

THE INFLUENCE OF ENGLISH POSTERS ON CHILD'S ENGLISH VOCABULARY ACQUISITION

Thesis

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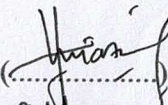
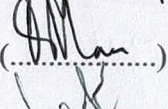
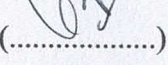
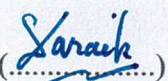
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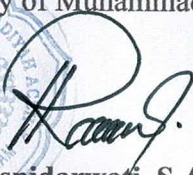
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DECLARATION

I declare that the thesis entitled "***THE INFLUENCE OF ENGLISH POSTERS ON CHILD'S VOCABULARY ACQUISITION***" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on me in the future if it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.



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Adzra Hafidhatul Afifah



ABSTRACT

Adzra Hafidhatul Afifah (2025). The Influence of English Posters on Child's Vocabulary Acquisition.

This study aims to examine the effect of English posters on vocabulary acquisition in early childhood, with a particular focus on a two years old child as the research subject. English posters are widely used in early childhood education settings due to their ability to present vocabulary in a visual, contextualized, and engaging manner. The main objective of this study was to determine the extent to which repeated exposure to such visual media can support children's receptive and expressive vocabulary development from an early age. This study used a descriptive qualitative approach with a single subject experimental design. Data were collected over one week through structured observations, vocabulary checklists and documentation of children's verbal behaviour during learning sessions using English-themed posters. The posters covered basic vocabulary such as names of animals, numbers, colours, fruits, and everyday objects, accompanied by attractive illustrations and clear English writing. The results showed progressive improvement in children's ability to recognize and respond verbally to English vocabulary. Children showed development in receptive skills through appropriate word recognition based on visual stimulus, as well as improved expressive skills characterized by spontaneous word mention and speech imitation. The findings suggest that English posters are an effective visual learning medium in supporting early childhood vocabulary acquisition through indirect but meaningful exposure in a familiar learning environment.

Keywords: *English Poster, Vocabulary Acquisition, Child's, Visual Learning.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

The golden age is a period that plays an important role in the growth of children aged 0-6 years. During this growth period, if utilized by providing the right stimulation, it will be able to determine the child's development in the future. In this sensitive period of a child's life, language stimulation is essential so that the language development process can take place optimally. Isna (2019) stated that the sensitive period for language development in children occurs between the ages of two and seven, when children's memory is at its peak, making it easier for them to learn new languages. Therefore, introducing foreign languages, especially English, from an early age is very important to prepare children to face global challenges.

In the era of globalization, English has become an international language used in almost all aspects of life, connecting individuals and conveying information globally (Wijayanti, S. et al., 2024). Many schools have emerged for children aged 2-6 years, equipped with various adequate facilities that support the development of children's sensory-motor skills, alongside bilingual or trilingual languages of instruction used in class as communication support. It is expected that during the golden age, children will be able to more easily grasp new concepts, social skills, vocabulary, and overall knowledge.

Introducing simple English vocabulary is the most effective initial step at an early age because children at that stage are more likely to absorb foreign languages

naturally. Introducing English vocabulary from an early age provides children with the foundation to engage in science and technology globally while still respecting their national culture (Pransiska, 2020). Unfortunately, in Indonesia, there are still many schools with inadequate facilities in several areas; for example, many still apply a language of instruction in class that solely uses Indonesian. If developed optimally during the golden age, children can absorb vocabulary much faster, not only in Indonesian but also in various other international languages, including English. English is used in almost every aspect of life, such as economics, business, technology, education, and communication. English is beneficial for socializing with everyone, even those from different countries, as it serves as the main tool for international communication (Wijayanti, 2018).

English has four core skills: listening, speaking, reading, and writing. In addition, English also has fundamental language components: pronunciation, vocabulary, and grammar. Suyanto & Kasihani (2007) stated that learning English includes language competencies and skills that should be taught integratively and connected to what happens in everyday life. In line with this, learning resources taken from the daily lives of early childhood learners—packaged in creative and fun activities—can help improve English learning across all four aspects of the language.

As one of the basic components of the four language skills, vocabulary has to be mastered by students. Learning vocabulary is fundamental to learning a foreign language (Basoglu & Akdemir, 2010). In learning English, vocabulary plays an exceptionally important role because, by mastering it, students can produce

many sentences easily, either in spoken or written form (Wijayanti, 2018). Students need to master vocabulary to achieve overall language proficiency. Historically, some students have faced difficulties understanding English because they did not know the meanings of words and their vocabulary knowledge was low. They often face challenges in memorizing and understanding vocabulary due to the heavy influence of their mother tongue. Therefore, learning English vocabulary must be done through stimulation using appropriate media to help facilitate student understanding, ensuring they are ready to enter further education. Wijayanti & Karimah (2023) noted that visually interesting learning materials make children more enthusiastic and comfortable when learning English vocabulary.

Kindergarten education is held before the elementary education level. One can use vocabulary to communicate ideas, feelings, and concepts that need to be expressed. Vocabulary consists of words that carry meaning, and by mastering it, students can build sentences to communicate well with others (Thornbury, 2002). Learning media is one of the resources that can convey messages to assist in this learning process. Differences in learning styles, interests, intelligence, sensory limitations, developmental disabilities, or geographical and time barriers can be managed and overcome by utilizing effective educational media (Zaini, 2017).

The National Association for the Education of Young Children (NAEYC) states that early childhood encompasses children in the age range of zero to eight years (as cited in Musfiroh, 2008, p. 1). According to Depdiknas (2003: 105), the function of language development for early childhood is to act as a tool to communicate with the environment, develop children's intellectual abilities,

enhance children's expression, and allow them to express feelings and thoughts to others. Wothman (2006: 212) suggests that a child's readiness to interact with adults signifies the development of their understanding of language rules and functions; adults help them build relationships with concepts. In this case, the child will gain experience learning about language from the surrounding environment by imitating the language style of the adults around them. Through this method, children develop well and learn to convey what they feel. They love to tell and listen to stories because humans inherently love to communicate. Good storytelling requires solid preparation in its delivery, either directly or using media. One excellent medium for storytelling and language learning is posters. Posters have emerged to fill a unique function in the realm of visual communication media. They have existed since around the 18th century, when a lithographer named Cheret was trusted by Sarah Bernhardt to prepare illustrations for an advertisement to introduce her stage performance in Paris—which is how the modern poster was born. Today, posters are a powerful combination of design, color, message, and intent designed to seamlessly capture the attention of the viewer.

Developmental stimulation is crucial because it is the key to promoting optimal growth and unlocking full potential in every individual. The stimulation used for children usually involves play. Play is a natural and essential way for children (and even adults) to explore the world, develop skills, sharpen their imagination, and build social relationships. Play is carried out to stimulate development, which leads to holistic enhancements in children from an early age. In line with this statement (Pratiwi, 2017), play activities trigger a creative and

interactive process where individuals can express themselves, learn through experience, and develop physical, cognitive, social, and emotional skills in a fun and meaningful way.

Through play activities, children can develop their motor skills, whether fine motor skills (such as drawing or crawling) or gross motor skills (such as running, jumping, and playing ball). This helps build muscle strength, balance, and body coordination. Furthermore, playing provides children with the opportunity to learn about social interaction, sharing, cooperating, and understanding emotions. They learn how to communicate, build friendships, and manage conflicts in a healthy way (Ardini & Lestarinigrum, 2018).

According to Hasan (as cited in Lestari, 2012, p. 8), picture posters are a practical method utilized by showing pictures to children quickly, one by one, to trigger the child's right brain to receive the visual information in front of them. This method is highly effective for helping children learn to read by remembering pictures and shapes, ultimately increasing vocabulary at the earliest possible age. He also mentioned that posters have many benefits, such as facilitating early reading, developing right-brain memory, training toddlers' concentration skills, and expanding their vocabulary. Children simultaneously gain two benefits at once: recognizing English vocabulary and identifying categories like types of animals, fruits, colors, etc.

Vocabulary is one of the ultimate keys to mastering a language across speaking, listening, reading, and writing skills. This statement is in line with Laufer (1997), who stated that "Vocabulary learning is at the heart of language learning

and language use.". A similar opinion was conveyed by Komachali (2012: 2), who mentioned that "Vocabulary is an inseparable part of any language learning process. It would be impossible to learn language without vocabulary.". Thus, the richer a person's vocabulary, the more it will assist in mastering the language—especially in the case of English. Chen (as cited in Hasanah, 2011) also mentioned that when learners acquire a richer vocabulary, it directly aids their English mastery in both speaking and writing abilities.

