



# Developing Poster for Teaching Vocabulary to Young Learners

Misa Feronika<sup>1</sup>, Sumarni<sup>2</sup>, Wardah<sup>3</sup>

<sup>1,2,3</sup> Pendidikan Bahasa Inggris, FKIP Universitas Tanjungpura

Corresponding E-Mail: misaferonika19@gmail.com

Received: 2025-05-28 Accepted: 2025-08-06

DOI: 10.24256/ideas.v13i2.6822

## Abstract

This study aimed to develop the posters designed for teaching vocabulary to young learners, specifically within the context of TK Primanda UNTAN in Pontianak. This study utilized the ADDIE development model, focusing on three phases: analysis, design, and development. Data were collected through an interview and an assessment rubric to evaluate the final product. Analysis of the data was conducted using Aiken's V. According to the teacher's assessment rubric, the poster received a score of 0.96, indicating that it is feasible, valid, and acceptable for use in teaching vocabulary to young learners. This research contributes valuable insights into the effective design and development of instructional materials for enhancing vocabulary acquisition in early childhood education.

**Keywords:** Poster, Vocabulary, Young Learners

## Introduction

Along with the development of the era in education, the popularity of English study is widespread all over the world. Learning English is taught at all levels in schools. Introducing English is an advantage for students. English is taught in the forms of EFL and ESL in various parts of the world. In Indonesia itself, English is taught in the form of "English as a Foreign Language". In essence, English language teaching has special tricks for helping students learn, especially young learners. These predetermined tricks will later become the main attraction and challenges for teaching and learning for young learners. Young learners themselves are students with an age range of 3 to 15 years of active learning age (Linse&Nunan, 2005). Shin and Crandall (2011) found that more than 50 percent of countries introduced compulsory English language courses by the third grade in a recent survey of EYL teachers around the world. This proves that introducing English to young students is very important, starting at an early age.

Basically, in every language learning process, the very first thing that is taught

or introduced is the smallest unit. In this case, it is word recognition or learning words. As stated by Cameron (2001) "building up a useful vocabulary is central to the learning of a foreign language at the primary level" (p. 72). This happens in language teaching and learning in classrooms or everyday environments, such as the family environment. However, children are capable of learning foreign language words by participating in classroom activities' discourse. In its implementation, several things are needed to support it. However, there are differences at each level, especially if the implementation is in kindergarten, which is mostly a place for children to learn while playing. Shin (2014) states that "the natural characteristic of young learners is active, purposeful, creative, and hands-on activities that are interesting and relevant" (p. 555). The key insight here is that it is essential to make learning engaging for children. One effective approach involves utilizing media as a tool to enhance the ongoing teaching and learning experience, particularly in the context of vocabulary instruction. Therefore, media play a crucial role in enhancing teaching and learning experiences, making them engaging and accessible. Teachers can achieve this by enhancing existing interactive media to increase their appeal or by creating entirely new and distinctive materials. These media resources can serve as effective tools for teaching vocabulary to children, such as through the use of posters.

TK Primanda UNTAN is the one of the kindergartens that includes English in the learning curriculum. The learning curriculum used and implemented is the 2013 curriculum or "K13" as the official curriculum. English lessons are held every Thursday as an extracurricular activity. In practice, the teacher teaches the most basic things, introducing vocabulary. The vocabulary taught is basic vocabulary about surrounding objects, colors, numbers, letters, families, etc. The teaching system is per theme every two weeks until the children fully understand the vocabulary included in the theme in a limited number, considering the different conditions of each child. Based on observations in the pra-research, researcher have seen the media used as teaching materials. Some are in the form of toys and printed posters, but they are classified as general types of posters, namely posters printed without anything being developed and looking like old posters. The difference between the developed poster and the school's poster is in terms of physicality and usability. School's posters tend to be two-dimensional old posters with small font and image elements. School posters are also only pasted on the classroom wall, making it impractical to carry in front of children while learning. Unlike the developed poster, this poster has a larger size and is supported by three-dimensional elements. The visuals are also more colorful and there is a standard amount of vocabulary per poster. The advantage of this poster is that it can be used as a game media during the learning process.

