



# The use of Poster as a Medium for Introducing Children's English Vocabulary in St. Paul Kindergarten Maumere

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## Article Information

### Article History:

*Submit:* 05 Agustus 2025

*Revision:* 14 Agustus 2025

*Accepted:* 17 Agustus 2025

*Published:* 30 Agustus 2025

### Keywords

Media; English Learning; Early Childhood Education; Visual Media; Poster

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## A B S T R A C T

Supporting learning resources plays an essential part in enhancing students' English proficiency levels. Consequently, introducing English vocabulary to children at a young age, such as in kindergarten, is essential, and it is the teacher's duty to incorporate learning media during the teaching process. This study aims to explore kindergarten teachers' perceptions and experiences regarding the use of posters as teaching tools. This research utilized a qualitative descriptive methodology. Data were gathered through observation of 20 students (5-6 years old) in the classroom during their learning activities and through semi-structured interviews with the principal and teacher of St. Paul Kindergarten Maumere. In examining the data, we analyzed interview transcripts by reviewing the interview outcomes to comprehend the data. The findings indicated that posters may serve as a tool to teach English vocabulary to kindergarteners. Moreover, it aids them in understanding and retaining English vocabulary. Interestingly, they were excited about learning English through posters.

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## 1. Introduction

Educational institutions are crucial in equipping and guiding students to evolve into dignified generations capable of confronting global challenges that affect people's lives. In today's globalized world, English has become a vital tool for communication, making it essential to introduce English vocabulary to children at an early age. English is a global language, which is why it should be taught to learners across different educational levels (Wahyuningsih & Fitriani, 2022). Thus, early exposure to a second language, such as English, not only enhances cognitive development but also fosters better language acquisition skills.

Teaching young learners requires engaging and effective methods tailored to their developmental stage. Many students remain uninterested in learning English as they find it challenging or feel unfamiliar with the pronunciation that differs from the written form. Therefore, there should be an affective methods taken as response to this challenge. Among the various teaching aids available, posters serve as a versatile and visually appealing medium for introducing English vocabulary to children (Feronika, 2025).

Posters, as a form of visual learning tool, can capture children's attention and stimulate their curiosity. A poster is a mixture of images and text in a single space that conveys information about one or two key concepts. Thus, by combining images, vibrant colors, and simple words, posters create

an interactive learning environment that appeals to children's senses (Weinstein et al., 2018). This approach aligns with theories of early childhood education, which emphasize the importance of visual aids in supporting memory retention and comprehension. The poster is part of a visual learning medium that showcases images accompanied by words or concepts related to the images presented as stated. Furthermore, the use of posters can cater to different learning styles, especially for visual and kinaesthetic learners (Hattie & Leary, 2025).

In this research the writers are interested to explore the effectiveness of posters as a medium for teaching English vocabulary to children. It investigates how visual elements in posters contribute to vocabulary acquisition and examines their impact on children's engagement and learning outcomes. By understanding the role of posters in language learning, educators can adopt more innovative and child-friendly approaches in teaching English vocabulary. Therefore, this research primarily investigates the application of poster media in enhancing English vocabulary for students of Sint Paul Kindergarten Maumere.

The use of visual media, including posters, in teaching English vocabulary to children has been widely studied within the fields of language acquisition and early childhood education. Researchers emphasize the critical role of visual aids in enhancing children's ability to learn and retain new words. This section reviews existing literature on the significance of visual media, the effectiveness of posters in education, and how these tools influence vocabulary acquisition.

Visual media plays a significant role in supporting young learners' cognitive development. Blending words and images enhances the development and merging of verbal and nonverbal representations, resulting in deeper learning than using one mode exclusively (Cavanagh & Kiersch, 2023). Therefore, combining visuals with text or spoken words helps learners process information more effectively by engaging their verbal and visual cognitive channels. On the other hands dual coding theory enhances memory retention when images are paired with words, as children can recall both the image and the associated vocabulary. Dual-coding theory may be particularly applicable for those who are learning vocabulary words (Wong & Samudra, 2021). Thus, in the context of language learning, images and visuals provide contextual cues that aid comprehension.

Posters are widely regarded as effective educational tools due to their simplicity, affordability, and accessibility. Showing posters for the first time was very effective in capturing student interest. It can enhance their self-assurance as the foundation of their education (Syukri & Humaera, 2019). So, posters are valuable for creating a visually rich learning environment that fosters curiosity and engagement. They allow for the integration of text and visuals, which can cater to different learning styles, particularly visual learners.

Vocabulary acquisition is a fundamental aspect of language learning. Children learn best when vocabulary is presented in context and reinforced through multiple exposures. The poster is part of visual learning resources that showcase images along with text or concepts related to the displayed images (Wahyuningsih & Izzah, 2023). Hence, visual aids, such as posters, provide context and repetition, which are key elements for effective vocabulary learning.