Thus, it can be said that the mastery of English vocabulary in early childhood serves as an essential asset for them to master all aspects of learning English, including the ability to communicate well in a foreign language. Alqahtani (2015) states that "Vocabulary is often viewed as a critical tool for second language learners because the lack of this will impede the success of their communication.". In addition to communication purposes, vocabulary mastery actively supports reading skills. This is expressed by Adam & Collins (1997, in August et al., 2005), who stated that "past models of reading considered vocabulary knowledge an important source of variation in reading comprehension, particularly as it affects higher-level language processes such as grammatical processing, construction of schemata, and text models.".

Motivated by these theoretical frameworks and the practical realities of early childhood education in Indonesia, the researcher recognized a gap in everyday language stimulation within the local context. Observing that many young children in the researcher's immediate environment are rarely exposed to visually engaging English media at home, this study was born out of a personal interest to see how

simple, accessible tools could bridge that gap. Rather than relying on expensive technology or formal schooling, the researcher aims to explore how ordinary, visually stimulating English posters placed in a familiar home setting can naturally trigger a child's curiosity and vocabulary acquisition. This personal observation of a two-year-old's rapid developmental phase—the vocabulary spurt—inspired the researcher to systematically document the impact of these posters as an affordable and effective learning medium. Based on this background, the researcher seeks to uncover how posters can be used as teaching materials for children. The title of the research is "The Influence of English Posters on Child's Vocabulary Acquisition," which specifically studies a 2-year-old child in the vocabulary spurt phase using posters. The single-subject descriptive qualitative research design allows for an in-depth observation of the development of the child's receptive and expressive vocabulary.

What sets this study apart from previous research is its intensive, single-subject qualitative focus on a two-year-old child during the critical "vocabulary spurt" phase within a naturalistic home environment. While prior studies extensively examine vocabulary acquisition through broad classroom observations or group-based quantitative tests, limited research tracks the micro-developmental progress of incidental language learning via visual posters at such an early developmental stage.

Furthermore, this research uniquely bridges visual media design with early childhood psycholinguistics by systematically documenting the direct transition from receptive understanding to expressive verbal production. By utilizing a

structured daily logbook and multi-instrument observational tracking in a familiar setting, this study provides a fresh, contextually rich perspective on how simple, low-cost visual aids can effectively stimulate early foreign language acquisition without formal classroom instruction.

B. Research Questions

This study formulates with these following questions:

1. How do English posters influence a child's vocabulary acquisition?
2. What types of vocabulary are most frequently acquired by a child exposed to English posters?

C. Aims of Research

1. To analyze the influence of English posters on vocabulary acquisition in children.
2. To identify the types of vocabulary most frequently acquired by children exposed to English posters and to examine how poster content supports vocabulary learning.

D. Significances of the Study

This research is expected to contribute to the field of English language teaching, especially in early education, by providing insights into the use of English posters as an effective teaching aid. For teachers, the findings may offer practical guidance in selecting or designing visual materials that support vocabulary development. For future researchers, this study can serve as a reference in exploring other forms of visual input in language acquisition.

The research results are estimated to provide benefits for:

1. Providing an increase in children's English language skills with the help of posters as English language props for children's vocabulary acquisition.
2. Improving English language acquisition through the use of posters focusing on children's English vocabulary.
3. Helping the researchers themselves to add knowledge, insight, and understanding regarding providing English posters for children's English vocabulary acquisition.
4. Providing future researchers with information and knowledge to increase their understanding of the process of improving English at an early age for children's vocabulary acquisition.

E. Terminology

The researcher provides definitions for the key concepts in order to make sense of the terminologies in this research.

1. English Posters

English posters are educational visual media used to support English language learning, particularly for young children. These posters contain English text accompanied by appealing illustrations or images, designed to help children recognize and remember new vocabulary in a contextualized and engaging way. English posters are typically thematic, featuring topics such as numbers, fruits, animals, colors, body parts, or daily activities. They are designed with bright colors and large, readable fonts to attract the attention of children who are still in the early

stages of language and cognitive development. These posters can be displayed in children's bedrooms or play areas, offering repeated exposure to English vocabulary in everyday environments.

As part of a multimodal learning strategy, English posters combine visual and verbal elements, enabling children to naturally associate images with words. This strongly supports incidental learning, which is common in early childhood, where children acquire language through repeated exposure rather than formal instruction. Thus, English posters contribute to the development of both receptive language skills (understanding words) and productive language skills (speaking words). They are especially effective for visual learners and are considered an important component of a print-rich environment, which has been shown to enhance early literacy and language acquisition. In addition, English posters can increase motivation, maintain attention, and encourage interaction between children and teachers or parents through activities such as pointing, naming, and question-answer games. Overall, English posters are a simple yet powerful tool for supporting vocabulary acquisition in a visual, contextual, and enjoyable way.

2. Vocabulary Acquisition

Vocabulary acquisition is the process by which individuals, especially children, learn and internalize new words in a language. This process begins in early childhood and continues throughout life, serving as a foundation for language skills such as listening, speaking, reading, and writing. Generally, vocabulary acquisition occurs in two main ways: incidental learning, which happens naturally through exposure to language in daily life (e.g., through conversations, stories, or visual

aids), and intentional learning, which involves structured teaching and memorization. In early childhood, vocabulary grows rapidly and is strongly influenced by environmental factors, such as the frequency of interaction, the richness of language input, and the use of visual materials. Developing a wide vocabulary early on is crucial, as it supports overall language competence and later academic success.

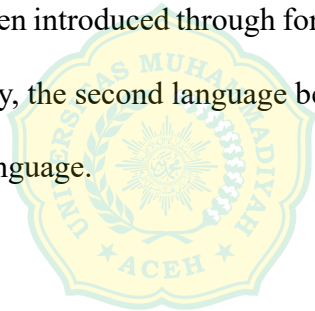
3. Children

Children are individuals in the age range from birth up to 18 years, as defined by the United Nations Convention on the Rights of the Child (UNCRC). However, in the context of early childhood education and language development, the term "children" commonly refers to those in the early stages of life, especially from ages 2 to 9, where cognitive, emotional, and linguistic growth is most rapid. At this stage, children are highly receptive to external stimuli and language input, making it a critical period for vocabulary acquisition. Their ability to learn language is supported by interaction, observation, and exposure to their environment, including visual aids such as posters, pictures, and multimedia materials. Children at this age learn best through play-based and experiential learning, where words are connected to real objects, actions, and experiences. Because of their developmental stage, children require age-appropriate, engaging, and repetitive exposure to language in order to effectively acquire and retain new vocabulary.

Children are considered suitable as research subjects due to their natural innocence and spontaneous reactions to stimuli. Conducting research with children tends to be both enjoyable and challenging. This is because gathering accurate data

or information requires a relaxed and patient approach that aligns with the child's own pace and rhythm.

The subject of this study is a child born in the millennial era, who has been exposed to various forms of communication technology from birth. In terms of the sequence of language acquisition, second language learning typically follows the acquisition of the first or native language. Unlike in several other Asian countries where the national language is often acquired first, in Indonesia, Bahasa Indonesia is generally considered a second language, as many children grow up learning their regional or local mother tongue as their first language. Nevertheless, the second language is often introduced through foreign language learning contexts. In the context of this study, the second language being examined is English, which is considered a foreign language.



CHAPTER II

LITERATURE REVIEW

A. Theories of Language Acquisition

1. Behaviorism

Behaviorism, often referred to as Behaviorist theory, is a perspective that states behavior should be explained through observable experiences, not through internal mental processes. Mental processes are defined as thoughts, feelings, and motives experienced by an individual that cannot be seen by others. Behaviorist theory explains that learning is a change in behavior that can be observed, measured, and assessed. This change in behavior occurs through the provision of stimuli, which triggers a behavioral response based on established laws (Ahmad Saufiqi, 2021).

Jean Piaget studied personal developmental stages and age-related changes that influence an individual's ability to learn. He was a psychologist who focused on the development of structures that enable humans to adapt to their environment, and on intellectual development or knowledge based on the understanding that intellectual structures are formed within the individual through interaction with the environment. According to Piaget, cognition underlies all human behavior, including the identification or consideration of the situations in which that behavior occurs. Therefore, indirectly, the formation of a child's personality should ideally occur through learning that involves active participation in complex thinking processes and mental events that drive human attitudes and behavior (Whildan,

2021; Agustina, L. F., 2022). Piaget's theory of cognitive development offers further insight into the constraints on intelligence, knowledge, and the relationship between learners and their environment. Intelligence is understood as a continuous process of forming necessary structures through constant interaction with the environment. The structures formed by intellect and knowledge are highly subjective during infancy and early childhood, and become more objective in early adulthood.

The development of thinking from childhood to adulthood includes several stages: the sensorimotor stage (0-2 years), where children experience the world through movement and senses and learn object permanence; the preoperational stage (2-6 years), where children begin developing motor skills; the concrete operational stage (7-12 years), where logical thinking begins to emerge; and the formal operational stage (13-17 years), where abstract reasoning develops (Nainggolan & Daeli, 2021). In addition, behaviorist theory states that children's ability to speak and comprehend language is acquired through environmental stimuli. Children are viewed as passive users of language, and due to environmental pressures, they play no active role in vocabulary development during early childhood. Instead, they learn by listening to and imitating their parents and the adults around them (Reimann & Saleem, 2018).