In addition, the teacher said that posters as teaching materials were not used very often. They are more likely to use handicrafts as teaching materials when

teaching vocabulary. However, the use of posters as teaching materials in TK Primanda UNTAN is still rare and still uses ready-made printed posters without being further developed or modified. Limitations also occur in the appearance of e-media due to a lack of facilities and infrastructure, such as infocus, so teachers take the initiative to make non-e-media. Whereas kindergarten students tend to prefer something that is full color as an addition to student interest and motivation in learning, besides that as a motor stimulant for students (Shin, 2014). Therefore, the researcher is interested in developing this product for teaching vocabulary in this kindergarten because the posters tend to be colorful and have interesting pictures, and another reason is that teachers need more new interactive media to support the vocabulary learning process at school. The methodology to be used in this research is development research with the ADDIE model proposed by Branch (2010).

In a previous study conducted by Adisti et al. (2023) research focused on the creation of a digital poster book model for teaching English in early childhood education within Indonesia. The study employed the ADDIE development model, consisting of five phases: analysis, design, development, implementation, and evaluation. The findings indicated that the final version of the English digital poster book was deemed practical and valid by all content experts for teaching English in early childhood education in Indonesia. Most children expressed great enthusiasm in using this product for learning English, and teachers affirmed its appeal, ease of understanding, alignment with children's learning levels, user-friendly operation, and its effectiveness as a guide for English instruction at the kindergarten level. Another investigation by Jannah et al. (2023) at SMP Negeri 1 Darul Aman, Aceh, Indonesia, focused on the utilization of poster media to enhance students' learning outcomes in descriptive text writing. The study revealed that the use of poster media significantly improved overall learning outcomes in English, particularly in the area of descriptive text writing. Additionally, there was an observed increase in the level of student learning completeness.

Previous studies suggest that posters are beneficial for teaching and learning. However, the development of posters specifically for teaching English vocabulary especially in kindergarten remains limited. Existing research has focused on general English learning using digital poster books which may not be accessible to all schools or on older students, such as junior high schoolers improving descriptive writing. This gap has prompted the researcher to explore the use of posters as a vocabulary teaching tool for kindergarten students, especially in TK Primanda UNTAN.

## Method

Based on the purpose of this research, the researcher used R&D (Research and Development) design with ADDIE concept by Branch (2010). Gall et al. (2003) stated that research and development involve utilizing research findings to create new products and processes, then applying research methods to test, assess, and

improve them in real-world settings until they achieve the required standards of effectiveness, quality, or other specified criteria. ADDIE itself is an acronym for Analyze, Design, Develop, Implement, and Evaluate. The ADDIE concept is being applied here for constructing performance-based learning (Branch, 2010). The researcher uses the ADDIE concept because the researcher wants to develop the product in learning especially ELT for Young Learners. The researcher did three phases of the ADDIE concept and only focused on three stages; Analysis, Design, and Development. This was because the researcher concentrated on product development, and these three stages could answer the research question. Additionally, this development model has an advantage in its systematic stages of work. Each phase is evaluated and revised from the stages passed, so that the resulting product becomes a valid product.

The purpose of the Analyze phase is to identify the probable causes for a performance gap (Branch, 2010). In this phase, the researcher analyzes the problems that occur in schools, analyze what students need at school, what kind of products students want, and select classes for research settings through pre-research observations before deciding to design a product. For the analysis of student needs, the researcher was conducted an interview with the teacher to understand the big picture of the type of product that will be developed.

Although, in this phase the researcher analyzes how the media used and how like English teaching and learning activity in this kindergarten. The next step is design. Design phase is to verify the desired performances and appropriate testing methods. After conducting interview and then analyzing the problems that exist in the school, the researcher designed a prototype or design a product draft to serve as a sample prior to the development stage based on the problem analysis stage and student needs.

At this stage, the researcher selected and collected appropriate vocabulary based on the themes taught in kindergarten. The product designed was a prototype poster, intended for use in vocabulary teaching at TK Primanda UNTAN. The last stage is Development. Branch (2010) stated that the development phase is aimed at generating and validating learning resources that will be required throughout the instructional module period. In this process, the researcher developed the final prototype product planned in the previous stage into a finished product ready for use as a vocabulary teaching media and conducted validation tests by several experts such as material and media experts, in this case, the teachers at this kindergarten.

