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SARASWATI****MAJALAH ILMIAH TENTANG BAHASA, SASTRA
DAN PEMBELAJARANNYA**

The Effect of Short Story Poster on Young Learners' Vocabulary Achievement in 5th Grade Students at SDN 1 Satera

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Abstrak

Penelitian ini menyelidiki efektivitas penggunaan poster cerita pendek untuk meningkatkan pencapaian kosakata di kalangan pelajar muda. Dilaksanakan di SD Negeri 1 Satera, penelitian ini melibatkan 15 siswa kelas lima selama tahun ajaran 2024/2025. Desain penelitian tindakan kelas digunakan, dengan data pra-tes dan pasca-tes dikumpulkan untuk mengukur dampak intervensi.

Hasil penelitian menunjukkan peningkatan yang signifikan dalam pencapaian kosakata siswa, dengan skor rata-rata meningkat dari 55,2 pada pra-tes menjadi 78,6 pada pasca-tes. Simpangan baku menurun dari 8,4 menjadi 7,2, yang menunjukkan kinerja yang lebih konsisten di seluruh kelompok. Kombinasi konteks naratif dan alat bantu visual dalam poster cerita pendek terbukti efektif dalam membuat pembelajaran kosakata menarik dan bermakna, memenuhi kebutuhan perkembangan dan preferensi belajar pelajar muda.

Abstract

This study investigates the effectiveness of using short story posters to enhance vocabulary achievement among young learners. Conducted at SD Negeri 1 Satera, the research involved 15 fifth-grade students during the 2024/2025 academic year. A classroom action research design was employed, with pretest and posttest data collected to measure the impact of the intervention.

The results reveal a significant improvement in students' vocabulary achievement, with the average score increasing from 55.2 in the pretest to 78.6 in the posttest. The standard deviation decreased from 8.4 to 7.2, indicating more consistent performance across the group. The combination of narrative context and visual aids in short story posters proved effective in making vocabulary learning engaging and meaningful, catering to young learners' developmental needs and learning preferences.



1. BACKGROUND

In learning a foreign language, vocabulary acquisition is crucial. Vocabulary is the most essential and fundamental element of language as it influences the four basic language skills: listening, speaking, reading, and writing. It serves as the foundation for language comprehension and production, enabling learners to understand and effectively communicate ideas. Learners with rich vocabularies excel in reading comprehension and verbal fluency tasks (Thornbury, 2002). For young learners, vocabulary acquisition is especially critical as it directly impacts their language development. However, teaching vocabulary to young learners requires engaging methods tailored to their developmental needs and shorter attention spans (Cameron, 2001).

There are numerous methods for teaching vocabulary, ranging from rote memorization to contextualized approaches. Common techniques include flashcards, storytelling, visual aids, games, and digital media. Multimodal methods that integrate visual, auditory, and kinesthetic elements significantly

enhance vocabulary retention, particularly for young learners (Pinter, 2006). Visual and contextual tools, such as posters and short stories, are especially beneficial as they align with young learners' cognitive development and their preference for colorful, narrative-based learning materials (Ellis & Brewster, 2014). However, relying solely on either short stories or posters has its limitations.

Short stories provide an engaging narrative context that enhances the meaningfulness of vocabulary learning. They improve listening and comprehension skills, stimulate imagination, and expose students to vocabulary in context (Wright, 2000). However, the absence of visual support can hinder understanding, particularly for unfamiliar words (Linse, 2005). Research by Chou (2014) highlighted that storytelling significantly enhances vocabulary acquisition, with visual aids further enriching comprehension. Similarly, Pham and Nguyen (2019) demonstrated that storytelling positively contributes to vocabulary retention due to its contextualized nature.



Posters, as visual aids, support vocabulary retention by linking words with images. They capture attention and cater to visual learners (O'Hara & Pritchard, 2008). Despite their benefits, posters lack contextual depth, which may lead to superficial learning (Lee, 2016). Research has shown positive results for poster-based vocabulary instruction. Chen (2015) emphasized the reinforcement of vocabulary through visual association, while Pongsiri (2021) reported improved retention among visual learners, albeit with limitations in understanding less familiar vocabulary.

Combining short stories with posters could address these gaps by leveraging the narrative and contextual strengths of short stories and the visual benefits of posters. Young learners, who are naturally drawn to colorful visuals and interactive activities, benefit from this multimodal approach, which aligns with their cognitive characteristics (Brown, 2007). Brewster et al. (2014) suggested that multimodal strategies accommodate various learning styles, enhancing learning outcomes.

While previous research has examined short stories and posters separately, few studies have explored their combined use for vocabulary acquisition in young learners. This study aims to fill that gap by investigating the effect of short story posters on vocabulary achievement among 5th-grade students at SD Negeri 1 Satera. By integrating storytelling with visual aids, this study seeks to determine whether short story posters provide a more effective vocabulary learning method.

2. LITERATURE REVIEW

Vocabulary refers to the body of words known and used by a person in a language. It encompasses receptive vocabulary (words recognized in context through reading or listening) and productive vocabulary (words actively used in speaking or writing) (Nation, 2001). Vocabulary plays a crucial role in language proficiency, as a diverse range of vocabulary significantly enhances communication skills (Tarigan, 2011). Thornbury (2002) emphasized that vocabulary size directly impacts language proficiency, stating that individuals with a broader vocabulary can express themselves more effectively



in the target language. In summary, vocabulary is the collection of words that individuals understand and use. It includes both common everyday terms and specialized jargon. Developing a rich vocabulary is essential for effective communication in both oral and written forms.