Behaviorist learning theory is a theory that views successful learning as a change in observable behavior resulting from experience. According to this theory, learning occurs through interactions between stimulus and response, which require external reinforcement and observable responses. The focus of behaviorist theory

is on visible and measurable behavior, rather than internal factors such as intelligence, interest, or mental and psychological aspects. Therefore, this theory does not prioritize cognitive or emotional aspects, but emphasizes observable and testable learner behavior (Ulumuddin, 2021).

2. Imitation

Imitation is a uniquely powerful learning mechanism that enables children to acquire the wealth of cultural information they need in order to function within their social groups (Lyons et al., 2007; Tomasello, 1999; Whiten et al., 2009). However, this is not all imitation is: it can also be a key component of social interaction. We imitate not just to learn from others but also to connect socially with them (Nielsen & Blank, 2011; Over & Carpenter, 2012; Užgiris, 1981; see Over, 2020, for a review). Imitation has been shown to increase in affiliative contexts. For example, 18- to 24-month-olds more closely imitate demonstrators who had previously socially engaged with them than those who had previously been aloof (Kim et al., 2018; Nielsen, 2006; Nielsen et al., 2008). In addition, 3- to 6-year-olds imitate others more closely following experiences of exclusion (Over & Carpenter, 2009; Watson-Jones et al., 2014). Furthermore, infants and young children can infer affiliative and other social relationships from watching imitative exchanges between third parties (Lieberman et al., 2018; Over & Carpenter, 2013; Powell & Spelke, 2018).

Several studies have found that children imitate more faithfully when the demonstrator is present (Di Yanni et al., 2011; Király, 2009; Nielsen & Blank, 2011) or actively observing them (Marsh et al., 2019; Stengelin et al., 2019). While

suggestive, one possible alternative interpretation of these findings is that the imitated actions were cued by associations with the demonstrator when the demonstrator was present. There have also been claims from naturalistic, observational research that young children imitate communicatively. For example, Nadel (2002) described imitative interactions between toddler peer dyads as having a communicative structure that includes role-switching, turn-taking, and referential object use. A typical imitative exchange of this kind involves one child picking up an object, similar to the one they are using themselves, and offering it to a peer. The peer then takes the object and starts imitating the first child's object use. In other exchanges, a child may spontaneously start to imitate a peer. The peer then notices that they are being imitated and proposes new actions for the first child to copy (see also Eckerman et al., 1989). While it thus seems clear that toddlers can use imitation within their communicative interactions, we still do not know to what extent the imitation itself is communicative in the sense that it is important for children that their partner sees their imitation.

B. Vocabulary Acquisition in Early Childhood

1. Early Childhood

According to Sari and Wulandari (2020), toddlers are in a period of early exploration where they begin walking, talking, interacting socially, and actively processing the surrounding environment. During this stage, toddlers show heightened sensitivity to visual and auditory input, making it an ideal phase for introducing basic vocabulary using visual supports such as posters. Their brains are

highly receptive, and their ability to imitate sounds and associate images with words supports early vocabulary development through repeated exposure.

Toddlerhood is often referred to as a "critical period" for language exposure, where both first and second languages can be acquired more naturally and efficiently, especially when the child is immersed in a rich, interactive language environment. The use of English posters in environments where children regularly play or learn can significantly enhance their vocabulary acquisition by offering frequent, passive, and active language exposure. When combined with verbal reinforcement from adults, these visual media support children's abilities to connect spoken and written English words with meaningful images and concepts.

English has become an important subject to learn in early childhood because it can also affect how children think and their self-development (Sari, 2020). On the other hand, by learning English from an early age, students will be able to acquire the language more effectively (Oktaviani & Fauzan, 2017). Therefore, English is very important and helpful for children to continue developing in early childhood.

The ability to speak is acquired during childhood and occurs without any formal instruction in the language. Naturally, this development happens without explicit guidance, and the spontaneous use of babbling typically prevails even before the child begins to utter actual words (Law, 2017). As stated by Tomasello (2009), at a relatively early age, children tend to engage in self-initiated articulation as a way of exercising their articulatory organs to achieve accurate pronunciation. It is crucial that children are exposed to environments where all four primary

language skills—listening, speaking, reading, and writing—are actively used (Narayan, 2021).

The first language spoken by parents is regarded as the child's primary linguistic environment, which serves as a foundational guide in initiating their early stages of communication. As emphasized by Piaget (2009), cognitive development precedes language production. Consequently, the first words acquired by children come from those who interact directly with them. These early words contribute to shaping their sensory experiences and help connect them to the exploration of the environment in which they live (Goundar, 2023).

2. Vocabulary Acquisition

By the end of the last century, most researchers diverted their focus from grammar to vocabulary, since it has the most dramatic effect on the language (Tang, 2020, p. 89). Without vocabulary, humans cannot express their thoughts or communicate their ideas. Therefore, vocabulary is the key feature that makes an individual understood and helps them understand others. Approvingly, Wilkins (as cited in Fazeli, 2012) asserts that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 178). Thus, vocabulary forms the basis for how well learners of a language speak, listen, read, and write.

According to Asyiah (2017), vocabulary is the fundamental component of language proficiency that is defined as the aspect that connects the four language skills of a target language. That is what allows individuals to communicate successfully. Clarity and fluency of spoken and written language are based on larger vocabulary knowledge (Fazeli, 2012). As Read (as cited in Fazeli, 2012) declares,

"Words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole text are formed" (p. 178). Therefore, the appearance of second language acquisition (SLA) theories has been accompanied by a dramatic enhancement in the field of vocabulary acquisition and language skills (Tang, 2020).

Researchers in English vocabulary acquisition assure that learners should be engaged in an appropriate task involving imagery and semantic elements in order to expand their lexicon size. Moreover, the hypothesis of vocabulary acquisition confirms that words are learned unconsciously as a result of frequent exposure to language input (Baharuddin, 2017). Sok and Han (2020) assert that acquiring vocabulary occurs in one of two main ways, either incidentally or intentionally. On the one hand, intentional vocabulary acquisition can be defined as the process of learning words with a deliberate intention, usually with an explicit focus to transmit them to memory. To put it more simply, it is an activity where learning vocabulary is the primary purpose of a task. On the other hand, incidental vocabulary acquisition is the process of learning vocabulary as an outcome of an activity without the explicit purpose of lexical learning. They further assert that the fruitful style of acquiring vocabulary in context is by picking up words incidentally.

Furthermore, Loewen (as cited in Brooks and Sundin, 2020) acknowledges that larger amounts of input, which enable learners to acquire vocabulary, are available outside the classroom. Similarly, Teng (2016) highlights higher language exposure as the most vital aspect of acquiring word features (e.g., spelling, word class, meanings). Nevertheless, the mechanism of acquiring new words is

influenced by psychological, biological, and social aspects that specify the degree and nature of acquisition. Mental and behavioral characteristics can determine the individual's emotional and psychological status in a modality that affects communicative interaction. Biologically, aspects such as the critical period can limit the brain's ability to develop language after a particular age. Further, as language acquisition is described as a social phenomenon, social interaction forms a main concern (Baharuddin, 2017).

Overall, students are clearly dependent upon informal sources of language exposure to enhance their lexical knowledge. Finally, they have been asked about the importance of that knowledge, specifically concerning their proficiency level. Alongside this, the participants highlighted the importance of expanding vocabulary knowledge in relation to their language fluency. This leads us to what Wilkins (1972, as cited in Fazeli, 2012) says about the importance of vocabulary: "without grammar little can be conveyed, without vocabulary nothing can be conveyed" (p. 178).

Vocabulary growth and development demonstrate high inter-individual variation in infants and toddlers. Around the age of two years, when vocabulary development goes through a "vocabulary spurt"—that is, a sudden increase in word production—some children are able to already produce some hundreds of words, while others have only a few words in their expressive vocabulary.

3. Vocabulary Acquisition Through Posters

Learning media is one of the most important tools in language learning (Wahyuningsih & Fitriani, 2021). With media, students can learn languages more effectively (Çalışkan, 2019). Introducing basic English language elements, such as letters and numbers, to individuals who just want to learn a new language can also be achieved using educational posters. By using poster media that is equipped with how to say the word, it makes it easier for students to pronounce it. This is in line with the opinion of Niska (2013), who states that with the use of poster media, students can pay attention and understand better. Providing socialization about English through media and posters is an easy way to promote understanding and can attract the attention of students. The use of posters as a language learning medium is a proven method that can support students in learning. Alsalihi (2020) revealed that teaching vocabulary using posters proved beneficial to students compared to teaching without using posters. The same is also shown in research by Shabiralyani, Hasan, Hamad, & Iqbal (2015), which shows that the use of posters is an effective medium in English learning; this was proven through measurements of improved ability before and after the use of these poster media.