This process required various tools and materials to be prepared by the researcher. The poster developed in this phase included interactive activities with a matching game as its main activity. Therefore, the researcher provided a validation questionnaire or product assessment rubric. Participants of this research is six teachers in TK Primanda UNTAN. In this kindergarten, the use of

posters was still not used too often in teaching and learning English. Therefore, the researcher designed poster for teaching vocabulary.

As for ensuring and testing whether this product is suitable for use in English teaching and learning activities, the roles of teachers and students were very helpful. Meanwhile, the researcher used Interview and assessment rubric as instrument and tools of data collection for this research. According to Leavy (2017), interview is a commonly used research genre across disciplines. This interview starts with a standard set of questions that are posed to a number of participants, also known as organized conversations that are steered by fresh information learned through interactive discussions (Ahlin, 2019).

In this research, the researcher used close-ended questions with structured interviews to gather more specific data from the participants' perspectives and for the assessment rubric is intended to find out product ratings from teachers. This assessment rubric also determines the validity of the product to be used. The assessment rubric is adapted rubric by Buzzetto and Pinhey (2015) and Gonzales (2023).

In addition, to analyze and measure the data from the the assessment rubric of validity test, the researcher used Aikens'V by Aiken (1985). Its also known as the content validity coefficient, is a statistic used to measure content validity. It assesses the agreement among experts on the content validity of items in a questionnaire or survey. Aiken's V can be calculated using the formula:

$$V = \frac{\sum s}{n(c-1)}$$

Where:

$s = r - lo$

$lo$  = the lowest number of validity assessments

$c$  = the highest number of validity assessments

$r$  = a number given by an appraiser

After analyzing the data, the results determined based on the validity index listed in the table of *Right-Tail Probability (p) for Selected Values of the Validity Coefficient (V)*.

## Results

To identify a feasible and appropriate learning media for young learners at TK Primanda UNTAN Pontianak, the researcher implemented three phases of the ADDIE model: analysis, design, and development. Following these phases, the developed media was assessed and validated by the school's teachers.

### Analysis Phase

The purpose of this phase is to identify the needs and problems faced by teachers and children in the teaching and learning process so that the researcher

can conclude what problems the teacher faces, what is needed, and what kind of product is desired. During this phase, the researcher identified the needs and problems that were addressed by the teacher in the teaching and learning process. The data were collected through an analysis of the interview results. Based on the data obtained from the interviews with teachers at the school, the researcher found:

1. Teaching Techniques and Media: English vocabulary teaching at TK Primanda UNTAN follows thematic standards from the 2013 curriculum, using methods such as flannel letter cards and textbooks. Despite using various visual aids, laptops, and videos, teachers face time constraints that limit the creation and availability of effective vocabulary teaching media. Textbooks often have small, less colorful illustrations, making them less engaging for young learners.
2. Student Interest: Children at the school show a strong interest in learning English vocabulary related to themes like animals, plants, and food. They prefer learning environments that are playful and engaging, featuring colorful and illustrated media. However, they face challenges with pronunciation, confidence, and some are not yet able to read.
3. Teacher Opinion on Poster Media\*\*: Posters are well-received as teaching aids. Teachers believe that posters, particularly when used in a playful context, enhance children's learning and enjoyment. However, the process of selecting, sorting, and printing posters is time-consuming, leading teachers to rely on ready-made posters that are often limited to classroom wall displays rather than interactive teaching tools.





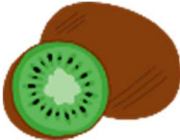


Based on the analysis, several points can be concluded: At TK Primanda, English vocabulary teaching emphasizes the acquisition of simple vocabulary. Currently, textbooks and visual aids serve as the primary teaching tools. However, time constraints pose challenges for developing specialized materials. Children demonstrate a preference for engaging, colorful, and interactive resources. While posters are considered effective teaching aids, they require significant time to create and integrate into lessons.









