DEVELOPING POSTER
FOR TEACHING VOCABULARY TO YOUNG LEARNERS

(A Development Research in TK Primanda UNTAN Pontianak

In Academic Year 2023/2024)

A THESIS

Jurisdiction Responsibility by:

MISA FERONIKA

(F1022191030)

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGES AND ART EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITAS TANJUNGPURA

PONTIANAK

2025

DEVELOPING POSTER FOR TEACHING VOCABULARY TO YOUNG LEARNERS

(A Development Research In TK Primanda UNTAN Pontianak In Academic Year 2023/2024)

A THESIS

Jurisdiction Responsibility by:
MISA FERONIKA
F1022191030

Approved by:

Supervisor I

Sumarni, S.Pd., M.TESOL.
NIP. 196905262000122001

Supervisor II

Wardah, S. Pd., M. Pd.
NIP. 197801072005012003

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura

Dr. Ahmad Yani T, M.Pd.
NIP. 196604011991021001

Date of Pass: Wednesday, 24 January 2024

DEVELOPING POSTER FOR TEACHING VOCABULARY TO YOUNG LEARNERS

(A Development Research In TK Primanda UNTAN Pontianak In Academic Year 2023/2024)

A THESIS

Jurisdiction Responsibility by:
MISA FERONIKA
F1022191030

Approved by:

Supervisor I

Sumarni, S.Pd., M.TESOL.
NIP. 196905262000122001

Supervisor II

Wardah, S. Pd., M. Pd.
NIP. 197801072005012003

Legalized by:

The Head of Language and Arts Education Department

Dr. Agus Wartiningsih, M.Pd.

NIP. 197908162002122002

Date of Pass: Wednesday, 24 January 2024

DEVELOPING POSTER FOR TEACHING VOCABULARY TO YOUNG LEARNERS

(A Development Research In TK Primanda UNTAN Pontianak In Academic Year 2023/2024)

A THESIS

Jurisdiction Responsibility by:
MISA FERONIKA
F1022191030

Approved by:

Supervisor I

Sumarni, S.Pd., M.TESOL.
NIP. 196905262000122001

Supervisor II

Wardah, S. Pd., M. Pd.
NIP. 197801072005012003

Examiner I

Dr. Eni Rosnija, M. Hum.
NIP. 197201031997022001

Examiner II

Surmiyati, M.Ed., Ph.D
NIP. 197310242003122001

Legalized by:

The Head of English Education Study Program

Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

Date of Pass: Wednesday, 24 January 2024

DECLARATION OF AUTHENTICITY

I am a student with the following identity

Name : Misa Feronika

Student number : F1022191030

Study Program : English Language Study Program

Department : Language and Art Education Department

Hereby declare that this final project entitled "Developing Poster for Teaching Vocabulary to Young Learners" (A Development Research in TK Primanda UNTAN Pontianak In Academic Year 2023/2024) is definitely my own work. The content of this thesis is entirely my responsibility. The opinions and research of other writers that are included into this thesis are cited or quoted in compliance with ethical standards.

Pontianak 25th December 2023



Misa Feronika

F1022191030

ACKNOWLEDGMENTS

First of all, the researcher would like to express her gratitude to Allah SWT, The Most Gracious and The Most Merciful, for the His blessing, love, and strength untill this thesis entitled “Developing Poster for Teaching Vocabulary to Young Learners” finally finished. This thesis was written to fullfill one of the requirements for the Undergraduate Thesis Examination in English Language Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education Universitas Tanjungpura Pontianak.

In this opportunity, the researcher would like to thank everybody who help and give the contribution in completing this thesis. It starts with heartfelt gratitude to her supervisors, Sumarni, S.Pd., M.TESOL, and Wardah, M.Pd, for their immense patience and valuable advice. Without their guidance, the researcher would not have been able to complete this thesis successfully. The researcher also expresses gratitude to Dr. Eni Rosnija, M.Hum., and Surmiyati, S.Pd., M.Pd., Ph.D. as the examiner for all constructive criticism and suggestions during the process of preparing this thesis. Furthermore, the biggest gratitude would be given to to her beloved parents, Rada’i and Rusma Laili who give their support spiritually, emotionally, and financially. They always give their best to the researcher so that the researcher can complete the study well. Without their prayers, it would be very impossible for the researcher to survive until this moment. In addition, the researcher would also like to express appreciation to:

a. Dr. Ahmad Yani, M.Pd., M.Pdi, Dean of Teacher Training and Education Faculty, Tanjungpura University.
b. Dr. Patriantoro, M. Hum, Head of Languages and Arts Education Department.
c. Yanti Sri Rezeki, M.Ed., Ph.D. Head of English Language Education Study Program, Language and Art Department, Teacher Training and Education Faculty, Tanjungpura University.
d. All lecturers of the English Language Education Study Program for their knowledge, time, and helps during the researcher doing the study.
e. Syarifah Hayati, S.Pd.AUD the principal of TK Primanda UNTAN, for allowing the researcher to conduct the research there.
f. Yossy Wirda Utami, S.Pd who has provided the researcher with the opportunity to conduct research in her class.
g. All the teachers and students in TK Primanda UNTAN, for supporting and allowing the researcher to conducted this research.
h. The friends of Batch 2019, especially the PPAPK class cannot be mentioned here one by one. Thank you for working together in completing the study from the beginning until tOsay.

In addition, the researcher also would like to express her gratitude to her friend in the study grow. They are Genoveva Natasha M, Anggi Irwansyah, Dyah Bismi A.B, Sela, Emilia, Surti, Rahmanita Maulidya, Laili Muthaharoh, Desi Wahyuni, and Marius Samputra. Thank you for help and sharing your insight, patient, support, and motivation. Nevertheless, the researcher acknowledges that

this thesis possesses several weaknesses and is not flawless. As a result, any constructive criticism, comments, and suggestions are warmly welcomed to enhance the quality of this thesis.

Pontianak, 25th December 2023

Misa Feronika

F1022191030

ABSTRACT

This research aimed to develop the posters designed for teaching vocabulary to young learners, specifically within the context of TK Primanda UNTAN. The study utilized the ADDIE development model, focusing on three phases: analysis, design, and development. Data were collected through interviews and assessment rubric to evaluate the final product. Analysis of the data was conducted using Aiken's V. According to the teacher's assessment rubric, the poster received a score of 0.95, indicating that it is feasible, valid, and acceptable for use in teaching vocabulary to young learners. This research contributes valuable insights into the effective design and development of instructional materials for enhancing vocabulary acquisition in early childhood education.

Keywords: Poster, Development Research, Vocabulary.

TABLE OF CONTENT

DECLARATION OF AUTHENTICITY i
ACKNOWLEDGMENTS ii
ABSTRACT v
TABLE OF CONTENT vi
LIST OF TABLE ii
LIST OF FIGURES ii
CHAPTER 1 1
INTRODUCTION 1
1.1. Background 1
1.2. Research Question 5
1.3. Research Purposes 5
1.4. Research Significance 1
1.5. Scope of Research 6
1.6. Research Terminology 7
CHAPTER 2 1
LITERATURE REVIEW 9
2.1. ELT for Young Learners 9
2.2. English Vocabulary 13
2.3. Teaching Vocabulary for Young Learners 21
2.4. Poster 23
2.5. Guideline to Use Product 31
CHAPTER 3 36
RESEARCH METHODOLOGY 36
3.1. Research Design 36
3.2. Research Participant 39
3.3. Instrument and Tools of Data Collection 40
3.4. Data Analysis 42
CHAPTER IV 45

RESEARCH FINDINGS AND DISCUSSIONS 45
4.1. Research Finding 45
4.1.1. Analysis Phase 45
4.1.2. Design Phase 51
4.1.3. Development Phase 55
4.2.3. Teachers Validation 64
4.2. Research Discussion 68
CHAPTER V 75
CONCLUSION AND SUGGESTIONS 75
5.1. Conclusion 75
5.2. Suggestion 75
REFERENCES 77
APPENDIX I 79
APPENDIX II 84
APPENDIX III 88
APPENDIX IV 90

LIST OF TABLE

Table 2.1 The Characteristic of Young Learners 12

Table 2.2 Example of instructions for using the poster……..32

Table 3.1 Specification of Interview Question 40

Table 3.2 Right-Tail Probability (p) for Selected Value of the Validity Coefficient I (V) 44