C. Posters in Language Learning

Posters are one of the most powerful types of graphic media for delivering messages effectively. Graphic media are visual tools that convey facts, ideas, and concepts through words, sentences, numbers, and various symbols or images. These media function as channels for transferring messages from the source to the receiver, attracting attention, clarifying the presentation of ideas, and illustrating

facts that are easily forgotten—thus making them easier to remember when illustrated graphically or through visualization. They are also simple and easy to produce. Graphic media prioritize the sense of sight by expressing symbolic messages through visual communication and symbols that need to be understood.

According to Earl W. Stevick (1982:106), "Pictures can serve most of the same purposes as objects. They have the obvious advantage of being easier to carry around.". This implies that teaching aids such as posters serve specific purposes in learning. One of the main advantages of using posters is their portability, making them a practical and effective learning tool.

According to Dina Indriyana (2011:62), a poster is a presentation of a clear, striking, and visually appealing combination intended to attract attention. This means that a colorful and eye-catching image can be used by teachers as an instructional medium to deliver learning materials in a way that captures students' attention and makes the content easier to understand.

Posters have a strong capacity to be absorbed by viewers because they emphasize the power of the message, visuals, and color. This aligns with the perspective of Nana Sudjana (2005:51), who states that a poster is a medium that emphasizes color, message, and intent to capture the attention of passersby, while also embedding a meaningful idea in their memory. A poster can be an image with attractive colors that captures people's attention and conveys a specific intended meaning, in line with the purpose of the poster's message.

A poster is an ancient rarity that depicts visible recognition, such as a photo or a picture with two dimensions, which shows a comparable appearance to some subject—ordinarily a physical object or a person—along these lines giving design for it. In literature, the poster is a "mental picture" that appeals to the senses. It can be both figurative and literal (Chris, 2008:165). Posters can be defined as an instrument related to the use of visual aids inside the classroom to support students' learning. When reviewing cognitive science, it was found that posters' visual display of information is useful for student learning; specifically, dual coding theory shows the advantages of both verbal and non-verbal processes for key components of cognition (Clark & Paivio, 1991). Also, posters supply the learner with the chance to connect the learning through visual representation and textbook reading, lectures, and conventional homework duties.

Many students are asked to create posters, which can be considered a significant and useful course project for developing research or a particular perspective for class activities. Posters have typically been adopted in different courses of study, but especially in humanities subjects, they are considered highly effective teaching techniques (Manarin, 2016). Poster-making, and more specifically art-making, are considered management-based exercises in which certain basic control sets will undoubtedly involve low-level psychological procedures.

D. Previous Studies

Research on vocabulary development in two-year-olds suggests that this is a crucial stage in language acquisition. Around the age of two, children typically experience a vocabulary spurt—a drastic jump in the number of words they can say (Bloom, 2000; Frank et al., 2021). At this stage, children are highly responsive to visual and verbal stimuli that are rich in meaning. Therefore, the use of media such as picture posters with text can be an effective tool in accelerating the vocabulary acquisition process.

According to research by Weisleder and Fernald (2013), the results demonstrated that children who received more exposure to spoken and visual language from adults achieved significant, measurable improvements in their vocabulary comprehension by the age of two. The study concluded that rich language experience actively strengthens processing speed and builds vocabulary. This is in line with the results from Rowe's (2012) findings, which proved that the *quality* of language input—including the use of pictures and visual contextualization—is a primary predictor that plays a vital role in children's early vocabulary development. In this context, posters featuring relevant images accompanied by English word labels provide ideal visual-linguistic input for two-year-olds who are in the exploratory phase of language.

While there are not many studies that explicitly examine the use of English posters with two-year-olds, relevant research provides theoretical and empirical support. For example, research by Rezzonico et al. (2020) investigated how two-year-olds form associations between pictures and words when learning media are presented in an engaging and repetitive manner. The results of their experiments

indicated that children exhibited notably improved word recognition and pronunciation skills after being exposed to interactive visual media for just a short period of time.

In addition, a study by Zauche et al. (2016), which reviewed 67 articles related to vocabulary acquisition in children aged 0-3 years, analyzed the impact of language environments. The results of this systematic review emphasized that interaction and repetition in learning media are crucial for optimal language acquisition. The findings proved that when posters are placed in a child's play or learning environment and viewed regularly, they successfully provide opportunities for incidental vocabulary learning, which acts as an unintentional but highly effective method of vocabulary growth.

Based on the results of these studies, it can be concluded that although research on the specific use of posters in 2-year-olds is limited, the principles underlying the effectiveness of visual aids strongly support their use in this age group. Attractive, colorful posters with simple text have the potential to enrich children's language environments and stimulate the acquisition of basic vocabulary such as the names of animals, colors, numbers, or everyday objects.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative descriptive approach aimed at providing an in-depth description of how English posters influence vocabulary acquisition in a 2-year-old child. This approach was selected because it allows for a natural and contextual understanding of language development without manipulating variables or using formal testing instruments, as recommended by Creswell and Poth (2018) in early childhood research.

The research was conducted on a single subject, a 2-year-old child, observed over a one-week intervention period. The intervention involved the daily use of English vocabulary posters featuring colorful illustrations and large, clear text. The posters included basic themes such as colors, animals, numbers, and common everyday objects.

The research was conducted in the subject's home environment, which was adjusted to be comfortable and safe for early childhood learning activities. This study was carried out over one week with daily observations, consisting of three sessions per day during the learning activities using posters.

B. Sample

The sample consisted of a 2-year-old toddler, who was purposively selected based on the following criteria: aged between 24-30 months, had not received formal English language instruction, demonstrated the ability to point to or

recognize common visual objects, had supportive parental involvement, and demonstrated basic verbal or non-verbal responsiveness.

This study involved one subject, a 2-year-old child. The subject was chosen purposively with consideration of their age—being in the "vocabulary spurt" phase, which is marked by a drastic increase in language skills—as well as the subject's availability in a home environment that supports visual media-based learning.

Although the general population consists of children aged 2 to 3 years old, the sample selected in this study is not statistically representative of the population. The purpose of selecting a single 2-year-old child was not to generalize the findings, but rather to explore in-depth the effects of exposure to English posters on the vocabulary development of a single subject. This approach is in line with the philosophy of single-subject research, which emphasizes individualized observations and measurements to detect changes over time in a unique context. The child is considered an individual case, and findings are interpreted as descriptive evidence of learning development, rather than inferential conclusions. Such designs are often used in early childhood research and special education research where large samples are difficult to obtain, or where detailed tracking of interventions is required (Kazdin, 2011).

By focusing on a single child, researchers can document subtle cognitive and behavioral changes related to English vocabulary recognition. The subject's progress will be thoroughly described in the analysis, but any results should be seen as exploratory, not predictive or generalized. Of course, the child's home serves as

a naturalistic research site, where posters are strategically placed to maximize incidental learning.

C. Research Instrument

A daily activity logbook was used as a key instrument to systematically record the child's engagement with the English posters, including their attention span, emotional reactions, gestures, and any attempts to recognize or produce vocabulary. This method aligns with early childhood research practices that emphasize the importance of process-oriented documentation to capture learning in natural contexts (Whitebread et al., 2020; NAEYC, 2021). The logbook allowed the researcher to monitor developmental progress over the course of the intervention by providing qualitative, contextual insights into how and when the child interacted with specific vocabulary elements. Logbook entries were completed immediately after each observation session to ensure accuracy and richness of detail, serving as both a data source and a reflective tool throughout the study.

D. Data Collection Technique

Documentation is a data collection technique that involves the use of records, images, or media that already exist or are created during the research process. According to Sugiyono (2018), documentation can support observation data and help with validation. Documentation in the form of photos or videos during the process of the child interacting with posters can be analyzed to assess verbal and non-verbal expressions that indicate vocabulary mastery. Example of Implementation:

- a) Record a video of the child playing while pointing and naming objects on the poster.
- b) Take photographs of the child interacting with the poster as visual evidence of engagement.

E. Data Analysis Technique

The data analysis technique used in this research is descriptive qualitative analysis, which aims to interpret and explain the influence of English posters on the child's English vocabulary acquisition in a natural learning context. This method is appropriate for studies that do not involve numerical data or statistical testing but instead focus on describing language behavior, interactions, and responses as they occur during the learning process.

According to Miles, Huberman, and Saldaña (2014), qualitative data analysis involves three interconnected steps: data condensation, data display, and conclusion drawing and verification. In the data condensation stage, the researcher selects, focuses, and simplifies the raw data obtained from observations, field notes, and documentation, concentrating on events or behaviors that indicate vocabulary learning. During the data display stage, the condensed data are organized into meaningful descriptions or visual formats (such as tables or narrative summaries) to facilitate interpretation. Finally, in the conclusion drawing and verification stage, the researcher interprets the data by identifying recurring patterns, responses, or vocabulary use that reflect the child's engagement and language development as influenced by English posters.