### **Design Phase**

The design phase is initiated based on the analysis results from the previous stage, where the teacher proposed developing a poster focused on the theme of "Plants." This poster is organized into four sub-themes: fruits, vegetables, medicinal plants, and ornamental plants (flowers). During this phase, prototype posters are created as the first step toward producing the final materials. The initial task involved selecting vocabulary for both the prototypes and final posters. The chosen terms were based on teacher recommendations and alignment with the designated themes. Below is the finalized list of vocabulary words and








corresponding images selected for the posters.

Table 1. The vocabulary and picture selected

Fruits	
Vocabularies	Picture
Apple	
Grape	
Banana	
Mango	
Kiwi	
Orange	
Cabbage	

Broccoli	
Carrot	
Tomato	
Cucumber	
Lettuce	
Turmeric	
Ginger	
Betel Leaves	



Lemongrass	
Lime	
Rose	
Orchid	
Jasmine	
Sunflower	
Hibiscus	

### Development Phase

In this development phase, the researcher creates the poster using the selected

theme, images, and vocabulary identified during the design phase. The product is developed based on an expert-approved prototype. The process begins by designing the poster in Canva as an e-poster

### 1. E-poster

The developed poster is intended to be printed as a physical or printed poster. However, before that, to make it more attractive, the researcher uses the Canva application as a tool to create a poster equipped with various elements, images, letters, and appealing colors that align with one of the four types of posters for teaching and learning according to Osa&Musser (2017) namely drawing an illustration of a concept or thing. One of the development processes carried out in Canva for one of the posters is shown in the picture below:

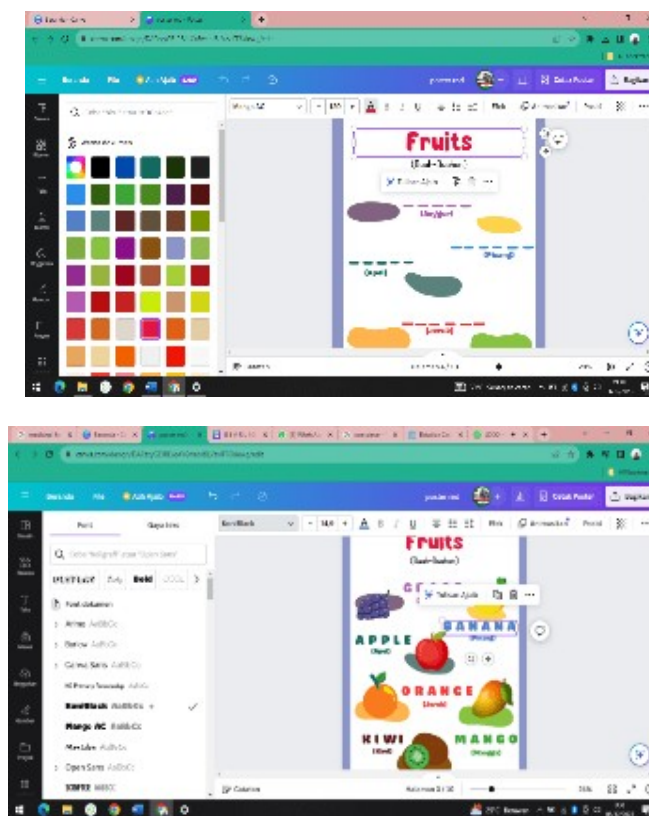


Figure 1. The development process in canva

The images above illustrate the template selection process, including fonts, colors, and graphics appropriate for the poster's requirements. This design phase produced eight poster versions, which will be consolidated into four final printed posters. Below are the successfully designed e-posters created in Canva.

