on the learning materials used in the classroom. The materials were presented through three selected posters, each representing an environmental theme: tumbler, marine pollution, and turtles. These posters served not only as visual aids during instruction but also as the primary sources for identifying relevant vocabulary items.

After selecting the posters, the researcher created a mind map to identify and organize vocabulary related to each topic. This process resulted in a total of 104 vocabulary items, including various word classes such as nouns, verbs, adjectives, and adverbs. Since the test required only 50 items, a systematic sampling technique was employed, every second word in the list (e.g., word number 1, 3, 5, and so on) was selected. This method was used to avoid selection bias and to ensure that the test items fairly represented the vocabulary content introduced during the learning process.

By aligning the vocabulary test items with the actual instructional materials and applying a systematic selection procedure, the test demonstrates strong content validity. The items reflect the real vocabulary exposure of the students, ensuring that what is tested corresponds to what was taught.

b. Construct Validity

According to Setiyadi (2018), construct validity is required for measurement instruments that have multiple indicators to measure a single facet or construct. If the instrument measures only one aspect, such as vocabulary, then its construct validity can be measured by assessing all items. And if all items measure vocabulary proficiency, then the measurement tool has met aspects of construct validity.

3.5.2 Reliability of Vocabulary Test

Reliability refers to the consistency of a measuring instrument or the extent to which it can produce similar results when measuring the same object at different times (Setiyadi, 2018). To determine the reliability of the vocabulary pretest and posttest, this study will employ split-half reliability. The researcher divides the 50 vocabulary test questions into two random parts based on even and odd numbers. The test administered to the students is also randomly divided into two groups. The researcher then compares the results. To measure the coefficient of reliability between the even and odd groups, the researcher uses the Pearson Product Moment method.

The formula of Pearson Product Moment as follows.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Notes:

r : The coefficient of reliability between odd and even numbers

n : The number of students who followed the test

$\sum x$: Odd number

$\sum y$: Even number

$\sum x^2$: The total score of x (total score of odd number)

$\sum y^2$: The total score of y (total score of odd number)

$\sum xy$: The total score of odd and even numbers

After the coefficient correlation between odd and even numbers have gotten, the researcher continued to put them into the reliability formula Spearman-Brown's Prophecy to know the coefficient correlation of the whole items.

The formula of Spearman-Brown's Prophecy is as follows.

$$r_k = \frac{2r_1}{1 + r_1}$$

Notes:

r_k : The reliability of the full test

r_1 : The reliability of half of the test

The standard of reliability is described as follows:

Very high : 0.80 – 1.00

High : 0.60 – 0.79

Average : 0.40 – 0.59

Low : 0.20 – 0.39

Very low : 0.00 – 0.19

The result of both split-half reliability and the Spearman-Brown reliability method produced high results, which are 0.905 for the split-half method and 0.950 for the Spearman-Brown method. Both have very high reliability, despite using different methods in testing the reliability of the vocabulary test. With this, it can be stated that the measurements are reliable and dependable despite the difference in the method of calculation, as shown in Table 3.2 as follows:

Table 3. 2 Reliability Statistic by using SPSS Reliability Statistic

Correlation Between Forms		.905
Spearman-Brown Coefficient	Equal Length	.950
	Unequal Length	.950
Guttman Split-Half Coefficient		.728

3.6 Level of Difficulty

Level of difficulty is used to classify the test items into easy and difficult items.

The items should not too easy or too difficult for the students. To check the difficulty level of the test items, the researcher used formula as follows:

$$LD = \frac{R}{N}$$

Note:

LD : Level of Difficulty

R : The number of students who answer correctly

N : The total number of students following the test

The criteria are:

<0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : Easy

Table 3. 3 Level of Difficulty of Test Items

No	Number Item Test	Computation	Criteria
1	11, 12, 15, 17, 18, 22, 23, 32, 34, 35, 36	<0.30	Easy
2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 16, 19, 20, 21, 24, 25, 26, 27, 28, 30, 33, 37, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	0.30-0.70	Average
3	31, 39	>0.70	Difficult

3.7 Discrimination Power

Discrimination power (DP) referred to the extent to which the items are able differentiates between high-level and low-level students on the test.

To know the discrimination power of the test, the researcher use formula as follows.

