

## DESIGNING ENGLISH POSTER OF SIMPLE FUTURE TENSE FOR ELEVENTH GRADE STUDENTS OF SMKN 2 TARAKAN

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### ABSTRACT

*This research aims to design learning media for the XI class of State Vocational School 2 Tarakan. The research design was research and development (R&D) using the ADDIE model; Analysis, Design, Development, Implementation, and Evaluation. Data were collected using some research instrument; document analysis, questionnaires, and interviews. This research was conducted from February 14, 2022, to June 6, 2022. The subjects of this research were students of the XI class consisting of 87 students. The results of this study indicated that it has succeeded in developing a product in the form of a simple future tense poster as a learning medium for class XI SMKN 2 Tarakan. Then, the poster was validated by design expert, content. The quality of the posters from the design experts was "good" with a percentage of 88%, those from the content experts were also good based on Core and basic competence, and the language aspect was also good category with percentage of 89%. Furthermore, student response to poster media is "good", with a percentage of 81%. Therefore, students are interested in learning English with poster media. Thus, it can be concluded that submitting simple future tense posters as a learning media for XI class State Vocational School 2 Tarakan increases student interest in learning English, especially tenses.*

**Keywords:** Learning Media, Simple Future Tense, Media Poster

### INTRODUCTION

Grammar is one of the most fundamental aspects of the English language that students must master. Mastering good and right grammar by students is expected to enable them to use English, either orally or in written form. One of the important things in grammar is tenses. Tenses are the change of the verb formation in a sentence caused by changes in the form of time. In English grammar, tenses are a verb that refers to the time of an occurrence. Sari et al., (2015), in English grammar, tenses are a type of verb that refers to the time of an event. In Indonesia, the verb form has not changed with time. The poster has many functions for teaching media. According to Yusandika et al., (2018), the poster is a tool for conveying specific facts, suggestions, or ideas to pique the viewer's interest in carrying out the message's contents. To describe future plans, the simple future tense is employed. According to Oxford University Press (2019), the simple future tense is used to talk about something that will happen. Similarly, Folse (2016), attempts to distinguish between two commonly used forms in the simple future tense. They are "going to" and "will". "Be going to" is used for an action in the future. Meanwhile, "will" is used to discuss future actions that did not have a prior plan. Learning is an attempt to acquire information, knowledge, skills, attitudes, understanding, etc. According to Heinich (2002), learning is the acquisition of new knowledge, skills, or attitudes as an individual interacts with

information and the environment. Heinich (2002), pointed out that the medium (multiple media) is the communication channel. Teachers utilize the media as a tool or medium to help students learn more effectively. Learning media is a tool that makes the learning process more entertaining for pupils while also allowing them to comprehend the subject more quickly. Risnawati et al., (2018), as a communication tool, learning media can deliver information and excite students' thoughts, feelings, and talents to motivate them to engage in a more effective and efficient learning process. The Simple Future Tense material is no longer taught during the pandemic for the eleventh grade because before the pandemic, this material was always taught to eleventh-grade students. In carrying out this research, the researcher has conducted a preliminary study during teaching practice at SMKN 2 Tarakan, conducted by an interview with a class XI English teacher at SMKN 2 Tarakan. Based on the preliminary study results, the English teacher at SMKN 2 Tarakan was a problem with a connection that often occurs during online learning. This made it difficult for teachers to provide subject matter. Furthermore, the books did not entice students to learn because the teacher's methods of conveying the materials were still the same at the same time. As a result, the students were unable to comprehend the content. As a consequence, the use of other learning media by the teacher is required to entice students to learn about tenses. The use of learning media is important when teaching English to students in order for them to understand the content, such as poster. A Poster is an excellent learning tool. A poster is a type of learning media used in education that consists of pictures and words in a particular style that is used to communicate a message or information to students and affect them based on the learning purpose (Azis, 2019). Because of it is an interesting and imaginative show, a poster is a simple to use and very effective tool for attracting students' attention. A poster will be one of the learning media produced to express the material, especially tenses. If poster is used in the teaching and learning process, students can be motivated and inspired to learn more. (Arifin, 2021) states learning materials should be based on students' need and students' language needs. Therefore, posters are not only important for conveying a certain impression but also for influencing and motivating the behavior of those who see them. The poster can be used as a learning medium to facilitate teaching and learning. In education, learning posters are media that contain certain design symbols or symbols to convey information messages and influence students according to learning objectives. Based on the description above, this poster is expected to provide innovations in learning media for teachers. The researcher makes poster as learning media that contain a Simple Future Tense. Therefore, the researcher gave the title "Designing English Poster of Simple Future Tense for Eleventh Grade Students of SMKN 2 Tarakan".

