



The Use of Interactive Posters to Enhance Vocabulary Acquisition Among Seventh Grade Students At Smp Negeri 1 Hutabargot

Desnita^{1*}, Mahrani², Yulia Rizki Ramadhani³

^{1,2,3} Pendidikan Bahasa Inggris, FKIP, Universitas Graha Nusantara, Padangsidempuan, Indonesia

Email: desnitatanjung123@gmail.com¹, raniwaruwu70@gmail.com², yuliadamanik44@gmail.com³

Informasi Artikel	Abstract
Submitted: 20-05-2025 Revised: 10-06-2025 Published: 02-07-2025 Keywords: <i>Interactive Poster, Teaching Media, Vocabulary Acquisition</i>	<i>This research study conducted based on the problem in the students' vocabulary in English. The aim is to know the enhancing of students' vocabulary acquisition by using interactive posters. The Class Action Research (CAR) used to investigate the students' vocabulary start from pre-test until post-test. There are 32 students as sample. The multiple-choice written test gave to students as instrument and analyzed based on statistical formula of CAR. The research finding showed that the means score of students' vocabulary acquisition was 47.4 in pre-test, 68 in post-test cycle 1 and 83 in cycle 2. The improvement from pre-test to post-test was 74.7% and the KKM achievement was 87.5%. Based on the finding, the interactive poster significantly effects to the students' vocabulary acquisition. This kind of teaching media was recommended to be applied in teaching and learning process of vocabulary mastery in English language lesson.</i>

Abstrak

Penelitian ini dilakukan berdasarkan masalah dalam kosakata siswa dalam bahasa Inggris. Tujuannya adalah untuk mengetahui peningkatan penguasaan kosakata siswa dengan menggunakan poster interaktif. Penelitian Tindakan Kelas (PTK) digunakan untuk menyelidiki kosakata siswa mulai dari pra-tes sampai pasca-tes. Ada 32 siswa sebagai sampel. Tes tertulis pilihan ganda diberikan kepada siswa sebagai instrumen dan dianalisis berdasarkan rumus statistik PTK. Temuan penelitian menunjukkan bahwa skor rata-rata penguasaan kosakata siswa adalah 47,4 pada pra-tes, 68 pada pasca-tes siklus 1 dan 83 pada siklus 2. Peningkatan dari pra-tes ke pasca-tes adalah 74,7% dan pencapaian KKM adalah 87,5%. Berdasarkan temuan tersebut, poster interaktif berpengaruh signifikan terhadap penguasaan kosakata siswa. Media pengajaran semacam ini direkomendasikan untuk diterapkan dalam proses belajar mengajar penguasaan kosakata dalam pelajaran bahasa Inggris.

Kata Kunci : Media Pembelajaran, Poster Interactive, Pemerolehan Kosa Kata

Introduction

Such teaching does not bring much change to children's English language skills. One reason for not optimal learning outcomes is that the learning model used is not suitable for a child's interests. English at school often seems monotonous and boring for students, students are only often assigned to translate words or sentences from English to Indonesian or vice versa. One element of language skills is vocabulary mastery. Similarly [Hornby in Siregar \(2013\)](#) stated that vocabulary was collection of word that could be used by a person in profession to express his or her mind. It means that vocabulary was the totals number of words that someone own in expressing a language in communication, so it is believed that the use of Interactive posters is more effective in expanding English knowledge, especially vocabulary acquisition. In vocabulary lessons this does not only deal with presenting new words but requires students' ability to understand and use words correctly. Learning vocabulary is not always just about memorizing, it also requires word recognition, memory, pronunciation, spelling, and even listening. But there are still many teachers who have not applied this method of using Interactive posters, even though the character of today's students is that they only want lessons that they find fun and not boring. fun for a student to improve English lessons.