The data were analyzed inductively, allowing findings to emerge directly from the observed phenomena rather than being tested against a hypothesis. Throughout the analysis, triangulation was applied by comparing observation results, documentation (such as photos or videos), and researcher field notes to ensure the credibility and trustworthiness of the findings. This process was carried out continuously during and after the intervention period to provide an accurate representation of the child's vocabulary acquisition process in relation to the use of English posters.



CHAPTER IV

RESULTS AND DISCUSSION

A. Results

The results of this study are presented based on three main instruments used during the data collection process, namely direct observation, diary recordings, and visual documentation (photos and videos). This study aims to explore and analyze the extent to which English posters affect vocabulary acquisition in early childhood, specifically focusing on a two-year-old child.

During the three observation sessions conducted over the week, each lasting about 10 to 15 minutes, the researcher observed various child behaviors that indicated a response to the posters. These included visual attention to images, imitation of sounds, verbal production of words, and non-verbal movements such as pointing, laughing, or showing interest through facial expressions and body language. All observations were systematically recorded in a daily logbook and supported by visual documentation for validation purposes.

Observational findings conducted by the researcher showed a progressive increase in the child's engagement with the poster media from day to day. This included increased visual focus, imitation of sounds and repeated words, as well as spontaneous verbal responses when prompted by images on the poster. These behaviors suggest that posters, as a form of visual media, have considerable potential in supporting the early stages of English vocabulary acquisition in early

childhood. Based on the results of observations over 7 days utilizing several predetermined indicators, the findings are presented in the observation sheet below:

Table 4.1 Observation Results Based on Indicators

Area Observed	Indicator	Frequency (Count)	Description	Day
Sensory Engagement	Child looks at the English poster attentively.	5 minutes	Occurs at the beginning of the session; attention begins to decline thereafter.	1
	Points/touches the picture on the poster.	4 times	The child shows interest when looking at pictures of fruit.	2
	Follows finger or eyes to poster elements when guided.	4 times	The child responded to guidance by shifting their gaze as directed by the hand.	2
Vocalization (Imitation)	Repeats words said by adult related to the poster.	4 times	The child repeated vocabulary introduced by the adult during poster viewing.	3
	Imitates animal/object sounds from the poster.	3 times	The child says "nyam nyam" while pointing to the melon picture on the poster. The child spontaneously says "hmm delicious" while looking at and pointing to the mango fruit on the poster.	3
Associative Behavior	Matches real object (toy) to poster image.	3 times	The child points to the melon picture on the poster, then picks up and shows the melon that is ready to eat. The child spontaneously juxtaposes the tiger cub doll with the tiger picture on the poster.	4

Area Observed	Indicator	Frequency (Count)	Description	Day
Trial & Error / Exploration	Reacts appropriately to word cue (e.g., points to "watermelon" when said).	3 times	The child responded to "watermelon" and "orange" by pointing to the correct pictures.	4
	Experiments with sound-word combinations (e.g., babbling that mimics poster vocabulary).	3 times	The child babbles by saying "papayu," which resembles the word "papaya," when pointing to the papaya picture on the poster.	5
Stimulus Response Behavior (Behaviorism)	Tries to name object independently.	3 times	The child spontaneously said "tamarin" and "chikoo" when looking at the pictures of tamarin and chikoo on the poster.	5
	Responds positively when praised for naming or pointing correctly.	4 times	The child smiles and claps when given the praise "Good job!".	5
	Shows repeated engagement after reward (clap, smile, verbal praise).	3 times	After being praised with "Good job!", the child again points to the picture and mentions the vocabulary.	6
Emotional / Social Indicators	Shows interest (e.g., smiling, laughing, babbling excitedly) when seeing colorful posters.	5 times	The child smiles and chatters when they see the brightly colored fruit poster.	6

Area Observed	Indicator	Frequency (Count)	Description	Day
	Shares poster or point out to adult/peer.	3 times	The child points to the picture on the poster several times while calling their mother, repeating the words they learned and teaching what they acquired.	7

1. Sensory Engagement

During the learning sessions using the English posters, the child showed significant sensory engagement, especially at the beginning of each session. The child was seen to focus attentively on the poster for approximately five minutes, a duration that corresponds to the attention span of a two-year-old child. This initial attention gradually decreased as the session progressed, which is normal and expected at this stage of development. Furthermore, the child showed clear interest by pointing or touching the images on the poster six times, especially when presented with colorful and visually familiar objects, such as fruits. This behavior reflects a strong visual and kinesthetic connection to the given stimuli. In addition, the child responded to guided visual cues such as when an adult pointed or directed their gaze which was recorded twice during the observation. This response indicated that the child was not only passively observing but was also able to follow external guidance, a basic skill in early receptive vocabulary development.

2. Vocalization (Imitation)

Vocal imitation is an important component of early language development, and in this study, the child demonstrated the ability to imitate words during the poster interaction. The child repeated the vocabulary spoken by the researcher three

times, especially when the researcher paired the spoken word with visual cues from the poster. This indicated the child's engagement in phonological imitation and early word learning. In addition, the child imitated the sounds of objects or animals relevant to the context. Specifically, the child said "nyam nyam" while pointing to a picture of a melon, and spontaneously exclaimed "hmm delicious" when looking at and pointing to a mango. These responses reflect the emerging relationship between visual stimuli and verbal expression. Such spontaneous vocalizations, although not always lexically accurate, signal a growing awareness of the relationship between language and its referents, and a desire to communicate meaning through imitation.

3. Associative Behavior

The child's ability to associate pictures with objects in the real world was evident through several observed behaviors. On two occasions, the child matched real objects with the corresponding pictures on the poster. For example, the child pointed to the picture of a melon and then picked up a real melon nearby, holding it up as if to confirm the match. In another example, the child brought a plush tiger cub toy closer to the picture of a tiger on the poster, demonstrating a symbolic association. This example reflects the child's emerging conceptual understanding and their ability to recognize and connect representations across different media. Associative behaviors such as these mark the development of symbolic thinking, where the child can connect visual symbols (poster images) with tangible objects (real objects or toys), indicating not only recognition but also categorization and cognitive understanding.

4. Trial & Error / Exploration

Exploratory behavior through sound and language was observed when the child attempted to sound out new words independently, even when the results were only approximate or experimental. The child made six attempts, often babbling in ways that resembled the target vocabulary. For example, the child said "papayu" while pointing to a picture of a papaya, showing a strong attempt to imitate the word. In addition, the child spontaneously named objects on two occasions without being prompted by the researcher, saying "watermelon" and "mango" while looking at the corresponding pictures on the poster. These behaviors indicate a developmental transition from receptive language to expressive language, where the child not only absorbs but also begins to produce language independently. Such trial and error efforts are crucial in early vocabulary acquisition, indicating cognitive processing, auditory memory recall, and motivation to experiment with the sounds of language.

5. Stimulus Response Behavior (Behaviorism)

From a behaviorist perspective, the child's learning was influenced by positive reinforcement. When the child received praise after naming or pointing to the correct item (e.g., "Good job!"), they responded positively by smiling or clapping, as observed on two occasions. This response indicates that external validation plays a motivational role in encouraging repeated learning behavior. Moreover, after receiving such praise, the child re-engaged with the learning activity by pointing to the picture again and repeating the vocabulary, noted in three separate instances. These repeated actions demonstrate that verbal praise, along

with social affirmations like smiles and claps, serve as effective reinforcers. The reinforcement effect aligns with behaviorist learning theory, suggesting that appropriately timed and consistent positive feedback can significantly influence early language behavior and motivation to communicate.

6. Emotional and Social Indicators

Emotional and social responses also played an integral role in the child's interaction with the English posters. The child displayed excitement, joy, and interest through visible emotional expressions such as smiling, laughing, and babbling when presented with colorful and visually engaging posters, particularly those depicting fruits. These positive affective responses indicate that the visual aesthetics of the learning materials contributed to heightened engagement. In addition, the child demonstrated prosocial behavior by actively sharing the poster experience with a caregiver. For example, the child repeatedly pointed to the images on the poster while calling their mother, then echoed vocabulary they had just learned and attempted to "teach" or explain it. This behavior reflects both a developing sense of social communication and a desire to engage in reciprocal interactions. It also shows how language learning can be reinforced through meaningful social exchanges in a supportive environment.

The following activity logbook is a systematic documentation compiled and recorded during the entire period of the research implementation. The main function of this logbook is to serve as a structured recording tool that logs the course of daily learning activities, as well as an important source of data for monitoring

the development of the English language skills of the research subject, a two-year-old child.