Short stories are concise works of fiction focusing on a single plot, character, or theme. They convey ideas, themes, or experiences through characters, settings, and narratives in a brief format (Wright, 2000). According to Al-Dersi (2013), short stories make language learning more enjoyable, stimulate curiosity about the target culture and language, and encourage language acquisition. They provide opportunities to integrate vocabulary learning with other skills, such as speaking and writing, by presenting new words in meaningful contexts. Short stories are particularly advantageous for young learners due to their engaging narratives and compact format, which allows for quick reading and comprehension. They are ideal for vocabulary acquisition as they introduce new words within a relatable and

imaginative context, fostering better understanding and retention.

A poster is a visual tool that combines text and images to present information in an engaging and accessible manner (Teo, 2018). As part of visual media, posters provide visual representations of vocabulary words, aiding memory retention (O'Hara & Pritchard, 2008). Posters improve recall by visually associating words with images (Chen, 2015). However, their lack of context may lead to isolated learning rather than contextual understanding (Lee, 2016). Posters are particularly effective for young learners due to their preference for colorful visuals and interactive learning materials. They cater to visual-spatial learning strengths, making them a valuable tool for vocabulary instruction.

A short story poster integrates storytelling with visual aids by presenting narrative content in a poster format, combining text with illustrative images. This method leverages the narrative benefits of short stories and the memory aids of posters, providing a multimodal learning experience. According to Brewster, Ellis, and Girard (2014), this



approach enhances vocabulary acquisition by connecting words with visuals in a meaningful context. It aligns with young learners' cognitive development and their preference for storytelling and visual learning.

3. RESEACH METHOD

The study used Classroom Action Research (CAR). CAR is research conducted by teachers in the classroom. It aims to improve the quality of learning practice by focusing on the process of teaching and learning in the class. The data were collected by administering tests to fifth-grade students at SDN 1 Satera. The tests were divided into two: a pre-test and a post-test. The pre-test was conducted to determine students' vocabulary achievement before implementing short story posters in the vocabulary teaching and learning process. Meanwhile, the post-test was conducted after implementing the treatment to determine whether there was a significant effect of using short story

posters on students' vocabulary achievement.

4. RESULT AND DISCUSSION

This study aimed to examine the effectiveness of using short story posters on young learners' vocabulary achievement. The results are presented below, followed by an analysis and discussion of the findings.

The study involved 15 students from the fifth grade of SD Negeri 1 Satera. Vocabulary achievement was measured using pretest and posttest scores. The descriptive statistics for both tests are summarized in Table 1.



Table 1. Statistics for Pretest and Posttest

Statistic	Pretest	Posttest
Mean (Average Score)	55.2	78.6
Score Range	40–70	65–90
Standard Deviation	8.4	7.2

Before the intervention, students' vocabulary abilities were assessed through a pretest. The average score was 55.2, with a range of 40 to 70. The standard deviation of 8.4 indicated a moderate variation in students' performance, suggesting varying levels of prior vocabulary knowledge among participants. After the intervention using short story posters, the posttest results showed a significant improvement. The average score increased to 78.6, with scores ranging from 65 to 90. The standard deviation decreased to 7.2, indicating a more consistent performance among students compared to the pretest. The improvement in scores is illustrated in Figure 1, which shows the average scores for both tests. The increase in the mean score (23.4 points) demonstrates the positive impact of using short story posters on vocabulary achievement.



The findings indicate that short story posters significantly enhanced students' vocabulary achievement. The increase in average scores from 55.2 to 78.6 aligns with previous studies, such as Chou (2014) and Brewster et al. (2014), which emphasize the effectiveness of multimodal teaching tools in improving vocabulary retention.

The combination of narrative context from the short stories and visual support from the posters likely contributed to the improved performance. The consistent use of visuals provided concrete associations for vocabulary words, aiding memory retention (Chen, 2015). Additionally, the narrative context offered by the short stories helped students understand the practical application of new vocabulary.

The reduced standard deviation in posttest scores indicates that the intervention not only improved overall performance but also helped bridge the gap between students with varying levels of prior knowledge.

Despite these promising results, it is important to note the limitations of the study. The sample size was relatively small, and the study was conducted in a single school setting, which may limit the generalizability of the findings. Future research could expand the sample size and explore the long-term effects of using short story posters in vocabulary instruction.

5. CONCLUSION

The findings of this study highlight the effectiveness of using short story posters as a teaching tool to enhance vocabulary achievement among young learners. The significant improvement in students' vocabulary scores, from a pretest mean of 55.2 to a posttest mean of 78.6, demonstrates the positive impact of integrating narrative context and visual aids into vocabulary instruction.

The reduced score variation in the posttest further indicates that this method not only improves overall learning outcomes but also supports students with varying levels of prior knowledge, fostering a more fair learning environment.



Short story posters provide a dual benefit by offering contextualized language exposure and engaging visual motivations, making vocabulary learning meaningful and enjoyable. These findings support adopting multimodal strategies in language teaching, particularly for young learners.

Future studies should explore the long-term effects of this approach and assess its applicability in different educational settings and age groups. By continuing to innovate and integrate diverse teaching strategies, educators can create more inclusive and effective learning experiences for their students.

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