Posters are effective, their use requires thoughtful design and implementation. Posters should be age-appropriate, visually appealing, and give vocabulary improvement. The function of poster media serves not just as a source of valuable information but can also assist students in enhancing their language skills (Wahyuningsih & Fitriani, 2022). Thus, poster is a media that really help students to improve their vocabulary. Moreover, teachers should balance visual learning with other modalities to ensure a comprehensive language learning experience. Visual aids affect long-term memory retention by offering tangible illustrations that enhance connections between terms and their definitions (Wibell-Kähr & Nilsson Ek, 2024). Therefore, visual aids support students to have a memory retention about what they have learned.

The theoretical foundation for using posters as a medium to introduce children's English vocabulary is rooted in several well-established learning and language acquisition theories. These theories provide insight into why visual media, such as posters, are effective in early language learning and how they influence children's cognitive and linguistic development.

Cognitive Theory of Multimedia Learning emphasizes that individuals learn better when information is presented through multiple channels, such as visuals and text. The Cognitive Theory of Multimedia Learning (CTML) provides a strong theoretical basis for informing the development of multimedia instructional materials (Cavanagh & Kiersch, 2023). The theory posits three core assumptions: First, Dual Channels: Humans process information through separate visual and auditory channels. Continued that, one of these channels processes verbal information, such as text and narration, while the other processes nonverbal information, such as pictures and animations one of these channels handles verbal information, like text and narration, whereas the other manages nonverbal information, including images and animations. Thus, human learn by verbal and nonverbal information. Second, Limited Capacity: Each channel has a limited capacity for processing information at one time. Also said that, Students need to participate actively in learning activities to gain new knowledge, yet their capacity to do this is constrained by their cognitive abilities. Therefore, learners have to pay attention during the learning process. Third, Active Processing: Learning occurs when individuals actively engage in selecting, organizing, and integrating information. This assumption is critical to CTML, allowing effective learning environments to be essentially defined as those that promote the three processes of selection, organization, and integration. In other words, it requires learner engagement to understand the learning lesson. Posters align with this theory by combining images, colours, and text to enhance comprehension and retention. For young learners, the use of vibrant visuals in posters helps them make connections between images and vocabulary, engaging both their cognitive and sensory processes (Cavanagh & Kiersch, 2023).

Behaviourist theories, such as Skinner's concept of language acquisition through reinforcement, highlight the importance of stimuli and repetition in learning. The behaviourist theory of stimulus-response learning, especially as formulated in Skinner's operant conditioning model, views all learning as the formation of habits driven by reinforcement and rewards. Hence, behaviourist theory is stated about how children acquire language. In this case Posters act as stimuli, presenting consistent visual and verbal cues to reinforce vocabulary. Repeated exposure to posters in classrooms or learning environments helps children internalize words, promoting habit formation through positive reinforcement. For example, teachers can use posters interactively, rewarding students when they correctly identify or pronounce a word, thus encouraging further engagement (Yulianti, 2023).

Constructivist approaches, influenced by Piaget (1970) and Vygotsky (1978), Highlight that learning is an engaged process wherein individuals build understanding through their experiences. Constructivist theories elucidate how children develop their understanding of target language(s) through their evolving social-cognitive skills and increasing exposure to the language used in their environment (Behrens, 2021). Therefore, in this case posters foster an interactive learning environment, encouraging children to explore and engage with the material. Vygotsky's concept of the Zone of Proximal Development (ZPD) is particularly relevant, as posters can act as scaffolding tools that help children progress from recognizing words to using them in context, with the guidance of teachers or peers.

Vygotsky's Socio-Cultural Theory emphasizes the significance of social engagement in the process of learning. SCT originates from the previous research of Russian psychologist Vygotsky (1978), who proposed that an individual's cognitive capabilities are intertwined with their social context since cognitive development occurs through social interaction (Alkhudiry, 2022). In other words, by interact with the environment, learners can acquire more knowledge. So here, Posters can act as conversational prompts, encouraging collaborative activities where children discuss and share

ideas about the vocabulary displayed. For example, a group activity where children identify items on a poster fosters both linguistic and social skills, demonstrating the integration of socio-cultural dynamics in vocabulary learning.

Despite the recognized importance of early English exposure and the availability of various instructional strategies, there remains a clear research gap regarding the empirical effectiveness of poster-based visual media in fostering vocabulary acquisition among young learners, particularly in specific local contexts such as early childhood education settings in Indonesia. Previous studies have highlighted the potential of visual aids and multimodal learning in enhancing comprehension and engagement; however, limited research has specifically examined how posters, combining images, colors, and simple text, function as an integrated pedagogical tool for young children learning English as a foreign language.