## **METHODOLOGY**

The research method used is research and development where this method is used to develop poster media, especially the simple future tense for students in grade 11 SMKN 2 Tarakan. It is a study in which events and phenomena are revealed in the school environment using data collection methods such as document analysis, interviews and questionnaires. The reason for choosing this school as a place to do research is because students have difficulties in understanding English lessons, especially Simple Future Tense.

This research conducted at SMKN 2 Tarakan. The respondents were students at eleventh grade of SMKN 2 Tarakan, there were 3 classes consisting of 87 students and one English teacher as the supporting respondent.

In this research, the researcher collected the data used three instruments such as document analysis, questionnaire and interview. Document analysis was analyzed by the researcher to make poster of simple future tense as learning media in accordance with standard competence and basic competence (SK/KD). Questionnaire distributed to eleventh grade students to get the information about the students' preferences. Interview directed to the English teacher were intended to get significant information about the teacher's problems in teaching learning process, learning media that the teacher used in learning process, and teacher's suggestions and expectations about poster of simple future tense that used in teaching learning process.

The results of the instruments above were used by the researcher as a basis data to develop English poster of Simple Future Tense as learning media for eleventh grade students at SMKN 2 Tarakan. The data was analysed in various ways depending on the characteristics of the data and the purposes of its collection. The first was document analysis, the second was a questionnaire survey, and the third was an interview. The document analysis used in this research is standard competence and basic competence (SK/KD), a guideline for preparing simple future tense poster and describing them in descriptive form. Then, the data collected from the questionnaire was classified based on each item and converted into percentages. Use the following formula to calculate the percentage:

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

P = Percentage

f = the number of the respondents who chose the option

N = the total number of the respondents

(Sudijono, 2011)

The highest percentage of each item described respondents' preferences. The data is used as a basic to developed poster of simple future tense as learning media for the eleventh-grade students at SMKN 2 Tarakan

Meanwhile, the interview result has been taken in the form of information, opinion, and suggestion in the description. Afterward, the description was used as a reference in designing the English poster of Simple Future Tense for eleventh-grade students at SMKN 2 Tarakan.

## **FINDINGS**

### **The result of document analysis**

In designing a proposed poster of Simple Future Tense as learning media for eleventh-grade students at SMKN 2 Tarakan, the document was acquired from the English teacher of eleventh grade. The document analysed by the researcher was the Standard Competence and Basic Competence (SK/KD). It was intended to get information about the material in the poster learned by the eleventh-grade students. The material was Simple Future Tense. The reason why

the researcher took the material related to Simple Future Tense indicated that English teaching for vocational high school is targeted to master the basic knowledge and skills to support the achievement of the English language competency program as well as the expertise and skill to apply mastery of English language ability to communicate both verbally and in writing at the intermediate level.

At the novice level, the students need the ability to explain a simple activity that is happening. To support them in reaching the intermediate level, the students also need supporting competence in linguistics, especially grammar. In this research, the researcher focused on tenses, especially future tense, as the basic tense that students must know before explaining a simple activity. Particularly, it was based on an analysis of the standard competence (SK) number 4. Communicate with the English language equivalent to novice level and basic competence 3.9 Analyzing social functions, text structures, and linguistic elements to state and ask about actions/activities/events that will be, are being, and have been carried out / will occur in the future, depending on the context in which it is used.