Putri, S. D., & Asrul, L. (2020) said that “Interactive posters are not just decorations; they are learning tools that invite students to actively engage with content and language in a meaningful way.” In essence, interactive posters bridge the gap between visual learning and student interaction. They support various learning styles—especially visual and kinesthetic learners—and can be adapted for different topics, proficiency levels, and classroom contexts. Interactive posters function as both a visual aid and a learning tool. They often include pictures, key vocabulary, example sentences, and blank spaces or flaps that invite student participation. For example, a vocabulary poster on the theme of “Animals” might include pictures with missing labels, flippable cards with synonyms, or spaces where students can write their own sentences using target words. According to Putri and Asrul (2020), interactive posters increase engagement and enhance retention by transforming passive learning into an active experience. By interacting with vocabulary in a hands-on and visual way, students are more likely to remember word meanings and usage. These posters can also serve as a continuous reference in the classroom, reinforcing learning over time.

Researchers have long emphasized the role of visual aids in vocabulary acquisition. According to Mayer's Cognitive Theory of Multimedia Learning (2001), students learn more effectively when information is presented both visually and verbally. Posters, especially interactive ones, engage multiple senses and provide contextual clues, which aid in better understanding and memory. In a study by Rachmawati & Wahyuni (2017), the use of posters in English classrooms significantly improved students' vocabulary performance. They found that students were more interested and engaged when posters were used to introduce new words. These posters provided images, definitions, and example sentences, which supported deeper understanding.

From the quote above, it is quite clear to the writer that the problem is considered the most important element of a research, and the writer makes research to study the problem. The formulation of the research problem is as follows:

1. Does the use of interactive posters significantly improve vocabulary acquisition among seventh-grade students of SMP Negeri 1 Hutabargot?
2. How do students respond to the use of interactive posters in vocabulary learning?

This study seeks to investigate whether interactive posters can effectively enhance the vocabulary acquisition of seventh-grade students at SMP Negeri 1 Hutabargot.

A research hypothesis is a specific, clear, and testable proposition or predictive statement about the possible outcome of a scientific research study based on a particular variable or relationship between variables. According to L.R. Gay (2012) a hypothesis is a researcher's prediction of the research findings, a statement of the researcher's expectation about the relations among the variables in the research topic.

Based on the statement above, the writer can formulate the hypothesis of this research as follows: "There is a significant enhancing of students' vocabulary acquisition by using interactive posters at seventh grade of SMP Negeri 1 Hutabargot."

Methode

This study will be conducted in SMP Negeri 1 Hutabargot, located in Jl. H.T. Rizal Nurdin, Sihitang, Kec. Padangsidempuan Tenggara, Kota Padang Sidempuan, Sumatera

Utara 22733. The research will be conducted in second semester of 2024-2025. It is chosen based upon the school and syllabus are represents the research problems.

Arikunto (2009) states that CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Beside of solving diagnosed problems in conditional classroom activity, CAR helps the teacher through any new methods and skills and helps to build self-awareness especially through pair-teaching regarding as collaborative study between the researcher and the teacher.

In order to get the needed data from the field the writer applies the researcher test to the students. The test is applied in order to get the data about the students' mastery in vocabulary both before CAR (pre-test) and after CAR (post-test). Moreover, the writer also collects and analyzes data then reports the result of the research. In conducting the classroom action research, the writer used Kurt Lewin's model of CAR. It consists of four components, they are; 1) *planning*, 2) *acting*, 3) *observing* and 4) *reflecting*. This study involves the study of student mastery; the test is considered the most appropriate instrument to obtain the required data. It is said that, because of the test results, in this case the wounds obtained by students through tests can be used as a measure to determine the mastery of student learning. And by using tests we can score objectively. So hopefully we can get accurate data. In addition, the test results can be analyzed easily by using statistical analysis when compared to other instruments. After collecting student answer sheets, the next step the author took was to assess student answers. The pre-test and post-test consist of 20 items, if a student can answer one test item correctly, he will get a score of 5.0. That is, if a student can answer all the questions correctly, he will get a score of 100. It is obtained from $20 \times 5.0 = 100$. This is the highest score a student can get.

The next, Observation sheet will be used to record students' engagement, participation, and interaction during the implementation of interactive poster activities. This qualitative instrument helps capture how students respond to the method in terms of motivation and involvement.