Moreover, few studies have investigated how such media influence both cognitive outcomes (e.g., vocabulary retention) and affective aspects (e.g., motivation and interest) simultaneously. This study seeks to address this gap by systematically exploring the effectiveness of poster media in improving English vocabulary mastery and student engagement among learners at Sint Paul Kindergarten Maumere, providing context-specific insights that may contribute to more innovative and developmentally appropriate language teaching practices. By highlighting the role of posters, this research offers valuable contributions for educators to adopt more innovative, interactive, and child-friendly teaching strategies. Therefore, this research is highly interesting to examine.

## **2. Research Methods**

This study uses qualitative methods through a descriptive approach. Qualitative descriptive method is a method that emphasizes on the aspects of measurement of social phenomena by describing the facts in the field regarding the introduction strategy in early childhood English language learning (Hijriati, 2017). This method will explain the teacher's perception of the use of poster media in introducing English to early childhood. Here the author wants to know how does this media helping children to remember English vocabulary.

The subjects of this study is 20 children from class B of Sint Paul Kindergarten Maumere. Primary data and secondary data were used as data sources. In this study, primary data sources were obtained directly from children and teachers, while secondary data was obtained from related articles. The data collection techniques carried out in stages of data collection as follows.

### **2.1. Literature Study**

Literature study was conducted to collect information related to early childhood education, English language learning by poster and various theories related to this study, after which it was continued by downloading and reading journals or research reports relevant to this study.

### **2.2. Interview**

An interview is a question and answer regarding the object of research by asking a question that is in accordance with the problem being studied. Interviews were conducted with teachers and school principal to question their perceptions of the extent to which and how much poster media influences English vocabulary learning in children.

### **2.3. Observation**

Field observation in this study aims to see and observe directly the school situation, learning process and teachers in carrying out learning activities, especially learning English vocabulary using poster media.

The data were analyzed using the Miles and Huberman interactive model, which consists of three stages: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 2014).

In the data reduction stage, interview recordings and observation notes were transcribed and then coded using open coding to identify meaningful units related to the research focus, such as students' responses, engagement, and vocabulary retention. These codes were then grouped into categories through axial coding to identify patterns and relationships among the data. In the data display stage, the categorized data were organized into descriptive narratives and thematic matrices to facilitate interpretation. Finally, conclusions were drawn and verified by continuously comparing data findings and applying triangulation techniques across data sources and methods to ensure the validity and credibility of the results.

### 3. Results and Discussion

#### 3.1. Result

Based on an interview with the principal of Sint Paul Kindergarten, Sr. Yuliana, ASP about the media for English language learning in early childhood, she said "In teaching and introducing English to early childhood, teachers in this place use youtube video, posters and textbooks according to the age of the child. In our school, classroom learning is cared for by 4 teachers who are assisted by 4 assistants. With these media, learning can be done inside and outside the classroom depending on the situation". Based on this interview, it can be seen that in teaching English teachers in this school do not only use one media. This is emphasized by the results of interview with teachers. "The media that we often use at school to introduce English to children are varied, including You Tube (simple songs that are easy for children to remember), Posters (see and feel), English Mart Package Books (student worksheets are available). Children can also play while learning outside the classroom (example: up and down, in and out, puss and pull, etc.). Through simple games English vocabulary is easy for children to remember and makes them not feel bored". The teachers in this school do not seem to be monotonous in developing learning. They try to make variations by creating games that support children to be excited. They use the playful learning method, which makes learning fun and helps children understand and remember vocabulary.

Based on observations and interviews, one of the media that is often used in introducing English vocabulary to children is posters. Sr. Imelda, ASP, one of the teachers of Sint Paul Kindergarten said "We often use posters when the first time we introduce a new theme to the children. Every three or four times a week we do this, after that we will paste the posters in the classroom. So that children can see it any time when they are playing, eating, every time they come in the morning or want to go home. Therefore, they can remember what they have learned". This is very interesting because from the author's observations, various posters on specific themes are displayed in the classroom. For instance, vocabulary about animals, fruits, colours, parts of body and others. These posters are beautifully and neatly arranged in the classroom, leaving an aesthetic impression. The principal also added "When I see teachers using poster in teaching, the children are very enthusiastic and excited. Especially, if the teacher gives the lesson with enthusiasm and starts with a simple song. The children will repeat the vocabulary that the teacher says or point to the poster, the picture that is meant. For example, the teacher asks to name and point which fruit is mango, banana, pineapple and others. In this way, children remember more quickly than when we teach without using poster". It can be concluded that posters are one of the media that children like and effective in the process of learning English vocabulary.