### The result of Questionnaire

There were 22 questions in the questionnaire to analyzed student needs. There were 87 students' responses. The responses come from eleventh-grade students from 3 different classes. These data were collected by using the Google Form Platform. The questions were related to the importance of learning English, students' perceptions of the use of learning media, design, and the use of the Simple Future tense. The formula has been stated in the third chapter to know the percentage. The results are presented in Table 4.1

**Table 4.1 The result of Students' Need**

Aspect	Students' Prefer	Percentage
Students thoughts towards learning English	English is important to be learn	65,51%
	Feeling difficult in learning Grammar	29,77%
	Learning English in International Language	33,33%
Students' experience in using simple future tense	Have used future tense	58,62%
	Have wrote a "will"	57,47%
Students' knowledge about simple future tense	Students' know about the simple future tense	57,47%
Students' thoughts towards learning media	Media can facilitate learning	70,11%
	Students agree that learning Media is important	74,71%
Students' thoughts towards grammar	Students agree that Grammar is important	67,81%

Students experience in using learning media	Have try to design	43,67%
	Teacher have use media in learning	54,02%
	Students' have used learning media	70,11%
Students' thoughts of learning media Poster	Students very agree that Poster can help students	58,62%
Students' prefer source for learning	Listen the music to increase vocabulary	27,5%
Students' prefer in learning English	By using Smartphone	50,71%
	Being taught by the teacher	33,33%
Students' experience in learning English	Never have a conversation with classmate	68,96%
	Teacher as a Partner in Learning Grammar	51,51%
	Learning English variable or erratic time	30,61%
Students' prefer for the poster	Animated Characters	45,53%
	The text is clear	81,60%
	Bright Color	22,32%

### The result of document analysis

The teacher explained that during the pandemic, the teacher used commonly used media such as google classroom. Teachers also usually use media for material and give assignments during a pandemic. For adaptation, students can adapt to online learning, but for understanding the material, students are still unable to understand the material than face to face. Students also have problems with network problems, some don't have cell phones and problems with pulses. During teaching tenses, the teacher uses media such as pictures and commonly used media. The teacher always teaches the simple future tense material. Teaching the future tense is also very important because it explains the adverb of time because in the tenses, some explain the time yesterday, now and in the future so that in explaining the material, it must be complete. The difficulty faced by the teacher is that students do not understand verbs and also still do not understand the problem of "to be". The teacher's problem was that the teacher gave media such as examples of invitation letter materials, and the teacher gave media such as sample letters and shared the media via google classroom. The teacher explained that using learning media can help students to understand the material provided and without using media it will be difficult for students to understand. In the teaching and learning process, lesson plans are always prepared before teaching and learning. For taking material, the teacher sometimes uses supporting books and takes material from social media and the internet. Learning media can help teachers provide material, so students understand more easily. Poster media is a good

medium because visuals for students are easier to absorb than just auditory. With poster media, students are expected to be much easier to understand the material presented so that it can help teachers to provide understanding to students.

From the interview above, it can be concluded that during the pandemic, the media used by teachers was Google Classroom to provide material and give assignments, the obstacles faced by students in online learning were network problems and some did not have cell phones and credit. While teaching the simple future tense, the difficulties faced by students are the students' lack of understanding of verbs and the use of "to be". In the teaching and learning process, teachers always prepare lesson plans and supporting books and browse social media and the internet. With the use of poster media, it is hoped that it can help students understand the material presented by the teacher because students prefer visual than auditory.

### **Procedures in Product Development**

Based on the needs analysis results, there are several stages in proposing posters for class XI students of SMKN 2 Tarakan. The researcher used the five-step ADDIE model which was modified according to the needs of the researcher, namely: (1) Analyze, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

#### **A. Analyze**

Respondents and basic data in designed the content of poster. The needs analysis results become basic data for the researcher in designing and developing poster. In proposed the product, the researcher begins to analyze the competency standards and basic competencies (SK/KD) by analyzed the appropriate material contained in the poster, namely about the Simple Future Tense. The data from the questionnaire is classified based on each item and changes to a percentage. The highest percentage is described as preference.

Based on needs analysis on competency standards and basic competencies (SKKD), on competency standards basic competence (KD) number 4.9 "Compose spoken and written texts to state and ask about actions/activities/events that will, are being, and have been done/occurred in the future, taking into account social functions, text structure, and linguistic elements that are correct and in context."