The content of the logbook includes a complete schedule of learning sessions carried out for seven consecutive days, including information such as the date, start and end times of each session, the duration of the activity, and the type of poster or vocabulary theme used in each learning session. The posters used consist of several categories—such as fruits, animals, numbers, colors, body parts, and sea animals—each designed to introduce and stimulate the child's understanding of English vocabulary.

With this logbook, researchers can conduct an in-depth tracking of the child's vocabulary development from day to day, observe patterns of repetition and expansion of vocabulary, and assess the effectiveness of using posters as learning media in the context of early childhood language development. This documentation also strengthens the observation data and becomes the basis for the analysis process in the results and discussion chapter.

Table 4.2 Daily Logbook Activity of a 2-Year-Old Child

No.	Date	Session	Start time	End time	Duration (minute)	Number of Words	Words Mentioned	Poster
1	16/07/2025	1	09.36	09.46	10	2	Papaya, Watermelon	fruit
2	16/07/2025	2	19.25	19.30	5	2	Papaya, Watermelon	fruit repeated
3	16/07/2025	3	20.21	20.24	3	3	Papaya, Watermelon, Mango	fruit
4	17/07/2025	1	19.38	19.41	4	3	Melon, Banana, Mango	fruit

5	17/07/2025	2	19.46	19.49	3	2	Monkey, Owl	animal
6	17/07/2025	3	19.55	20.00	5	2	Penguin, Fox	animal
7	18/07/2025	1	09.46	09.49	3	3	Tiger, Snake, Monkey	animal
8	18/07/2025	2	11.32	11.38	5	8	One, Two, Three, Four, Five, Six, Seven, Eight	number
9	18/07/2025	3	16.38	16.41	3	2	Monkey, Tiger	animal repeated
10	19/07/2025	1	12.19	12.22	3	4	Red, Blue, Green, White	colour
11	19/07/2025	2	17.59	16.02	3	2	Snake, Frog	animal
12	19/07/2025	3	20.12	20.14	2	2	Eye, Head	Body part
13	21/07/2025	1	10.41	10.44	3	3	Red, Blue, Green	colour repeated
14	21/07/2025	2	11.21	11.23	2	3	Tamarin, Chikoo, Avocado	fruit
15	21/07/2025	3	11.29	11.31	2	2	Turtle, Lobster	animal
16	22/07/2025	1	19.37	19.40	3	10	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten	number
17	22/07/2025	2	19.47	19.49	2	3	Yellow, Purple, Black	colour
18	22/07/2025	3	20.39	20.41	2	4	Guava, Avocado, Coconut, Pineapple	fruit
19	23/07/2025	1	12.09	12.12	3	3	Shark, Crab, Orca	animal
20	23/07/2025	2	19.27	19.33	6	11	Guava, Avocado, Coconut, Pineapple, Melon, Watermelon, Orange, Papaya, Banana, Chikoo, Tamarin	fruit repeated

21	23/07/2025	3	20.38	20.40	2	10	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten	number repeated
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a) Day One

On the first day of the study, the first session focused on introducing vocabulary from the fruits category. The child learned two new words, papaya and watermelon, through interaction with the English poster for 10 minutes. The child showed initial enthusiasm by pointing to the pictures and repeating the words. In the second session, the child repeated the same vocabulary acquired in the first session for 5 minutes, indicating early retention. In the third session, the child learned one new word, "mango," and repeated two previously learned words in a 3-minute session, indicating a gradual buildup of vocabulary.

b) Day Two

The first session of the second day continued with the theme of fruits. The child learned three additional fruit words melon, banana, and mango in a 4-minute session. The child showed the ability to associate pictures with spoken words and also repeated previously learned vocabulary. In the second session, the child showed interest in learning new animal-related vocabulary. The words monkey and owl were mentioned during the 3-minute activity. Interestingly, the child imitated the sound of a monkey while learning the word, indicating active engagement. In the third session, the child learned two more animal words, penguin and fox, and asked, "What is this?" while pointing at the poster, showing spontaneous curiosity. This session lasted for 2 minutes.

c) Day Three

In the first session on the third day, the child focused on repeating the familiar animal words tiger, snake, and once again monkey for 3 minutes, to strengthen short-term memory. The second session took advantage of a natural moment when the child was counting. The researcher guided the child to count in English, and as a result, the child was able to name the numbers one to eight within 5 minutes. In the third session, the child again mentioned monkeys and tigers for 3 minutes, to strengthen animal-related vocabulary.

d) Day Four

The first session on the fourth day showed great initiative. The child asked, "What is the color red in English?" and eagerly started learning the four colors red, blue, green, and white within 3 minutes. In the second session, a real-life incident sparked interest in vocabulary learning. After seeing a frog jumping outside the house, the child asked for the word frog in English and pointed to a snake on the poster, asking for its name in English. This session also lasted for 3 minutes. In the third session, the child became interested in body parts and managed to learn the words eye and head from a body-themed poster within 2 minutes.

e) Day Five

The first session of day five was used to review previously learned colors—red, blue, and green—in a 3-minute session to reinforce knowledge. In the second session, the child chose a fruit poster and explored new vocabulary, learning the words tamarin, chikoo, and avocado in 2 minutes. The third session turned to marine animals, where the child learned to say turtle and lobster in a 2-minute activity,

demonstrating an emerging ability to differentiate animal categories based on habitat.

f) Day Six

In the first session, the child practiced counting from 1 to 10 in English fluently within 3 minutes. The second session focused on introducing new colors, where the child learned yellow, purple, and black for 2 minutes. In the third session, the child looked back at the fruit poster and confidently named guava, avocado, coconut, and pineapple within 2 minutes.

g) Day Seven

On the last day, the first session showed the child's interest in marine animals. The child pointed to the pictures on the poster while naming sharks, crabs, and whales for 3 minutes. The second session involved a comprehensive review of fruit vocabulary, where the child recalled and pronounced guava, avocado, coconut, pineapple, melon, watermelon, orange, papaya, banana, chikoo, and tamarin within 6 minutes, indicating strong recall and categorization. In the last session, the child repeated counting from 1 to 10 confidently, which showed mastery of number vocabulary. This session lasted for 2 minutes.

B. Discussion

This section discusses the findings of the current research alongside previous research:

1. Sensory Engagement

From the results of the current study, it was found that sensory engagement formed a strong visual and kinesthetic relationship when the child learned about

animals, fruits, and colors from the provided stimuli, which shares similarities with previous research. Previous research showed that students became more active by using motor and sensory play methods. Furthermore, it was also found that the motor and sensory game method can help students master vocabulary, allowing them to master more vocabulary words in English (Utami, N.A., Mulyadi. M., 2025: 1).

2. Vocalization (Imitation)

The current research findings indicate that children actively engage in phonological imitation, as seen from the repetition of words and sound mimicry during interactions with English language posters, which has similarities to previous research. It is known that earlier studies demonstrated how the use of motor and sensory play methods can help improve children's language production after participating in a structured verbal imitation program, resulting in enhanced language production skills. Although the approaches are different, the visual and contextual methods in this study both lead to improvements in vocabulary acquisition and early childhood language development (Raissa Hadiman, 2021: 9).

3. Associative Behavior

From the results of this research, it can be concluded that the child showed good visual association skills, as seen through playing and matching images on posters with real objects. This indicates that visual media such as posters can be an effective means to help children recognize and understand vocabulary from their surroundings. These findings are similar to previous research, where a past study aimed to determine how vocabulary learning in early childhood can provide

knowledge, communication skills, imaginative skills, role-playing, and new experiences during play (Siti Hanifah, M Solehuddin, 2023: 1).

4. Trial & Error / Exploration

The results of this research show that the child began to produce language independently, marked by a transition from receptive language to expressive language. This ability was evident through phonological imitation and spontaneous speech during interactions with the posters, which shares similarities with previous research. Past research explored the ability of joint attention and the interactive support from parents. Although joint attention does not directly influence vocabulary alone, the combination of shared attention and parental supportive behavior has proven to support language development, particularly in the early stage when children start to actively express language (Wengman & Forssman, 2025: 1).

5. Stimulus Response Behavior

From the results of this research, it appears that the child responded positively to forms of verbal reinforcement such as praise. This response encouraged the child to repeat vocabulary and remain active in the learning process. These findings align with behaviorist views that emphasize the important role of positive reinforcement in shaping learning behavior. In addition, praise given accurately and specifically has been shown to enhance children's participation and strengthen desired learning habits, particularly in the context of early childhood education (Kathleen Lynne Lane, Wendy Peia Oakes & Holly M. Menzies, 2023: 1).

6. Emotional and Social Indicators

The results of this study indicate that the child's emotional and social responses played a significant role in their interaction with English posters. The child exhibited joy and interest through visible expressions such as smiling, laughing, and babbling when presented with visually appealing posters. This finding shares similarities with previous research, which aimed to examine the underlying physiological mechanisms and emotional responses that contribute to the development of positive emotions in children learning vocabulary, specifically among 3-year-old children (Vivien Outters, Robert Hepach, 2023: 1).