In determining posters for classroom learning, there are several criteria that must be considered. These criteria are useful to shape the poster as a medium that attracts students to learn English vocabulary. Sr. Imelda said, "There are three criteria that we usually use to assess whether the poster is suitable to be used as a learning media for children. First, the language used must be clear, concise and easy for children to pronounce and understand. Second, the content must be interesting and relevant to early childhood. Third, it must be colorful, bright and attractive". Posters that suitable with

these criteria are used for English language learning in the classroom. With these criteria, posters as visual media in learning can attract children's interest in learning and help them to remember the vocabulary as shown in the poster.

### 3.2. Discussion

The findings of this study indicate that the use of posters, combined with other media such as videos, songs, and games, creates a varied and engaging learning environment for young learners. This supports the view that early childhood language learning requires multimodal and interactive approaches. The teachers at Sint Paul Kindergarten do not rely on a single medium; instead, they integrate posters with playful learning activities, which aligns with the principles of Cognitive Theory of Multimedia Learning. This theory emphasizes that learning becomes more effective when information is delivered through both visual and verbal channels (Cavanagh & Kiersch, 2023). In this context, posters function as visual stimuli, while songs and teacher explanations provide verbal input, enabling children to process and retain vocabulary more effectively.

Furthermore, the frequent exposure to posters displayed continuously in the classroom supports the mechanism explained in Dual Coding Theory, where the combination of images and words enhances memory retention. Children not only see the images but also associate them with spoken vocabulary through repetition. This repeated interaction, as observed in daily classroom routines, strengthens vocabulary recall. These findings are consistent with previous studies showing that visual aids provide contextual cues that facilitate vocabulary learning (Wong & Samudra, 2021; Wahyuningsih & Izzah, 2023).

From a behavioral perspective, the use of posters alongside repetition and simple games reflects the principles of Behaviorism. Posters act as stimuli, while activities such as pointing, repeating, and responding to teacher prompts function as responses reinforced through positive feedback. This stimulus-response pattern supports habit formation in language learning. The playful learning environment described by the teachers further reinforces positive learning behavior, making children more motivated and less anxious in learning English.

In addition, the findings can be interpreted through Constructivism, which highlights that children actively construct knowledge through interaction with their environment. Posters displayed in the classroom allow children to continuously engage with learning materials, even outside formal instruction time. When children point to images, mention vocabulary, or participate in games, they actively construct their understanding (Behrens, 2021). This is further supported by Sociocultural Theory, where learning occurs through social interaction. Teacher guidance and collaborative classroom activities using posters enhance both linguistic and social development (Alkhudiry, 2022).

Moreover, the criteria used by teachers in selecting posters clarity of language, relevance of content, and visual attractiveness demonstrate an awareness of effective instructional design. These findings are in line with previous research emphasizing that well-designed visual media significantly influence learners' engagement and comprehension (Wibell-Kähr & Nilsson Ek, 2024; Wahyuningsih & Fitriani, 2022). Colorful and attractive posters capture children's attention, while simple vocabulary ensures accessibility for early learners.

Overall, this study reinforces existing literature by showing that posters are not only effective as visual aids but become more powerful when integrated with interactive and playful teaching strategies. The findings also address the research gap by providing empirical evidence from a specific early childhood context, demonstrating how posters contribute to both cognitive (vocabulary retention) and affective (motivation and engagement) aspects of language learning. Therefore, the use of posters, when designed and implemented appropriately, can serve as an effective and child-friendly medium in teaching English vocabulary to young learners.

## 4. Conclusion

This study concludes that the use of posters, when integrated with videos, songs, and games, effectively creates an engaging and interactive learning environment for young learners. Posters support vocabulary acquisition by combining visual and verbal elements, reinforcing memory through repeated exposure and meaningful interaction. In addition, their use encourages active participation and aligns with child-centered learning approaches. The effectiveness of posters is further enhanced when they are designed with clear language, relevant content, and attractive visuals. Therefore, posters can serve as an effective and child-friendly medium for improving young learners' English vocabulary, especially when combined with varied and playful teaching strategies. Posters play an important role in developing children's English vocabulary by combining visuals and text to enhance memory retention and engagement, especially when designed with age-appropriate images and clear, simple language. Their strong visual appeal through colors, images, and focused messages can increase students' motivation and participation in learning. However, this study is limited by its focus on a single kindergarten context, a relatively short observation period, and the lack of extensive quantitative data, which may affect the generalizability of the findings. Based on observations, interactive posters (e.g., those with movable parts or student participation elements) are more effective than static ones, as they better capture children's attention and involvement. Therefore, teachers are encouraged to use well-designed, visually engaging posters and integrate them with other methods such as songs, games, and storytelling, while future research should involve broader samples and longer study durations to provide more comprehensive evidence.

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