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Note:

DP : Discrimination Power

U : The total of correct answer of the higher group

L : The total of correct answer of the lower group

N : Total number of students

The criteria are:

DP : 0.00 – 0.19 Poor

DP : 0.20 – 0.39 Satisfactory

DP : 0.40 – 0.69 Good

DP : 0.70 – 1.00 Excellent

DP : - (Negative) Bad items (should be omitted)

Table 3. 4 Discrimination Power of Test Items

No	Number Item Test	Computation	Criteria	Decision
1	10, 17	-Negative	Bad	Dropped
2	5, 14, 15, 16, 18, 21, 22, 23, 27, 31, 38, 39, 49	0.00 – 0.19	Poor	Dropped
3	40, 43, 44, 48	0.20 – 0.39	Satisfactory	Administered
4	1, 2, 3, 4, 7, 8, 9, 12, 13, 19, 20, 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 36, 41, 42, 45, 46, 47, 50	0.40 – 0.69	Good	Administered
5	6, 37	0.70 – 1.00	Excellent	Administered

sed on the analysis of the data, 2 items were classified as bad, 13 items as poor, 4 items as satisfactory, 28 items as good, and 2 items as excellent. In order to improve the test's reliability, all items rated as bad and poor were eliminated. The items rated as satisfactory, good, and excellent were retained after careful selection, resulting in a reduction of the total number of test items from 50 to 30.

3.8 Data Collecting Technique

Data for this research is collected from students' vocabulary mastery tests before and after taught by using poster as a learning media. The vocabulary test is used to find the improvement on students' vocabulary mastery after they are taught using poster. In collecting the data, the researcher uses the following techniques.

3.8.1 Try-out Test

The first step in this research involved designing and administering a try-out test. This test is an important part of this research, because it is based on the results of this test that the author can find out the extent to which students' vocabulary mastery is clear, unbiased, and in accordance with the content of the reinformation text taught using the poster media in this study. By administrated the try-out test on a group of students outside the main study sample to assess the reliability and validity of the test items, and to revise them as needed in order to enhance the overall effectiveness of the test.

3.8.2 Pre-Test

The pre-test was administrated before treatments, it was used to see the students' basic ability before treatments has given. The pre-test required 30 minutes, and it provides 30 questions in the form of multiple-choice questions.

3.8.3 Post-Test

The post-test was administrated after the treatments given to the students, it was used to see whether teaching vocabulary by using poster could improve the students' vocabulary mastery. Same as the pre-test, the post-test required 30 minutes, and it provides 30 questions in the form of multiple-choice questions. The result could be

seen from the average scores of pre-test and post-test.

In conclusion, this research aimed to determine whether the using of poster as a learning media can effectively enhance students' vocabulary mastery. The combined use of a try-out test, pre-test, and post-test ensured a comprehensive evaluation of its impact. The findings contribute to a deeper understanding of innovative teaching strategies and offer valuable insights for language educators and researchers. Ultimately, the goal is to improve students' vocabulary mastery in an engaging and effective manner.

3.9 Research Procedures

While conducting this research, the researcher applied several procedures as follows:

1. Determining the population and selecting the sample

The population of this research was the 9th grade students of SMPN 1 Sidomulyo in the second semester of the 2024/2025 academic year. The sample of the research was the students of class IX B.

2. Selecting Instrument Material

The researcher used the material based on the curriculum and syllabus for ninth-grade students of junior high school in SMPN 1 Sidomulyo. The information report text was used as the material in this research. To make this learning process more fun, enjoyable, and understandable, the researcher used posters as a learning medium to improve students' vocabulary mastery.

3. Administering the Try-out Test

The researcher used a total of 50 multiple-choice questions, each containing a single correct answer in the trial test. This approach aimed to evaluate the validity and reliability of the test items.

4. Administering the Pre-test

The researcher conducted the pre-test to determine the students' vocabulary mastery before giving treatment to the students. There are 30 questions about content words: nouns, verbs, adjectives, and adverbs that are found in the information report text. The test was administered in the form of a multiple-

choice test with A, B, C, and D options.

5. Conducting the Treatment

This research used posters as a learning medium for the purpose of learning about information report text. The researcher conducted the treatment in the class for three meetings. The treatment was given to provide students with a better understanding of vocabulary through the use of posters.

6. Administering the Post-test

The researcher conducted the post-test after the treatment, which aimed to know the progress of students' vocabulary mastery after the treatment through the poster. There are 30 questions about content words: nouns, verbs, adjectives, and adverbs that are used in information report texts. The test was administered in the form of a multiple-choice test with A, B, C, and D options.

7. Analyzing the Data

The researcher used SPSS 30.0 (Statistical Package for the Social Sciences) to analyze the data. This software is used to determine the mean value of the pre-test and how significant the improvement was after the students were taught through the use of a poster. In the last step, the researcher made a students' score report.