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapters, it can be concluded that English posters play a significant role in supporting early English vocabulary acquisition in young children. Through the use of visually engaging materials, children were observed to demonstrate increased interest, emotional engagement, and spontaneous verbal production of target vocabulary. For this research, the areas observed were: Sensory Engagement, Vocalization (Imitation), Associative Behavior, Trial & Error / Exploration, Stimulus Response Behavior, and Emotional and Social Indicators.

The research findings revealed that the child responded positively to the posters, showing signs of transitioning from receptive language (understanding) to expressive language (speaking). This transition was marked by phonological imitation, spontaneous naming of objects, and repeated use of vocabulary words. Moreover, emotional and social responses such as joy, excitement, and the desire to share with a caregiver further enhanced the child's engagement in the learning process.

In addition, behaviorist learning principles were evident through the child's positive reactions to verbal praise and reinforcement, which motivated continued learning behavior. The study also supports the view that meaningful social interaction, joint attention, and supportive environments (both physical and

interpersonal) significantly contribute to vocabulary development rrrrduring early childhood.

Overall, this study confirms that English posters can be a valuable and effective visual learning medium in early language acquisition, particularly when used consistently and accompanied by interactive and emotionally supportive engagement.

B. Suggestions

Based on the conclusion of this research is going to purpose some suggestions. That suggestions in this study are:

1. For Educators

Teachers of early childhood education are encouraged to utilize English posters as a supplementary tool in the classroom. Posters should be visually attractive, thematic, and age-appropriate to maintain children's attention and enhance vocabulary learning through visual cues.

2. For Parents

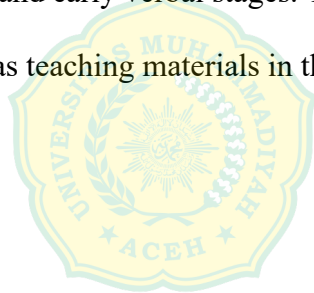
Parents are advised to actively participate in the language learning process at home by engaging with children during poster activities. Providing positive reinforcement, such as praise and emotional encouragement, helps build motivation and strengthens the child's desire to communicate.

3. For Future Researchers

Further studies with larger sample sizes and longer observation periods are recommended to explore the long-term impact of visual media like posters on language acquisition. It would also be beneficial to investigate the role of posters in bilingual or multilingual contexts.

4. For Curriculum Developers

The integration of visually supported vocabulary learning materials should be considered in early childhood English language curricula, especially for learners at the pre-verbal and early verbal stages. The use of posters as educational tools should be included as teaching materials in the school curriculum.



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DAILY OBSERVATION SHEET

Research Title: The Influence of English Posters on Child's Vocabulary Acquisition

Child's Name: MDI

Age: 2,7 Years old

Date of Observation: 16-23 July 2025

Observer: Adzra Hafidhatul Afifah

Day 1

Session	Observation Time	Child's Activity	Verbal Response (Words Spoken)	Non-Verbal Response (Expressions, Movements)	New Vocabulary Acquired	Additional Notes
1	10	Learning while playing	papaya	Acting while pretending to eat.	Watermelon	The child starts learning two vocabulary words.
2	5	Learning while playing	papaya	The child says papaya while jumping.	Watermelon (repeated)	The child repeats two vocabulary words that have been learned.
3	3	Learning while playing	Papaya, watermelon	The child pronounces the word papaya as papayu or papuyu, and the child really likes watermelon while jumping and clapping.	Mango	The child learns one new vocabulary word and repeats two vocabulary words that have been learned.

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Child's Name: MDI

Age: 2,7 Years old

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Observer: Adzra Hafidhatul Afifah

Day 2

Session	Observation Time	Child's Activity	Verbal Response (Words Spoken)	Non-Verbal Response (Expressions, Movements)	New Vocabulary Acquired	Additional Notes
1	4	Learning new words	Melon, Banana, Mango	The child shows interest in new vocabulary while eating melon.	Melon, Banana, Mango	The child is learning three new vocabulary words while eating a melon.
2	3	Learning new words	Monkey, Owl	Children start to be interested in learning about animal vocabulary and then imitate the sounds and movements according to that vocabulary.	Monkey, Owl	The child learns two new animal vocabulary words by imitating sounds and movements.
3	5	Learning new words	Penguin, Fox	The child asked where that animal came from.	Penguin, Fox	The child learns two new animal vocabulary words and understands where those animals come from.

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Child's Name: MDI

Age: 2,7 Years old

Date of Observation: 16-23 July 2025

Observer: Adzra Hafidhatul Afifah

Day 3

Session	Observation Time	Child's Activity	Verbal Response (Words Spoken)	Non-Verbal Response (Expressions, Movements)	New Vocabulary Acquired	Additional Notes
1	3	Learn with joy	Tiger, Snake, Monkey	The child shows interest in vocabulary and repeats while laughing.	Tiger, Snake	The child joyfully and laughably learns two new animal vocabulary.
2	5	Learn with joy	One, Two, Three, Four, Five, Six, Seven, Eight	Children learn to count when they want to choose toys.	One, Two, Three, Four, Five, Six, Seven, Eight	The child starts to learn to count numbers
3	3	Learn with joy	Monkey, Tiger	The child says monkey while jumping around imitating the movements of a monkey and roaring like a tiger cub.	Monkey, Tiger (repeated)	The child repeats the animal vocabulary he has learned while clapping.

DAILY OBSERVATION SHEET

Research Title: The Influence of English Posters on Child's Vocabulary Acquisition

Child's Name: MDI

Age: 2,7 Years old

Date of Observation: 16-23 July 2025

Observer: Adzra Hafidhatul Afifah

Day 4

Session	Observation Time	Child's Activity	Verbal Response (Words Spoken)	Non-Verbal Response (Expressions, Movements)	New Vocabulary Acquired	Additional Notes
1	3	Learn while playing	Red, Blue, Green, white	The child asks while pointing at the colorful poster, whispering when asked.	Red, Blue, Green, white	The child learns four colour of vocabulary while whispering when asked about the colors they have learned.
2	3	Learn while playing	Snake, Frog	The child is playing and finds a frog jumping around, then asks what the English word for frog is.	Snake, Frog	The session was held outdoors while the children were playing and successfully learned two new animal vocabulary.
3	2	Learn while playing	Eye, Head	The child asks what English is to his mother while holding his eyes and head, expressing confusion.	Eye, Head	The child learns two new vocabulary words for body parts by asking his mother.

DAILY OBSERVATION SHEET

Research Title: The Influence of English Posters on Child's Vocabulary Acquisition

Child's Name: MDI

Age: 2,7 Years old

Date of Observation: 16-23 July 2025

Observer: Adzra Hafidhatul Afifah

Day 5

Session	Observation Time	Child's Activity	Verbal Response (Words Spoken)	Non-Verbal Response (Expressions, Movements)	New Vocabulary Acquired	Additional Notes
1	3	Word repeated	Red, Blue, Green	The child repeats colors with colored toys.	Red, Blue, Green (repeated)	The child is repeating the color vocabulary that he has learned.
2	2	Learning new words	Tamarin, Chikoo, Avocado	The child was given an avocado by their parents and took the initiative to ask about the English word for avocado, then asked about chikoo and tamarind intensively.	Tamarin, Chikoo, Avocado	The child is learning three new fruit vocabulary words while eating the avocado given by his mother.
3	2	Learning new words	Turtle, Lobster	While reading a book, the child opens a page with a theme about turtles and then the author explains the English word for turtle and also lobster, which are sea animal.	Turtle, Lobster	The child is learning new marine animal vocabulary while riding a bicycle.

DAILY OBSERVATION SHEET

Research Title: The Influence of English Posters on Child's Vocabulary Acquisition

Child's Name: MDI

Age: 2,7 Years old

Date of Observation: 16-23 July 2025

Observer: Adzra Hafidhatul Afifah

Day 6

Session	Observation Time	Child's Activity	Verbal Response (Words Spoken)	Non-Verbal Response (Expressions, Movements)	New Vocabulary Acquired	Additional Notes
1	3	Revising and adding new vocabulary	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten	The child counts the toys they have and the child learns to count nine ten again after the only number they know is eight.	Nine, Ten	After repeating the numbers twice, the numbers nine and ten have not been fully remembered yet.
2	2	Learning new vocabulary	Yellow, Purple, Black	The child learns new colors with colorful toys.	Yellow, Purple, Black	The child excitedly mentions the three new colors in English.
3	2	Learning new vocabulary	Guava, Avocado, Coconut, Pineapple	The child learns while pretending to eat it.	Pineapple	The child repeats the fruit vocabulary that they remember and then adds one new vocabulary word.