#### **B. Design**

The needs analysis results became the basis for researcher to design and develop poster as learning media. The learning media developed by the researcher for class XI students at SMKN 2 Tarakan. Before developing the English poster, the researcher designed the layout on the paper. This layout is useful for positioning content; there are titles, definitions, formulas, examples, recommended learning and assessment activities and for the text itself, font and color settings. Then the researcher designed poster using various displays, attractive and colorful designs, and animated images so that English poster could attract students' interest in learning and also avoid boredom in the classroom.

### C. Developing

After designing the layout, the researcher entered the content in the poster which consisted of the definition of simple future tense, simple future tense formulas, the difference among “will”, “shall” and “going to”, the function of simple future tense, contraction, examples of simple future tense sentences, examples of simple future tense conversations, verb 1 vocabulary, and the adverb of time. The material in the poster that the researcher developed was taken from student books and various sources. The animated images used in the product are taken from the internet. The use of images aimed to entertain students so that they do not see all the written text in the product. Then in the assessment section, the researcher entered the recommended assessment of multiple choices as the highest percentage preferred by respondents.

### D. Implement

After all of the data is obtained, the next step is designing the poster according to the results of the analysis stage or need analysis. This is the first poster before revision. And this down below is the poster after revision.



**Simple Future Tense**

Simple future tense is a tense sentence that is used to show an event that has not happened or will happen in the future and ends in the future.

**The Formula of Simple Future Tense**

To form a simple future tense, the formula is as follows:

**Positive:**  
 S + will + Verb (+ O)  
 or  
 S + To Be (is, am, are) + Going To + Verb (+ O)

**Negative:**  
 S + Will + NOT + Verb (+ O)  
 or  
 S + To Be (is, am, are) + NOT + Going To + Verb (+ O)

**Interogative:**  
 Will + S + Verb (+ O)?  
 or  
 To Be (is, am, are) + S + Going To + Verb (+ O)?

**Example: Positive**  
 (a) Jack will finish his work tomorrow.  
 (b) Jack is going to finish his work tomorrow.

**Example: Negative**  
 (a) He will not join sport club at school.  
 (b) He is not going to join sport club at school.

**Example: Interogative**  
 (a) Will you go to school?  
 (b) Are you going to go to school?

**Vocabulary**

- Accept Menunggu
- Bring Membawa
- Come Datang
- Draw Menggambar
- Drink Minum
- Eat Makan
- Go Pergi
- Learn Menonton
- Get Mendapatkan
- Take Mengambil

**Conversation Example (-)**

A: "Will you go to school?"  
 B: "No, I'm not going to school."

**Conversation Example (+)**

A: "Will you go to school?"  
 B: "Yes, I'm going to school."



**Let's Learn Simple Future Tense**

Simple future tense is a form of tenses to show an event that has not started and will only happen in the future. It refers to an action that will be done after now. It can also be used to express a prediction and desire.

**The formula of Simple Future Tense**

**Positive:** Subject + will + verb + V2 + Object  
 or  
 Subject + to be + verb + ing + to + Object + complement

**Negative:** Subject + will + not + verb + V2 + Object  
 or  
 Subject + to be + not + verb + ing + to + Object + complement

**Interogative (+):** Will + subject + verb + V2 + Object + ?  
 or  
 To be + subject + verb + ing + to + Object + complement + ?

**The Difference among Will, Shall and Going to**

Will, shall, and to be going to have the same meaning. However, shall doesn't always have to be the same. So, there are 3 cases of things that distinguish these three modals, depending on the context of the sentence to be used.

- Will:** to make sure offers. It can be applied to all subjects normally. For example: "I will go to school tomorrow."
- Shall:** to make sure offers for the subject I and We. It is used for formal British English. Example: "I shall go to school tomorrow."
- Going to:** to make sure offers. It can be applied to all subjects normally. For example: "I am going to school tomorrow."

**The Function of Simple Future Tense**

- Expressing an intention or plan: "I will go to school tomorrow."
- Expressing a prediction: "It will rain tonight."
- Expressing a promise: "I will help you with your homework."
- Expressing a threat: "If you do that again, I'll tell them."
- Expressing an offer or invitation: "I will help you with your homework."
- Expressing a warning: "If you don't study, you will fail."
- Expressing a request: "I will help you with your homework."
- Expressing a condition: "If you study hard, you will pass the exam."