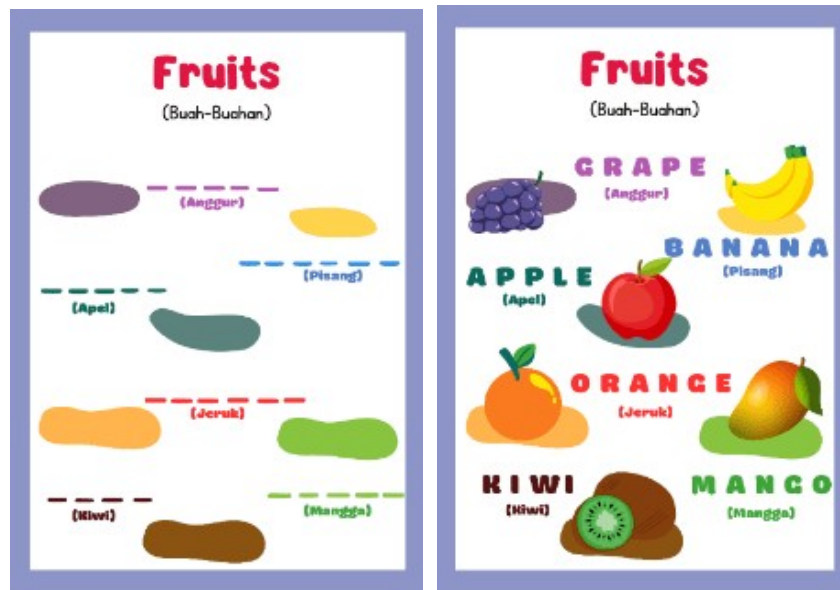


Figure 2. The example of e-poster

## 2. Printed poster

The e-poster designed in Canva is printed with detachable picture and letter elements to ensure both child-friendliness and functionality. This design supports the poster's educational purpose by being reusable and adaptable for various learning activities. The poster features a durable plywood backing, while double-sided tape allows children to easily attach and remove letters and images during vocabulary matching games. To create an engaging 3D effect, all letters and graphics are mounted on textured cardboard. Below are the final printed materials, including the cut-out elements ready for classroom use.



Figure 3. The cutting of picture elemen



Figure 4. The cutting of letter elemen

Below is the final result of the poster development. The number of posters created is based on the chosen theme and also on suggestions from teachers. These posters are evaluated by six teachers at TK Primanda UNTAN.



Figure 5. The final poster of fruits theme





Figure 6. The final poster of flower theme

The two posters are designed with distinct themes to enhance children's vocabulary and visual engagement. The first poster, centered on fruits, features items such as grapes, bananas, apples, kiwis, and mangoes. It uses vibrant colors to capture attention and incorporates a two-mode design that highlights the pairing of pictures and text. In contrast, the second poster focuses on ornamental plants, specifically flowers, and showcases five commonly recognized types using real photographs to create a realistic impression. Despite the difference in visual elements, both posters maintain a colorful and engaging concept to appeal to children while supporting their learning experience.



Figure 7. The final poster of vegetables theme



Figure 8. The final poster of medicinal herbs theme

The third poster is themed around vegetables, featuring six vocabulary items: cabbage, broccoli, cucumber, tomato, lettuce, and carrot. Similar to the second poster, it uses realistic images captured from camera shots to provide an authentic representation of the objects, making them easily recognizable for children. The poster adopts a green color scheme to reflect the association of vegetables with this color. Meanwhile, the final poster focuses on medicinal herbs, highlighting five commonly found types: turmeric, ginger, betel leaves, lemongrass, and lime. Like the vegetable-themed poster, it incorporates realistic imagery to help children connect vocabulary with real-life appearances. All four posters were designed and developed using Canva and then printed as physical materials. The vocabulary and imagery in each poster were carefully selected based on an in-depth analysis conducted during the planning phase.

### Expert Validation

After making the final product, the next stage is product validation and limited trial as requested by the teacher to see how this poster is used in the classroom. This validation was conducted by 6 teachers at Primanda UNTAN Kindergarten based on the assessment rubric that the researcher had prepared. There are 6 criteria that were assessed as shown in table.

