



# The Effectiveness of Poster Media in Improving Students' Vocabulary Mastery

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## KEYWORDS

poster media, vocabulary mastery, english learning, junior high school, quantitative research

## ABSTRACT

This study investigated the effect of poster media on students' vocabulary mastery at the junior high school level. The research employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The participants consisted of 35 seventh-grade students selected as the research sample. Data were collected through vocabulary tests administered before and after the implementation of poster media as an instructional tool. The data were analyzed using a t-test to determine whether the use of poster media produced a significant improvement in students' vocabulary mastery. The results showed that the mean score of the pretest was 44.00 with a standard deviation of 17.01, while the mean score of the posttest increased to 64.69 with a standard deviation of 19.67. The statistical analysis revealed that the obtained t-value (5.93) was higher than the t-table value (1.69) at the 0.05 significance level, indicating a statistically significant difference between the pretest and posttest scores. These findings demonstrate that poster media has a significant positive effect on students' vocabulary mastery. Therefore, the use of poster media can be considered an effective instructional medium to enhance vocabulary learning among junior high school students.

## KATA KUNCI

media poster, penguasaan kosakata, pembelajaran bahasa Inggris, sekolah menengah pertama, penelitian kuantitatif

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media poster terhadap penguasaan kosakata siswa pada tingkat sekolah menengah pertama. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen tipe one-group pretest-posttest. Sampel penelitian terdiri atas 35 siswa kelas VII. Data dikumpulkan melalui tes kosakata yang diberikan sebelum dan sesudah penerapan media poster dalam proses pembelajaran. Analisis data dilakukan menggunakan uji-t untuk mengetahui signifikansi peningkatan penguasaan kosakata siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest sebesar 44,00 dengan standar deviasi 17,01, sedangkan nilai rata-rata posttest meningkat menjadi 64,69 dengan standar deviasi 19,67. Hasil uji statistik menunjukkan bahwa nilai t-hitung (5,93) lebih besar daripada nilai t-tabel (1,69) pada taraf signifikansi 0,05. Hal ini menunjukkan adanya perbedaan yang signifikan antara hasil pretest dan posttest. Dengan demikian, dapat disimpulkan bahwa media poster memberikan pengaruh positif yang signifikan terhadap penguasaan kosakata siswa. Oleh karena itu, media poster direkomendasikan sebagai salah satu media pembelajaran yang efektif untuk meningkatkan penguasaan kosakata siswa sekolah menengah pertama.

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## Introduction

Vocabulary plays a fundamental role in language learning because it serves as the primary foundation for communication. Without adequate vocabulary mastery, learners encounter difficulties in expressing ideas, understanding messages, and participating effectively in language interactions. In the context of English as an international language, vocabulary competence becomes increasingly important, as English is widely used as a medium of global communication in education, technology, and social interaction. In Indonesia, English is taught as a foreign language and has been integrated into the national curriculum at various educational levels, particularly at the junior high school level, where students begin to develop more structured language skills.

Despite its importance, vocabulary mastery remains one of the most challenging aspects of English learning for students. Limited vocabulary knowledge often hinders students' ability to comprehend texts, participate in classroom activities, and communicate meaningfully. Previous studies have indicated that students frequently perceive English learning as monotonous and difficult, which reduces motivation and engagement. One contributing factor to this issue is the lack of effective and engaging instructional media. Teachers play a crucial role in addressing this challenge by selecting appropriate learning media that can stimulate students' interest and support vocabulary acquisition. As facilitators and motivators, teachers are expected to create a learning environment that is both supportive and engaging in order to enhance students' language development.

Visual learning media, such as posters, have been identified as potentially effective tools for improving vocabulary mastery. Poster media combine visual elements, colors, and concise language, which can help learners associate words with images and contexts more easily. This visual reinforcement supports memory retention and encourages active participation in the learning process. By integrating poster media into English instruction, students may become more motivated and better able to internalize new vocabulary in a meaningful way. Therefore, this study aims to investigate the effect of poster media on students' vocabulary mastery at the junior high school level. The findings of this research are expected to contribute to English language teaching practices by providing empirical evidence on the effectiveness of poster media as an instructional tool for vocabulary learning.

## Method

This study employed a quantitative research approach using a pre-experimental design with a one-group pretest–posttest model. Quantitative research was selected because it allows the researcher to examine measurable changes in students' vocabulary mastery before and after the implementation of instructional treatment. The focus of this research was to investigate the effectiveness of poster media as a learning tool in improving students' English vocabulary mastery at the junior high school level. In this design, students were tested prior to the treatment (pretest) to identify their initial vocabulary proficiency and again after the treatment (posttest) to determine any improvement attributable to the use of poster media. This approach is appropriate for identifying causal tendencies in educational settings where a control

group is not feasible, as it enables direct comparison of learning outcomes within the same group of participants.

