

Postering Media In Teaching English To Kindergarten Students At Tk/Ra Ihya Al Ulum Universitas Islam Makassar

Muthmainnah Mursidin¹, Ida Ilmiah Mursidin², Dhini Rahmadani³

^{1,3}Pendidikan Bahasa Inggris, Universitas Islam Makassar

²Ekonomi Syariah, IAIN Parepare

Email: muthmainnahmursidin.dty@uim-makassar.ac.id¹, idailmiahmursidin@iainpere.ac.id², rdhini582@gmail.com³

Abstract: This study aims to describe the effectiveness of using poster media in the English language teaching and learning process within early childhood education settings. A qualitative descriptive method was employed, involving 18 kindergarten students as research subjects. The findings indicate that the use of posters successfully captures students' attention, enhances their active participation during the learning process, and leads to satisfactory evaluation outcomes. Instructional media such as posters not only facilitate students' comprehension of the material but also make the learning experience more engaging and interactive. This study highlights the importance of incorporating visual media like posters to improve the quality of English language learning for young children.

Keywords: *Learning, media, poster, kindergarten students.*

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan efektivitas penggunaan media poster dalam proses belajar mengajar Bahasa Inggris di lingkungan pendidikan anak usia dini. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif, dengan subjek penelitian sebanyak 18 orang siswa TK. Hasil penelitian menunjukkan bahwa penggunaan poster dapat menarik perhatian siswa, meningkatkan partisipasi aktif mereka selama proses pembelajaran, dan menghasilkan nilai evaluasi yang memuaskan. Media pembelajaran seperti poster tidak hanya memudahkan siswa dalam memahami materi tetapi juga membuat proses pembelajaran menjadi lebih menarik dan interaktif. Penelitian ini menekankan pentingnya penggunaan media visual seperti poster dalam meningkatkan kualitas proses pembelajaran Bahasa Inggris pada anak usia dini.

Kata kunci: *Pembelajaran, media, poster. Siswa TK*

INTRODUCTION

Inspirational teachers are teachers who know the direction of teaching in the present so that they can think about things that create a conducive learning environment and use a student-centered learning approach. The teaching media used must certainly be considered so that the delivery of material runs effectively and efficiently. Based on the conclusion of the foundation of learning media that with the existence of various existing media can be used according to the teacher's preferences by considering the characteristics of the material and learners, by paying attention to these children will find it easier to understand and learn concrete things than abstract.

Materials are "anything that can be used to facilitate the learning of a language, including textbooks, videos, tiered readings, picture cards, games, websites, and cell phone interactions" (Tomlinson, 2012, p. 143). Learning media is used in the context of communication and interaction between teachers and students in the learning process. According to Gagne, media is a type of component in the student environment that can stimulate them to learn. Arsyad (2006:3) stated that the definition of media tends to be interpreted as graphic, photographic or electronic tools to capture, process and rearrange visual or verbal information. From this opinion, it can be concluded that the media is a communication component that

functions as an intermediary or messenger from the sender to the receiver. Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material.

Overall, according to Febriyanty, et al. (2024), it shows the important role of visual media, such as picture cards, in improving the English teaching and learning process. The use of picture cards can bring about significant changes in the English classroom by attracting students' attention, improving their comprehension, strengthening vocabulary retention, and increasing motivation. The positive impact of the use of visual tools such as images in the teaching of English literature, shows that these tools are very beneficial for teachers and students by creating a more engaging and effective learning experience. These findings confirm the broad benefits of integrating multimedia cards and images in English language teaching, making the learning process more interactive and inclusive. In addition, it provides additional evidence about the effectiveness of visual media in specific educational contexts. Highlighting the effectiveness of the use of subtitled images in facilitating grammar comprehension, it also shows that the use of multimedia cards and other visual tools improves the learning experience of students, making it more enjoyable and productive. Overall, this study emphasizes the importance of the adoption of picture cards in English language education to improve understanding, engagement, and academic achievement in a variety of learning environments.