The population of this study was class VII students, totaling 200 students who were divided into 6 classes which were held at SMP Negeri 1 Hutabargot. Random sampling can be applied because the population is homogeneous. It is said to be homogeneous, because it comes from the same level and is treated the same in the teaching and learning process. Based on the explanation above, the writer only took one class as the sample of this research. consists of 32 students. They are from class VII-3. The researcher tried to get the average of students' vocabulary score per action within one cycle. It is to know how well students' score as a whole on vocabulary mastery. It uses the formula by Anas Sudijono (2008) as follows:

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

In which :

M_x = Mean
 X = Individual score
 N = number of student

1. The researcher tried to get the class percentage which pass the KKM 75 (seventy five). It uses the formula by Anas Sudijono (2008) as follows :

$$P = \frac{F}{N} \times 100 \%$$

In which :

P = The class percentage
F = Total percentage score
N = Number of students

2. The researcher tried to analyze the result of pre-test up to post – testscore in cycle 1 and 2 to know whether or not there is the improvement score on students' mastery in vocabulary. In calculating it, the researcher uses the formula based on DavidE. Meltzer (2008):

$$P = \frac{y - y1}{y} \times 100 \%$$

In which :

P = Percentage of students' improvement
y = pre-test result
y1 = Post-test result

$$P = \frac{y - y2}{y} \times 100 \%$$

In which :

P = Percentage of students' improvement
Y = pre-test result
y2 = Post-test result 2

Result and Discussion

Result

Before applying the CAR, the writer gave a pre-test to the students, the pre-test where the writer explained about the application of the Interactive posters that the writer would carry out to examine the students' abilities. Based on the result of pre-test, the data showed that the mean score of pretest was 47.8. The, the mean score in post-test cycle 1 was 69 and cycle 2 was 83. The enhancing of students' vocabulary can be seen as diagram below:

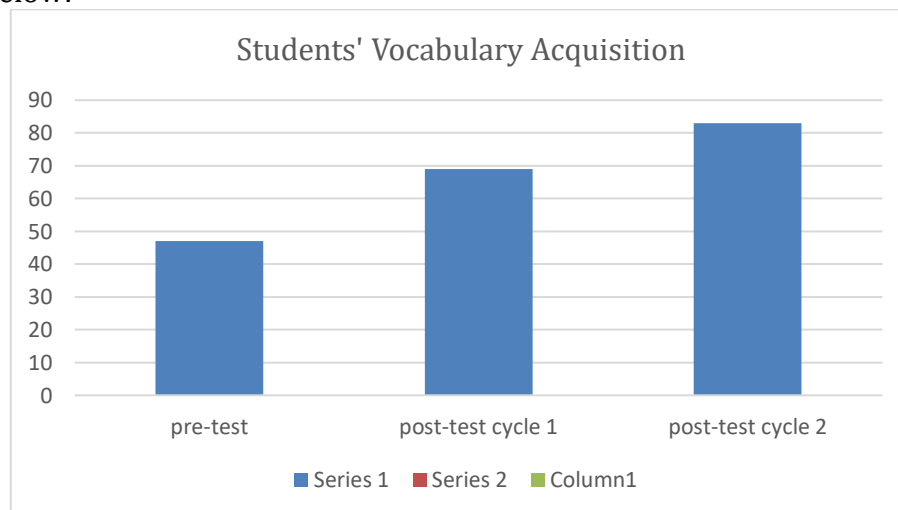


Diagram 1: Students' Vocabulary Acquisition by Using Interactive Posters in pre-test, cycle 1 and cycle 2

Table 1
The frequency and percentage distribution of the students' vocabulary Scores of pre-test

NO	SCORES	FREQUENCY	PERCENTAGES
1	25	5	15.62%
2	35	5	15.62%
3	40	9	28.12%
4	50	2	6.25%
5	60	2	6.25%
6	75	8	25%
TOTAL		32	100 %

From the calculation results there are no students who have met the minimum completeness criteria (KKM), then after dividing by the number of students in the class and converted into percentages, it can be stated that 25% of students who pass the minimum completeness criteria (KKM).

Table 2
The frequency and percentage distribution of the students' vocabulary
Scores of post-test cycle 1

NO	SCORES	FREQUENCY	PERCENTAGES
1	45	3	9.37%
2	55	3	9.37%
3	65	6	18.75%
4	75	11	34.37%
5	85	5	15.62%
TOTAL		32	100 %

From the calculation, there are 16 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 50 % students whom passed the minimal completeness criteria (KKM).