DAILY OBSERVATION SHEET

Research Title: The Influence of English Posters on Child's Vocabulary Acquisition

Child's Name: MDI

Age: 2,7 Years old

Date of Observation: 16-23 July 2025

Observer: Adzra Hafidhatul Afifah

Day 7

Session	Observation Time	Child's Activity	Verbal Response (Words Spoken)	Non-Verbal Response (Expressions, Movements)	New Vocabulary Acquired	Additional Notes
1	3	Learning new vocabulary	Shark, Crab, Orca	Children learn vocabulary while playing with LEGO.	Shark, Crab, Orca	The child is learning three new vocabulary words about sea animals.
2	6	Word repeated	Guava, Avocado, Coconut, Pineapple, Melon, Watermelon, Orange, Papaya, Banana, Chikoo, Tamarin	The child repeats each word of the fruits they have learned with enthusiasm and claps for each word they have remembered.	Guava, Avocado, Coconut, Pineapple, Melon, Watermelon, Orange, Papaya, Banana, Chikoo, Tamarin (repeated)	The child has mastered ten fruit vocabulary words and pronounces them loudly while clapping.
3	2	Word repeated	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten	The child repeats counting numbers from one to ten while playing with his toys.	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten (repeated)	The child has quickly mastered the ten vocabulary numbers and has successfully pronounced them correctly and clearly.

DAY 1



The child showed interest in the English poster by pointing at the pictures and repeating several words, indicating that the poster was effective in capturing attention and encouraging verbal responses.

DAY 2



The child carefully examined the poster, touching specific images with curiosity. Then he attempted to pronounce the corresponding words, showing active engagement in the learning process.

DAY 3



The child responded with smiles and laughter when shown colorful sections of the poster. This reaction indicates that appealing visual elements can evoke positive emotions and enhance the child's engagement.

Appendixes Documentation

DAY 4



The child tried to name familiar objects in the poster without any prompting. This spontaneous response suggests growing confidence in vocabulary recall and a willingness to communicate.

DAY 5



The child repeated English words related to numbers after being prompted by the observer. This indicates that the child began to recognize and recall number related vocabulary through guided repetition.

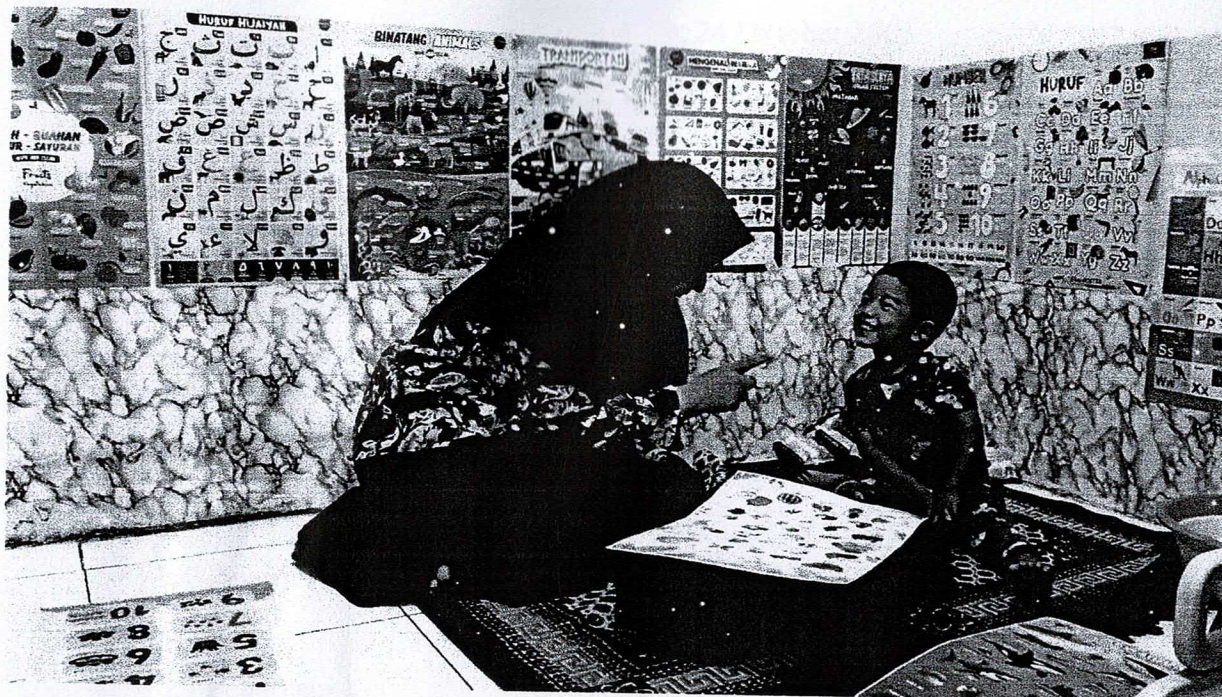
DAY 6



The child pointed at specific parts of the poster and asked about the meaning of certain words. This curiosity reflects an active engagement in learning and a desire to expand his vocabulary.

Appendixes Documentation

DAY 7



The child was able to recall several vocabulary words from the poster and pronounce them correctly. The accurate pronunciation indicated understanding of the words rather than mere imitation. This suggests that the use of posters was effective in supporting the child's vocabulary acquisition.

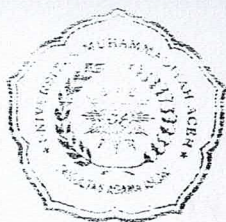
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Muhammadiyah Aceh Tahun 2021-2025

Banda Aceh,

Penulis,

Adzra Hafidhatul Afifah



UNIVERSITAS MUHAMMADIYAH ACEH
FAKULTAS AGAMA ISLAM

(STATUS TERAKREDITASI)

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SURAT KEPUTUSAN

Nomor : 1019/UM.M5/Q/FAI/2024

Dekan Agama Islam Universitas Muhammadiyah Aceh,

Menimbang:

- Bahwa untuk kelancaran ujian-ujian Skripsi pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi mahasiswa yang bersangkutan;
- Yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk diangkat dalam jabatan pembimbing Skripsi.

Mengingat:

- Keputusan Dirjen Pendidikan Islam No.Dj.I/363 / 2009 Tanggal 30 Juni 2009;
- Keputusan Badan Akreditasi Nasional Perguruan Tinggi No.7416/SK/BAN-PT /Ak-PPJ/S/XI/2020 Tanggal 17 November 2020;
- Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal 29 Oktober 2024

MEMUTUSKAN :

Menetapkan: 1. Menunjuk saudara :

- Dr. Yuniarti, SS., M.Pd**
Sebagai Pembimbing I.
- Ika Kana Trisnawati, S.Pd.I., M. Ed**
Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A : **Adzra Hafidhatul Afifah**
N P M : 2105180010
J U R U S A N : Tadris Bahasa Inggris
J U D U L : The Influence of English Posters on Child's English
Vocabulary Acquisition

- Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku;
- Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
- Segala sesuatu akan dirobah dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.

Ditetapkan di : Banda Aceh.

Pada Tanggal : 5 November 2024

Dr. Rosnidarwati, S.Ag., MA.

embusan :

- Rektor Universitas Muhammadiyah Aceh.
- Koordinator Kopertais Wilayah V Aceh.
- Mahasiswa Yang bersangkutan.
- Arsip.-

INFORMED CONSENT FORM FOR PARENTS/GUARDIANS

Research Title:

The Influence of English Posters on Child's English Vocabulary Acquisition

Researcher: ADZRA HAFIDHATUL AFIFAH

Institution: University of Muhammadiyah Aceh

Research Period: July 2025

Research Description

I am conducting research to understand how English posters can help young children, particularly 2 years old, recognize and learn English vocabulary. Your child's participation will involve observation during learning activities using picture posters in a fun and safe play setting.

The study carries no risks, and your child will not be subjected to formal tests. All activities are non-invasive (harmless), and will only be conducted with your full consent.

Rights and Confidentiality

- Participation is voluntary, and you have the right to withdraw consent at any time without any consequences.
- All data and observations will be kept confidential and used for academic purposes only.
- The child's identity will not be mentioned in reports or publications of the research results.

Form of Participation

- Your child will be invited to play while learning using picture posters.
- I will observe your child's reaction to seeing or hearing the words on the poster.
- Observation time will be 10-15 minutes per session, for a maximum of 3 sessions.

Consent Statement

I, the undersigned, have read and understood the above explanation. I give permission for my child to participate in this study.

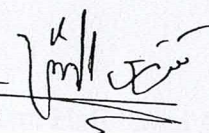
Child's Name: Muhammad Dzahyn Ibadurrahman

Child Age: 2,7 years

Parent/Guardian Name: Riska Aryani, S.E

Date: 16-23 july, 2025

Signature: _____



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Banda Aceh,
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