Table 4.1 The vocabulary and picture selected of fruit theme 51

Table 4.2 The vocabulary and picture selected of vegetables 52

Table 4.3 The vocabulary and picture selected of medicinal herbs theme 53

Table 4.4 The vocabulary and picture selected of flowers theme 54

Table 4.5 The result of teachers validation 65

Table 3.6 Right-Tail Probability (p) for Selected Value of the Validity Coefficient I (V) 67

LIST OF FIGURES

Figure 2.1 The example of poster 29
Figure 2.2 The example of product 32
Figure 3.1 The ADD Concept 37
Figure 4.1 The development process in Canva 56
Figure 4.2 The e-poster of fruits theme 54 57
Figure 4.3 The e-poster of vegetables theme 58
Figure 4.4 The e-poster of flowers theme 58
Figure 4.5 The e-poster of medicinal herbs theme 59
Figure 4.6 The cutting of picture element 60
Figure 4.7 The cutting of letter element 60
Figure 4.8 The final poster of fruits theme 61
Figure 4.9 The final poster of flower theme 62
Figure 4.10 The final poster of vegetables theme 63
Figure 4.11 The final poster of medicinal herbs theme 64

CHAPTER 1
INTRODUCTION

This chapter is divided into six parts: research background, research question, research purpose, research significance, scope of research, and research terminology.

1.1. Background

Along with the development of the era in education, the popularity of English study is widespread all over the world. Learning English is taught at all levels in schools. Introducing English is an advantage for students. English is taught in the forms of EFL and ESL in various parts of the world. In Indonesia itself, English is taught in the form of "English as a Foreign Language". In essence, English language teaching has special tricks for helping students learn, especially young learners. These predetermined tricks will later become the main attraction and challenges for teaching and learning for young learners. Young learners themselves are students with an age range of 3 to 15 years of active learning age (Linse & Nunan, 2005). Shin and Crandall (2011) found that more than 50 percent of countries introduced compulsory English language courses by the third grade in a recent survey of EYL teachers around the world. This proves that introducing English to young students is very important, starting at an early age.

Basically, in every language learning process, the very first thing that is taught or introduced is the smallest unit. In this case, it is word recognition or learning words. As stated by Cameron (2001) "building up a useful vocabulary is central to the learning of a foreign language at the primary level" (p. 72). This

happens in language teaching and learning in classrooms or everyday environments, such as the family environment. However, children are capable of learning foreign language words by participating in classroom activities' discourse. In its implementation, several things are needed to support it. However, there are differences at each level, especially if the implementation is in kindergarten, which is mostly a place for children to learn while playing. Shin (2014) states that "the natural characteristic of young learners is active, purposeful, creative, and hands-on activities that are interesting and relevant" (p. 555). The key insight here is that it is essential to make learning engaging for children. One effective approach involves utilizing media as a tool to enhance the ongoing teaching and learning experience, particularly in the context of vocabulary instruction. Therefore, media play a crucial role in enhancing teaching and learning experiences, making them engaging and accessible. Teachers can achieve this by enhancing existing interactive media to increase their appeal or by creating entirely new and distinctive materials. These media resources can serve as effective tools for teaching vocabulary to children, such as through the use of posters.

TK Primanda UNTAN is the one of the kindergartens that includes English in the learning curriculum. The learning curriculum used and implemented is the 2013 curriculum or "K13" as the official curriculum. English lessons are held every Thursday as an extracurricular activity. In practice, the teacher teaches the most basic things, introducing vocabulary. The vocabulary taught is basic vocabulary about surrounding objects, colors, numbers, letters, families, etc. The teaching system is per theme every two weeks until the children fully understand the

vocabulary included in the theme in a limited number, considering the different conditions of each child. Based on observations in the pra- research, researcher have seen the media used as teaching materials. Some are in the form of toys and printed posters, but they are classified as general types of posters, namely posters printed without anything being developed and looking like old posters. The difference between the developed poster and the school's poster is in terms of physicality and usability. School's posters tend to be two-dimensional old posters with small font and image elements. School posters are also only pasted on the classroom wall, making it impractical to carry in front of children while learning. Unlike the developed poster, this poster has a larger size and is supported by three-dimensional elements. The visuals are also more colorful and there is a standard amount of vocabulary per poster. The advantage of this poster is that it can be used as a game media during the learning process.