**Contraction**

will + I = I'll  
 will + you = you'll  
 will + he = he'll  
 will + she = she'll  
 will + it = it'll  
 will + we = we'll  
 will + they = they'll

**Conversation**

A: "What are you going to do this weekend?"  
 B: "I'm going to play basketball with John."

A: "Where are you going to play?"  
 B: "We're going to play basketball in the gym near our house."

**Adverb of Time**

Tomorrow, Next week, Next month, Next year, In two weeks, In three weeks, In four weeks, In five weeks, In six weeks, In seven weeks, In eight weeks, In nine weeks, In ten weeks, In a month, In two months, In three months, In four months, In five months, In six months, In seven months, In eight months, In nine months, In ten months, In a year, In two years, In three years, In four years, In five years, In six years, In seven years, In eight years, In nine years, In ten years.

**Vocabulary**

- Accept Menunggu
- Bring Membawa
- Come Datang
- Draw Menggambar
- Drink Minum
- Eat Makan
- Go Pergi
- Learn Menonton
- Get Mendapatkan
- Take Mengambil

This first and second revision was made up by the results of expert validation, as we can see down below;

**Table 4.2 The Result of Validator for Materials of Poster Media**

No.	Aspect	Criteria	Score	Category
1.	Design of the poster	The design of the poster is attractive to the students.	4	Strongly Agree
2.	Letter	The use of letter is clear, attractive, vary, and interesting to the students.	4	Strongly Agree
3.	Typing	The typing is clear, neat and interesting to the students.	4	Strongly Agree
4.	Spacing	The spacing is Appropriate and consistent.	3	Agree
5.	Layout	The layout is clear, attractive, vary and interesting to the students.	4	Strongly Agree
6.	Organization of Materials	The materials are organized attractively	3	Agree
		The organization of materials in the form of units and sections is appropriate.	4	Strongly Agree
		The materials are organized in logically ordered tasks.	4	Strongly Agree
7.	Topics	The topics are appropriate to the students' needs and interest.	3	Agree
		The topics are relevant to the students 'needs and interest.	3	Agree
		The topic are various kinds and up to date.	3	Agree
8.	Texts	The text can develop and help the English skill of the students	4	Strongly Agree
		The text can fulfill the English taste of the students.	3	Agree
9.	Grammar Review	The grammar review is relevant to the students' needs.	4	Strongly Agree
		The grammar review is appropriate to the given context.	4	Strongly Agree
		The grammar review is representative of the underlying grammar rule.	3	Agree
10.	Examples	The examples are clear.	4	Strongly Agree
		The examples can define concept.	4	Strongly Agree



11.	Coverage of Materials	The coverage of materials is relevant to the needs and interest of the students	4	Strongly Agree
		The coverage of materials is suitable to the students.	4	Strongly Agree
		The coverage of the materials represents all the aspects of English skill.	3	Agree
12.	Content of Materials	The content of the materials is clear and appropriate to the students.	4	Strongly Agree
		The content of the materials relate directly to the objective of the instruction.	4	Strongly Agree
		The content of the materials is logically ordered.	3	Agree
		The content of the materials can be understood by the students.	4	Strongly Agree
13.	Language	The language is suitable to the level of the students.	3	Agree
		The language can be understood by the students	3	Agree
		The language becomes a model of the correct and meaningful grammatical structures.	3	Agree
<b>Average Percentage</b>			<b>89%</b>	Qualification: <b>Worthy</b>

### E. Evaluate

After the expert validates the product, the product is ready to implement. The implementation was taken in SMKN 2 Tarakan, especially for eleventh-grade students. The results showed that 81% means a "GOOD" category. As we can see, the result of the implementation process such as;

**Table 4.3 The result of the Field Test Formative Evaluation**

No.	Indicator	Score	Category
1.	Overall/ the poster looks interesting.	85%	Good
2.	Overall the contents of the poster are easy to understand.	83%	Good
3.	Overall the vocabulary used in the poster is easy to understand	81%	Good
4.	Overall the instructions listed in the poster are easy to understand.	81%	Good
5.	Overall the available exercises can help you understand the material that has been given.	83%	Good