3.10 Data Analysis

In analyzing the collected data, the researcher used some formulae by Arikunto (1998). First of all, the researcher used the following formula in scoring the students' tests.

$$S = \frac{R}{N} \times 100$$

Note:

S : Score of the test

R : Right answer

N : Total of the items

After scoring the pretest and posttest, the researcher calculated the average score of both the pretest and posttest by using the formula below.

$$M = \frac{\sum X}{N}$$

Note:

M : Mean (average score)

$\sum X$: The total of students' scores

N : Total number of students

To determine whether there is an improvement in students' vocabulary mastery skills after being taught by using poster, the researcher uses the following formula.

$$I = M2 - M1$$

Note:

I : The improvement of students' achievement

M1 : The average score of the pre-test

M2 : The average score of the post-test

3.11 Data Treatment

Before analyzing the results of the study, the collected data must be treated and processed statistically to ensure accuracy and reliability. In this section, the researcher presents the statistical techniques used to examine the effectiveness of using posters in improving students' vocabulary mastery. The data treatment involves a series of statistical analyses, including the normality test and the Repeated Measures T-Test, which are conducted using IBM SPSS Statistics 25.

a. T-Test

In order to find out the improvement of students' vocabulary mastery skills after being taught by using poster as a media in teaching vocabulary, the researcher uses statistical calculation to analyze the data using the statistical

computation, it is Repeated Measures T-Test of IBM SPSS Statistics 25.

b. Normality Test

The researcher uses a normality test to determine whether the data were distributed normally or not.

The hypotheses will be formulated as follows:

H₀ : The data is distributed normally

H_a : The data is not distributed normally

In this research, the criteria for the hypothesis were that H₀ was accepted if significance (2-tailed) > L_{table} (significance level) and H₁ was accepted if significance (2 2-tailed) > L_{table} (significance level). In this research, the researcher used the level of significance 0.05.

3.12 Hypothesis Testing

After collecting the data, the researcher analyzes it to find out whether there is a significant improvement in students' vocabulary mastery after being taught using posters. The researcher uses the Repeated Measures T-Test to find out the difference of the treatment effect.

The hypothesis is analyzed at a significant level of 0.05, in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that the probability of error in the hypothesis is only about 5%.

The researcher formulates the hypotheses as follows.

H₀ : There is no significant improvement in students' vocabulary mastery of the ninth-grade students at SMPN 1 Sidomulyo.

The criteria of H₀ is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H₁ : There is a significant improvement in students' vocabulary mastery of the ninth-grade students at SMPN 1 Sidomulyo.

The criteria of H₁ is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

Thus, the theories that have been discussed in this chapter are the design of the research, variables, data sources, instruments of the research, validity and reliability of the instruments, data collecting technique, research procedures, data analysis, data treatment, and hypotheses testing

V. CONCLUSION AND SUGGESTION

This chapter describes the conclusions of the data found during the research and suggestions for the future researchers and teachers who want to apply poster medium to the learning process, especially in teaching vocabulary.

5.1 Conclusion

Based on the findings and discussion, it can be concluded that the study reveals the use of posters as a medium for teaching significantly improved the vocabulary mastery of students at SMPN 1 Sidomulyo after implementing posters medium in the treatment. The average score increased from 59.76 in the pre-test to 85.06 in the post-test. The results confirm that posters as a powerful learning medium for improving students' vocabulary mastery. In this research, all word classes in vocabulary, including nouns, verbs, adjectives, and adverbs, experienced significant gains, indicating that poster media positively impacts all areas of vocabulary aspects. The implementation of posters transformed the classroom into more engaging, interactive, and enjoyable to learn. Students became more enthusiastic and motivated to learn English, actively participating in discussions and engaged with the content.

5.2 Suggestion

Despite the positive findings, this study has several limitations. The research was conducted within a limited time frame and involved only one class of ninth-grade students at SMPN 1 Sidomulyo, which may limit the generalizability of the results. In addition, this study focused only on vocabulary mastery related to information report texts; therefore, the findings may not represent vocabulary development in other text types. Moreover, this study examined vocabulary improvement only in relation to writing skills, whereas vocabulary mastery is not limited to one or two language skills. Vocabulary plays an essential role in all English language skills, including listening, speaking, reading, and writing. Therefore, future researchers are encouraged to explore the use of vocabulary instruction to enhance other

language skills as well. For future researchers, it is important to ensure that the posters used truly suit the lesson materials and align with the curriculum and syllabus applied in the school. To address this limitation, the researcher suggests designing the posters independently, as this allows greater flexibility in incorporating various topics and editing the posters to make them more engaging and relevant.

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