Table 2. The result of expert validation

No	Criteria	Rater						s1	s2	s3	s4	s5	s6	Σs	n(c-1)	V
		1	2	3	4	5	6									
1	Content	3	3	3	3	3	3	2	2	2	2	2	2	12	12	1
2	Picture	3	3	3	3	3	3	2	2	2	2	2	2	12	12	1

3	Design	3	3	3	2	3	3	2	2	2	1	2	2	11	12	0,91667
4	Convention	3	3	3	3	3	3	2	2	2	2	2	2	12	12	1
5	Material	2	3	3	3	3	2	1	2	2	2	2	1	10	12	0,83333
																0,95

Based on the data above, the teachers have chosen a score between 1-3, which every score had the explanation of criteria parts. To determine the validity of the product, the score was calculated using Aikens'V by Aiken (1985) which was applied using Ms.Excel. The formula is:

$$V = \frac{\sum s}{n(c-1)}$$

Where:

s = r-lo

lo = the lowest number of validity assessments

c = the highest number of validity assessments

r = a number given by an appraisers

Table 3. Right-Tail Probability (p) for Selected Values of the Validity Coefficient (V)

No. of Item (m) or Raters	Number of Rating Categories ©											
	2		3		4		5		6		7	
	v	p	v	p	v	p	v	p	v	p	v	p
2							1.00	.040	1.00	.028	1.00	.020
3							1.00	.008	1.00	.005	1.00	.003
3			1.00	.037	1.00	.016	.92	.032	.87	.046	.89	.029
4					1.00	.004	.94	.008	.95	.004	.92	.006
4			1.00	.012	.92	.020	.88	.024	.85	.027	.83	.029
5			1.00	.004	.93	.006	.90	.007	.88	.007	.87	.007
5	1.00	.031	.90	.025	.87	.021	.80	.040	.80	.032	.77	.047
6			.92	.010	.89	.007	.88	.005	.83	.010	.83	.008
6	1.00	.016	.83	.038	.78	.050	.79	.029	.77	.036	.75	.041
7			.93	.004	.86	.007	.82	.010	.83	.006	.81	.008
7	1.00	.008	.86	.016	.76	.045	.75	.041	.74	.038	.74	.036
8	1.00	.004	.88	.007	.83	.007	.81	.008	.80	.007	.79	.007
8	.88	.035	.81	.024	.75	.040	.75	.030	.72	.039	.71	.047
9	1.00	.002	.89	.003	.81	.007	.81	.006	.78	.009	.78	.007
9	.89	.020	.78	.032	.74	.036	.72	.038	.71	.039	.70	.040
10	1.00	.001	.85	.005	.80	.007	.78	.008	.76	.009	.75	.010
10	.90	.001	.75	.040	.73	.032	.70	.047	.70	.039	.68	.048
11	.91	.006	.82	.007	.79	.007	.77	.006	.75	.010	.74	.009