6. Overall, the poster provided is suitable for use in teaching English in your department.	77%	Good
7. Overall the posters provided are interesting for you to have.	81%	Good
8. Was overall Learning through Poster interesting	81%	Good
Average percentage	81%	Qualification : Good

### Student's Perception of English Present Future Tense Posters

The researcher focused on eight indicators related to students' perceptions of the Simple Future Tense English Poster design. Eight indicators are involved in investigating students' perceptions of the Simple Future Tense English Poster design. 1. Presentation of Simple Future Tense material on poster learning Media is easy to understand, 2. Material on learning media presented according to student needs, 3. Presentation of animations/characters in posters that are attractive to students, 4. Learning using poster media can increase motivation and students' learning desires, 5. Students can read the writing on the poster easily, 6. Explanations and examples applied to the poster media can make it easier for students to learn the Simple Future Tense material, 7. The overall appearance of this poster media is very interesting, and 8. Learning through poster media can make it easier for students to understand the material.

The results of the responses in the questionnaire show that the indicators for presenting simple future tense material on easy-to-understand poster learning media get a total percentage of 85%. It can be concluded that most students respond positively or well. A good response is possible because posters are easy-to-understand learning media. (Arifin et al., 2022) one reason to make sure all learning materials can be understood well because the material designer designs learning material based on the students' needs. Student responses to poster media are presented according to student needs. The response obtained on this indicator is 83%. Based on the percentage results that students agree on the suitability of using poster learning media on simple future tense material.

Students' perceptions of the presentation indicators of animation or characters in attractive posters for students get a total percentage of 81%. Based on the statement above, it can be concluded that students are very interested in animation or characters in the poster. The results of the responses in the questionnaire show that the poster media indicators can increase motivation and learning desire to get a percentage of 81%. It can be concluded that most students respond positively or well to these indicators. Student responses to poster media can be read reaching 83%. Based on these responses, it can be concluded that students can read poster media well.

Students' perceptions of the explanation indicators and examples applied to poster media can make it easier for students to learn the material to get a total percentage of 77%. Based on the explanation above, it can be concluded that the explanations and examples applied to the

poster media can make it easier for students to learn the Simple Future Tense material. The results of the responses in the questionnaire show that the overall display indicator of the poster media is very attractive at 81%. Based on this explanation, it can be concluded that the overall appearance of this poster media is very interesting for students.

Students' perceptions of learning indicators through poster media can make it easier for students to understand the material to get a total percentage of 81%. Based on the explanation above, it can be concluded that the learning process through poster media can make it easier for students to understand the material. Based on the result of Student's Perception of English Poster Future Tense, the all of students gave the positive score for Poster as the learning media for teaching and learning according the eight indicators from student's response questionnaire after research.

## CONCLUSION

The results of learning English using poster media are good for eleventh grade students of SMKN 2 Tarakan. From the media aspect, including design and content as the eligibility criteria, poster media is good. Then, based on students' perceptions in the questionnaire to students after implementing the poster media, they got a positive response. it can be ascertained that the poster media is very suitable for the needs and characteristics of students. The development of simple future tense poster media has 5 stages in the development of poster media for 11th grade students of SMKN 2 Tarakan including; (1) Analysis, (2) Design, (3) Developing, (4) Implementation and (5) Evaluation. Line with expert's statement (Arifin et al., 2021) doing need analysis by making an interview to the respondent is a best way to make sure the learning materials based on the respondents' needs. At the analysis stage, the researcher conducted an analysis of the document analysis, student's need and interviews with the teacher, after that the researchers designed the poster according to the analysis. After designing the poster media, the researcher developed the poster. In this stage, the researcher entered the content in the poster which consisted of the definition of simple future tense, simple future tense formulas, the difference among "will", "shall" and "going to", the function of simple future tense, examples of simple future tense sentences, contraction, examples of simple future tense conversations, verb 1 vocabulary and the adverb of time. After being validated, the researcher proceeds to the implementation stage. At this stage, the media was validated by the validator. After media was validated, the researcher tested the simple future tense poster media at SMKN 2 Tarakan in 3 classes, namely XI TKR 2, XI TBO, XI TITL. After the implementation was completed, the researcher gave a questionnaire sheet to the students regarding the student's response to the poster media for the final stage, namely Evaluation.

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