The population of this study consisted of all seventh-grade students enrolled in the academic year 2023/2024, totaling 116 students across multiple classes. From this population, a purposive sampling technique was applied to select one class as the research sample based on specific considerations, such as accessibility, learning characteristics, and teacher recommendations. The selected sample comprised 35 students from grade VII, representing both male and female learners. Data were collected through several techniques, including classroom observation, vocabulary tests, and documentation. The primary instrument used in this study was a vocabulary test administered in the form of a pretest and posttest. The tests were designed to measure students' vocabulary mastery accurately and consistently by assessing their ability to recognize, understand, and use English vocabulary appropriately. Classroom observation was conducted to support quantitative findings by providing contextual information about students' engagement and learning behavior during the implementation of poster media. Documentation was used to obtain supporting data related to school profiles, curriculum structure, and students' academic records.

Data analysis was conducted using descriptive and inferential statistical techniques. Descriptive statistics were employed to calculate students' mean scores, median, mode, and standard deviation for both pretest and posttest results. These measures provided an overview of students' vocabulary achievement levels before and after the treatment. To determine whether the improvement in students' vocabulary mastery was statistically significant, a paired-sample t-test was applied. This test was selected because it is suitable for comparing two related means derived from the same group of participants. The level of significance was set at  $\alpha = 0.05$  to determine whether the observed differences between pretest and posttest scores occurred by chance or as a result of the treatment. Students' scores were also classified into achievement categories—excellent, good, sufficient, low, and very low—to facilitate clearer interpretation of learning outcomes. Through these analytical procedures, the study aimed to provide empirical evidence regarding the effectiveness of poster media in enhancing students' vocabulary mastery and to support pedagogical decision-making in English language instruction.

## Results

This section presents the results of the study examining the effect of poster media on improving students' vocabulary mastery among seventh-grade students of SMP Negeri 5 Lawe Sigala-gala. The results are organized into respondent characteristics, descriptive statistics of pre-test and post-test scores, measures of central tendency, data normality testing, and inferential statistical analysis using a paired-sample t-test.

### Respondent Characteristics

The participants of this study consisted of 35 seventh-grade students. The distribution of respondents based on gender is presented in Table 1.

**Table 1. Respondent Characteristics Based on Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	14	40%
<b>Female</b>	21	60%
<b>Total</b>	35	100%

The data show that female students constituted the majority of participants. This demographic composition reflects the actual classroom population and indicates that the sample adequately represents the students involved in the learning process.

### **Description of Pre-Test and Post-Test Results**

Students' vocabulary mastery was measured using a pre-test administered before the use of poster media and a post-test conducted after the treatment. The individual scores of students are summarized in Table 2.

**Table 2. Students' Pre-Test and Post-Test Scores**

<b>No</b>	<b>Student Code</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1	TUS	40	80
2	CJA	60	66
3	AW	40	50
4	MAH	40	59
5	ES	50	85
6	PAY	60	85
7	R	30	40
8	N	50	60
9	BD	10	32
10	MB	60	90
11	B	60	75
12	C	20	98
13	WK	20	34
14	MR	40	67
15	EKS	30	35
16	IA	30	30
17	PH	30	62
18	D	40	95
19	RN	30	41
20	IM	40	45
21	HTS	70	68
22	NMF	10	80
23	DA	40	43
24	I	50	42
25	A	40	52
26	SA	60	54
27	TA	60	85
28	M	20	70
29	IR	80	71

<b>30</b>	KPA	40	80
<b>31</b>	M	50	85
<b>32</b>	MPA	60	75
<b>33</b>	NO	60	80
<b>34</b>	IA	60	85
<b>35</b>	AL	60	65

The table shows a general increase in students' scores from pre-test to post-test. Most students demonstrated improved vocabulary mastery after the implementation of poster media, indicating a positive learning effect.

**Measures of Central Tendency**

To describe students' achievement more clearly, the data were analyzed using measures of central tendency, including mean, median, and mode. Based on the frequency distribution, the median of the pre-test scores was located in the range of 31–40, while the median of the post-test scores fell within the range of 61–70. This shift in median values indicates an overall improvement in students' vocabulary mastery after the treatment. The mode of the pre-test scores was in the range of 51–60, with the highest frequency occurring in this interval. In contrast, the mode of the post-test scores was in the range of 71–80, showing a higher concentration of students achieving better vocabulary scores following the use of poster media.

**Normality Test Results**

Before conducting inferential statistical analysis, a normality test was performed to determine whether the data were normally distributed. The Kolmogorov–Smirnov and Shapiro–Wilk tests were used to assess data normality.