11	.82	.033	<b>.73</b>	<b>.048</b>	.73	.029	.70	.035	.69	.038	.68	.041
12	.92	.003	<b>.79</b>	<b>.010</b>	.78	.006	.75	.009	.75	.010	.74	.008
12	.83	.019	<b>.75</b>	<b>.025</b>	.69	.046	.69	.041	.68	.038	.67	.049
13	.92	.002	<b>.81</b>	<b>.005</b>	.77	.006	.75	.006	.74	.007	.72	.010
13	.77	.046	<b>.73</b>	<b>.030</b>	.69	.041	.67	.048	.68	.037	.67	.048
14	.86	.006	<b>.79</b>	<b>.006</b>	.76	.005	.73	.008	.73	.007	.71	.009
14	.79	.029	<b>.71</b>	<b>.035</b>	.69	.036	.68	.036	.66	.050	.66	.041
15	.87	.004	<b>.77</b>	<b>.008</b>	.73	.010	.73	.006	.72	.007	.71	.008
15	.80	.018	<b>.70</b>	<b>.040</b>	.69	.032	.67	.041	.65	.048	.66	.049
16	.88	.002	<b>.75</b>	<b>.010</b>	.73	.009	.72	.008	.71	.007	.71	.010
16	.75	.038	<b>.69</b>	<b>.046</b>	.67	.047	.66	.046	.65	.048	.66	.041
17	.82	.006	<b>.76</b>	<b>.005</b>	.73	.008	.71	.010	.71	.007	.70	.009
17	.76	.025	<b>.71</b>	<b>.026</b>	.67	.041	.66	.036	.65	.046	.65	.047
18	.83	.004	<b>.75</b>	<b>.006</b>	.72	.007	.71	.007	.70	.007	.70	.008
18	.72	.048	<b>.69</b>	<b>.030</b>	.67	.036	.65	.040	.64	.044	.65	.041
19	.79	.010	<b>.74</b>	<b>.008</b>	.72	.006	.70	.009	.70	.007	.70	.010
19	.74	.032	<b>.68</b>	<b>.033</b>	.65	.050	.64	.044	.64	.046	.65	.039
20	.80	.006	<b>.72</b>	<b>.009</b>	.70	.010	.69	.010	.68	.007	.69	.010
20	.75	.021	<b>.68</b>	<b>.037</b>	.65	.044	.64	.048	.64	.042	.64	.044
21	.81	.004	<b>.74</b>	<b>.005</b>	.70	.010	.69	.008	.68	.007	.68	.009
21	.71	.039	<b>.67</b>	<b>.041</b>	.65	.039	.64	.038	.63	.040	.63	.045
22	.77	.008	<b>.73</b>	<b>.006</b>	.70	.008	.68	.009	.67	.010	.67	.008
22	.73	.026	<b>.66</b>	<b>.044</b>	.65	.035	.64	.041	.63	.038	.62	.049
23	.78	.005	<b>.72</b>	<b>.007</b>	.70	.007	.68	.007	.67	.010	.66	.009
23	.78	.047	<b>.65</b>	<b>.048</b>	.64	.046	.63	.045	.63	.044	.62	.043
24	.79	.003	<b>.71</b>	<b>.008</b>	.69	.006	.68	.008	.67	.010	.66	.010
24	.71	.032	<b>.67</b>	<b>.030</b>	.64	.041	.64	.035	.62	.041	.62	.046
25	.76	.007	<b>.70</b>	<b>.009</b>	.68	.010	.67	.009	.66	.009	.66	.009
25	.72	.022	<b>.66</b>	<b>.033</b>	.64	.037	.63	.038	.62	.039	.61	.049

( $p < 0.01$ ; 1%)

( $p < 0.05$ ; 5%)

Rating categories 1-3 (6)

Using ( $p < 0.05$ ; 5%)

The minimum V is .83.

With a validity index score of 0.95, as demonstrated in the above analysis, the product has been validated and approved for use. This indicates that the poster is feasible for teaching vocabulary to young learners.



## Discussion

The present study demonstrates the efficacy of poster-based media for English vocabulary instruction in early childhood education. As conceptualized in the design phase, the thematic posters (covering fruits, medicinal herbs, vegetables, and flowers) serve as targeted tools for foundational vocabulary acquisition. This thematic categorization aligns with Piaget's theory of cognitive development, which emphasizes the importance of concrete, visually supported learning materials for young learners (Piaget, 1952).

The validation results, with an Aiken's V score of 0.95 across six evaluators, strongly support the product's validity and feasibility. This high agreement rate among practitioners suggests that the posters meet essential criteria for educational media: content relevance, visual appropriateness, design efficacy, linguistic accuracy, and material durability. Notably, the teachers' emphasis on conventions (linguistic accuracy) and pictures (visual scaffolding).

## Conclusion

This study demonstrates the effectiveness of posters as instructional media for English language learning. The research produced a series of thematic vocabulary posters focused on plant-related topics, specifically organized into four subcategories: fruits, vegetables, medicinal herbs, and flowers. Six educators from TK Primanda evaluated the materials using five key parameters: content quality, visual elements, design effectiveness, linguistic accuracy, and material durability. The evaluation results, showing an Aiken's V validity index of 0.95, confirm that the posters represent a valid, practical, and pedagogically sound resource for early childhood vocabulary instruction.

While the study successfully established the educational value of these materials, it recognized certain limitations, particularly the single-subject focus of each poster. This constraint suggests opportunities for future development, such as creating more comprehensive or multi-themed versions. The findings support the adoption of poster-based teaching tools in kindergarten English instruction, as they effectively engage young learners while building essential vocabulary skills. Researchers are encouraged to expand upon this work by investigating innovative applications of poster media and exploring their long-term impact on language acquisition.

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