Based on the explanation above, the use of multimedia is one of the good ways to teach. From this case, the researcher investigated the effectiveness in the effectiveness of English learning by using poster media to Tk/Ra Ihya Al Ulum UIM students..

METHOD

The research method used in this study is a descriptive qualitative method. A research method based on descriptive data processing (Djam'an Satori, 2011: 23). Descriptive qualitative research is carried out to explain existing research without providing manipulation of the variable data studied by conducting direct interviews (Bahri, 2017: 73).

According to qualitative research theory, in order for research to be successful with quality, the data collected must be complete in the form of primary and secondary data. Primary data is a direct source of research from the research subject related to the research subject, as the researcher's first source of information, namely students. According to Sandu and Ali in (Sandu Siyoto & Aliz, 2015) secondary data is data obtained from graphic documents (tables, notes, minutes, meetings, etc.), photographs, films, video recordings, objects, and others that can enrich primary data. The subjects observed in this study are children of Kindergarten/Ra Ihya Al Ulum UIM. There were 18 students in this study. The technique used in this study is a direct technique, because the author uses observation as a data collection tool. Researchers record videos of the teaching and learning process to review events or processes that were missed in learning using multimedia. In addition to recording videos to collect data, researchers also use worksheets as observation tools, worksheets as research observation tools are instruments used to collect data when making direct observations in the field.

RESEARCH FINDING

After conducting research, by choosing the right learning media, you can influence a student's learning ability to achieve the learning goals that have been set. There are various types of learning media that can be used as an alternative for educators to be effective and optimize learning activities in the classroom. One of them is the use of image media such as the one used by the researcher, namely posters. Basically, learning media is included in the achievement of success in the learning process. Therefore, it is very important in the learning process using learning media. Learning using media is very necessary, especially in early childhood.

Serial image media is a learning medium in the form of images that contain stories in several sequences so that between one image and another image forms a unit that depicts events in the form of a structured story. (Azhar Arsyad, 2002). By using the media of the series, it can develop the potential of children's speech development, namely by means that children can convey messages consisting of two or three words and can give rise to more complicated sentences.

After a series of observations and tests, poster-based image media has proven to be effective in increasing vocabulary in students. The effectiveness of the use of poster-based image media in learning was obtained based on the observation results showing that students play an active role in listening learning which involves images poured into posters. This is shown by the enthusiastic response of students in actively listening to the learning process and dexterity in answering questions asked by teachers. The results of the material test (written test) shared by the researcher showed the average score obtained by the students. In answering the questions that were distributed in the form of

paper that had been provided, the average student was able to answer the questions. This shows that learners not only remember the material given but also understand it. Although the internal learning conditions between one student and another are different, especially in terms of readiness to receive subject matter, poster-based image media is considered to be able to attract students' attention to participate in learning.

Based on the results of the effectiveness test in the study, it can be seen from two things that are a measure of the effectiveness of the use of a media in learning. First, students actively participate in classroom dynamics when learning with media is ongoing. Second, the results of the evaluation in the form of a written test of students have satisfactory scores. This effectiveness is of course obtained by making a series of preparations, both carried out by teachers, students, and even schools. Learning media is sometimes considered a non-mandatory component of learning. This means that his participation in teaching is considered troublesome. In fact, in this modern learning, the involvement of learning media, especially poster-based image media, will greatly influence the process of teaching and learning activities. Although indeed in the planning and technical implementation, difficulties and obstacles are encountered that may cause trouble for teachers and schools as education and teaching providers. However, it is hoped that all school personnel can support each other and facilitate all forms of creativity that are pursued. Because, in the end, all of this is to advance the quality and quality of education itself.

CONCLUSION

The conclusion of this journal is that the use of poster-based image media has been proven to be effective in improving English learning skills in early childhood, especially in increasing vocabulary. The results show that the use of posters can attract students' attention, increase their active participation during the learning process, and produce satisfactory evaluation scores. Learning media such as posters not only make it easier

for students to understand the material but also make the learning process more interesting and interactive.

However, this success requires good preparation from teachers, students, and the school. Although the use of learning media is often considered troublesome, the positive results show that support for media integration in teaching is very important to improve the quality of education

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