In addition, the teacher said that posters as teaching materials were not used very often. They are more likely to use handicrafts as teaching materials when teaching vocabulary. However, the use of posters as teaching materials in TK Primanda UNTAN is still rare and still uses ready-made printed posters without being further developed or modified. Limitations also occur in the appearance of e-media due to a lack of facilities and infrastructure, such as infocus, so teachers take the initiative to make non-e-media. Whereas kindergarten students tend to prefer something that is full color as an addition to student interest and motivation in learning, besides that as a motor stimulant for students (Shin, 2014). Therefore, the researcher are interested in developing this product for teaching vocabulary in this

kindergarten because the posters tend to be 4olourful and have interesting pictures, and another reason is that teachers need more new interactive media to support the vocabulary learning process at school. The methnodology to be used in this research is development research with the ADDIE model proposed by Branch (2010).

In a previous study conducted by Adisti et al. (2023), research focused on the creation of a digital poster book model for teaching English in early childhood education within Indonesia. The study employed the ADDIE development model, consisting of five phases: analysis, design, development, implementation, and evaluation. The findings indicated that the final version of the English digital poster book was deemed practical and valid by all content experts for teaching English in early childhood education in Indonesia. Most children expressed great enthusiasm in using this product for learning English, and teachers affirmed its appeal, ease of understanding, alignment with children's learning levels, user-friendly operation, and its effectiveness as a guide for English instruction at the kindergarten level. Another investigation by Jannah et al. (2023) at SMP Negeri 1 Darul Aman, Aceh, Indonesia, focused on the utilization of poster media to enhance students' learning outcomes in descriptive text writing. The study revealed that the use of poster media significantly improved overall learning outcomes in English, particularly in the area of descriptive text writing. Additionally, there was an observed increase in the level of student learning completeness.

About those previous research, it is believed that poster is beneficial to teaching and learning activity. However, the development of posters for teaching and learning English vocabulary is still not widely done, especially in the

kindergarten environment. In the research conducted by Adisti et al. (2023), the development of posters is aimed at English language learning in general and not specifically and the poster model developed is in the form of a digital poster book which, not all schools can access digital-based media well. Likewise with research conducted by Jannah et al. (2023). This study focused only on junior high school students in using posters to enhance students' learning outcomes in descriptive text writing. Therefore, the researcher is interested in conducting research by developing poster media as vocabulary teaching media in the kindergarten environment, especially in TK Primanda UNTAN.

1.2. Research Question

Based on the background presented above it be concluded that the question of this research is:

1. What are the results of the analysis phase in this research?
2. How poster developed as vocabulary teaching media in TK Primanda UNTAN?
3. Is the developed poster feasible for vocabulary teaching media in TK Primanda UNTAN?

1.3. Research Purposes

The purposes of this research are:

1. To find the result of the analysis phase of this research.
2. To develop the poster for vocabulary teaching media in TK Primanda UNTAN

3. To ensure that the developed poster is suitable to be used as vocabulary teaching media in TK Primanda UNTAN

1.4. Research Significance

This research expected to give contributions as follows:

1. To the teacher

   The product is expected to be used as a useful learning media to support the learning process. Especially as teaching and learning vocabulary activities in EFL in TK Primanda UNTAN.

2. To the students

   The product is expected to develop students' interest and motivation in learning English, especially vocabulary. Especially students in TK Primanda UNTAN.

3. Other researcher

   It can be used as a reference and reference for them in conducting other similar studies, especially in the field of media development.

1.5. Scope of Research

This research aims to develop the poster for teaching vocabulary to young learners in TK Primanda UNTAN starting with need analysis. To make sure it is feasible for teaching vocabulary, data will be collected through assessments from media experts and material experts.

1.6. Research Terminology

1. Young Learners

Young learners are young students aged 2 to 14 years. They belong to kindergarten/playgroup, elementary school, and middle school especially junior high school. In this research, the researcher focused on young learners in kindergarten, which is about 4-6 years old.

2. Vocabulary

Vocabulary is the part of the language that contains words. In this research, the vocabulary that the researcher used is base on the themes determined by the teacher (the theme is about plants).

3. Poster

The poster in this research is a three-dimensional media developed to teach English vocabulary to children by recreating and developing old posters that already exist in Primanda UNTAN Kindergarten. This poster contains selected vocabulary based on the learning theme at Primanda UNTAN Kindergarten, which in this case is the theme of plants.