**Table 3. Normality Test Results**

<b>Test</b>	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
<b>Pre-Test (Shapiro–Wilk)</b>	0.952	35	0.128
<b>Post-Test (Shapiro–Wilk)</b>	0.949	35	0.105

The significance values of both pre-test and post-test scores were greater than 0.05, indicating that the data were normally distributed. Therefore, parametric statistical analysis using a paired-sample t-test was appropriate.

**Mean Scores of Pre-Test and Post-Test**

The descriptive statistics for pre-test and post-test scores are presented in Table 4.

**Table 4. Descriptive Statistics of Vocabulary Scores**

<b>Test</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Pre-Test</b>	35	44.00	17.01	2.88
<b>Post-Test</b>	35	64.69	19.67	3.33

The mean pre-test score of 44.00 indicates that students' initial vocabulary mastery was relatively low. After the implementation of poster media, the mean post-test score increased to 64.69, reflecting a substantial improvement in students' vocabulary achievement.

### Paired-Sample t-Test Results

To determine whether the improvement in students' vocabulary mastery was statistically significant, a paired-sample t-test was conducted. The results are presented in Table 5.

**Table 5. Paired-Sample t-Test Results**

Mean Difference	Std. Deviation	t	df	Sig. (2-tailed)
-20.69	20.63	-5.93	34	< .001

The t-test results show that the calculated t-value (5.932) was greater than the t-table value (1.690) at the 0.05 significance level. The significance value was less than 0.05, indicating a statistically significant difference between pre-test and post-test scores. These findings demonstrate that the use of poster media had a significant positive effect on improving students' vocabulary mastery. The increase in mean scores, supported by inferential statistical evidence, confirms that poster media is an effective instructional tool for vocabulary learning at the junior high school level.

### Discussion

The findings of this study demonstrate that the use of poster media has a significant positive effect on students' vocabulary mastery at the seventh-grade level. The descriptive analysis revealed a substantial increase in students' mean scores from the pre-test to the post-test, indicating that poster media effectively supported vocabulary learning. Before the implementation of poster media, students' vocabulary mastery was relatively low, as reflected in the pre-test mean score of 44.00. This low performance suggests that students experienced difficulties in recognizing, understanding, and recalling English vocabulary, which may have been influenced by limited exposure, low motivation, and monotonous instructional methods. After the treatment, the post-test mean score increased to 64.69, showing a clear improvement in vocabulary achievement. The shift in median and mode values further supports this improvement, as students' scores moved from lower ranges to higher achievement categories. These results indicate that poster media helped students visualize vocabulary items, associate words with images, and retain new lexical items more effectively. Visual learning through posters appears to reduce cognitive load and makes abstract vocabulary concepts more concrete, which is particularly beneficial for junior high school students who are still developing their language foundations.

The inferential analysis using a paired-sample t-test confirmed that the observed improvement was statistically significant. The calculated t-value exceeded the critical t-table value at the 0.05 significance level, and the significance value was below the accepted threshold. This statistical evidence confirms that the improvement in students' vocabulary mastery was not due to chance but was influenced by the instructional treatment using poster media. The effectiveness of poster media can also

be attributed to increased student engagement during the learning process. Posters provide colorful, visually appealing, and context-rich materials that attract students' attention and encourage active participation. When students frequently encounter vocabulary through visual displays in the classroom, repeated exposure reinforces memory and facilitates long-term retention. In addition, poster media supports diverse learning styles, particularly visual learners, and allows teachers to present vocabulary in meaningful contexts. The findings of this study align with previous research that emphasizes the role of visual media in enhancing vocabulary acquisition, suggesting that learning tools which integrate visual elements can significantly improve students' language outcomes. Overall, the results indicate that poster media is an effective and practical instructional strategy for improving vocabulary mastery in English learning, especially at the junior high school level, and can be recommended as an alternative or complementary medium in vocabulary instruction.

## **Conclusions**

This study concludes that the use of poster media has a significant positive effect on students' vocabulary mastery at the seventh-grade level. The findings show a clear improvement in students' vocabulary achievement, as evidenced by the increase in mean scores from the pre-test to the post-test. The statistical analysis further confirms that the improvement is significant, indicating that poster media effectively enhances students' understanding and retention of English vocabulary. Visual exposure through posters helps students associate words with images and contexts, making vocabulary learning more meaningful and engaging. Therefore, poster media can be considered an effective instructional tool for supporting vocabulary acquisition in junior high school English classrooms. Based on these findings, it is recommended that English teachers incorporate poster media into their teaching practices to create a more interactive and motivating learning environment and to improve students' vocabulary mastery.

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