Table 2
The frequency and percentage distribution of the students' vocabulary
Scores of post-test cycle 1

NO	SCORES	FREQUENCY	PERCENTAGES
1	60	1	3.12%
2	65	2	6.25%
3	75	4	12,5%
4	80	7	21,87%
5	85	8	25%
6	95	9	28,12%
TOTAL		32	100 %

So that, after dividing by the number of students in the class and converted into percentages, it can be stated that 87.5% of students who pass the minimum completeness criteria (KKM).

To calculate the percentage increase in students' vocabulary test scores between pre-test and post-test 2, the authors calculated as follows:

$$\begin{aligned} P &= \frac{y_2 - y_1}{y_1} \times 100 \% \\ &= \frac{83 - 47.5}{47.5} \times 100 \% \\ &= \frac{35.5}{47.5} \times 100 \% \\ &= 74.7 \% \end{aligned}$$

So, the percentages of students' mean score improvement from pretest to post-test cycle 2 is **74.7 %**. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success, 70%. So, the cycle of CAR is stopped.

Discussion

The researcher collects some information after calculating and analyzing the data obtained from the research. First, according to hypothesis testing and effect size calculation, the use of Interactive posters is recognized as one of the teaching media that can have a significant impact on vocabulary acquisition. Although not specifically designed for vocabulary, it can be implemented in learning and teaching in schools. Students are more enthusiastic about learning vocabulary by using Interactive posters. At first, they may be confused by lessons using Interactive posters. When they are involved in the learning process, the use of Interactive posters guides them to be more creative and more active in class. Second, the hypothesis that there is a significant increase in the vocabulary mastery of students who are taught using Interactive posters is evidenced by the results of data analysis. The interpretation of the data results between the pre-test, post-test cycle 1 and post-test cycle 2 are as follows: In the pre-test, the students' average score on the vocabulary test before using CAR and applying Interactive posters in teaching vocabulary was 47.8. This average value is low because the average minimum standard set by the teacher is 75 (seventy five).

So, the average score of 47.8 is considered to be in the category of bad scores. Then to compare whether the CAR was successful or not, a post-test was conducted after the CAR was applied for each cycle. The result of the average value of the post-test cycle 1 is 69. This is considered a bad category value obtained by students because they have not been able to pass the minimum standard value set by the teacher. However, in this case it is said that the average score of students from pre-test to post-test increased. The percentage increase is 44.3%. However, from this percentage, the CAR is not fully satisfactory. Furthermore, the mean score of post-test 2 was 74.7%. It can be said that the students showed their best performance.

They prove a good improvement for each cycle. The percentage increase in the mean score between pre-test and posttest 2 was 74.7%. From this percentage, it can be concluded that the CAR was successful because the post-test average score of 2 students passed the CAR success criteria, which was 70%. So, the CAR cycle is stopped. This study focuses on the use of Interactive posters in teaching vocabulary. Vocabulary is one of the language components that must be mastered by students before having the ability to communicate a language. Therefore, the use of Interactive posters was investigated to prove that it is statistically effective as a useful tool for building vocabulary.

After calculating the research data, it can be seen that the use of Interactive posters can increase students' vocabulary knowledge. By using Interactive posters, students can pay more attention to the teaching and learning process. In addition, the use of Interactive posters can also help students to be more active in the teaching and learning process.

Conclusion

After following the statistical process in this study, it can be concluded. Before applying Interactive posters in learning, students' vocabulary scores can be categorized into the poor category. This can be seen from the average value of the pre-test vocabulary, which is 47.8. While, After applying the Interactive posters in cycles one and two, students' vocabulary scores can be categorized into capable categories. This can be seen from the average scores of post-test students in cycles one and two, namely: 69 and 83. Using Interactive posters in teaching can improve students' vocabulary mastery. This can be seen from the mean score of students from 47.8 to 83. Percentage of grade VII students of SMP Negeri 1 Hutabargot for the academic year 2024 - 2025 who managed to achieve the Minimum Completeness Criteria (KKM) at the end of the cycle is 87.5 %. In other words, there is a significant improving in the vocabulary mastery of students who are taught by using Interactive posters", this can be seen from the percentage in crease in students' vocabulary test scores between pre-test and post-test 2 is 74.7%.

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