


Exploring Junior High School Students' Perceptions of Digital Posters as Visual Learning Media in English Language Teaching

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ABSTRACT

This study investigated students' perceptions of the use of digital posters in English language learning at the junior high school level. The integration of digital media in English Language Teaching (ELT) is considered essential to enhance students' engagement, motivation, and understanding of learning materials. This research employed a qualitative descriptive approach to explore students' perceptions from cognitive, affective, visual, technical, and learning aspects. The participants were 51 students of SMP Negeri 5 Metro who had experienced learning English using digital posters. Data were collected through questionnaires, classroom observations, and interviews with the English Club supervisor as supporting data. The findings revealed that students generally demonstrated positive perceptions toward the use of digital posters. From the cognitive aspect, students perceived that digital posters helped them understand and remember English vocabulary and materials more easily. Affectively, digital posters increased students' motivation, interest, and enjoyment in learning English. Visually, the design elements such as colors, images, and layout were considered attractive and supportive of learning. From the technical aspect, most students reported that digital posters were easy to use with minimal technical difficulties. Furthermore, students perceived that digital posters contributed to more effective and interactive English learning. These findings suggest that digital posters can serve as a supportive learning medium in English classrooms when appropriately designed and implemented.

Keywords: Students' Perception, Digital Poster, English Language Learning, Learning Media

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PENDAHULUAN

The rapid advancement of information and communication technology has transformed educational practices, particularly in English Language Teaching (ELT) (Pulungan & Siregar, 2020). In response to students' increasing familiarity with digital devices, teachers are encouraged to integrate technology-based learning media (Luckin, 2019) that are not only innovative but also pedagogically meaningful (Metode et al., 2021). However, the implementation of digital media in English classrooms often prioritizes learning outcomes while overlooking students' perceptions as primary users of the media (Wang, 2017).

In the Indonesian context, English is taught as a foreign language and is frequently perceived as challenging by junior high school students (Wang, 2017). Difficulties in vocabulary mastery, limited motivation, and teacher-centered instructional practices remain common issues (Pulungan & Siregar, 2020). Visual-based digital media have been widely promoted as a solution to these challenges (Gallardo-Montes, 2022) because they can present learning materials in a more concrete, contextual, and engaging manner (Mindog, 2016). Among various visual

media, digital posters offer a unique combination of concise text, images, color, and layout that can support comprehension and attract students' attention (Bahner et al., 2012).

Furthermore, educational technology has shifted the role of teachers from knowledge transmitters to facilitators of learning experiences (Anggraeni & Ratnaningsih, 2019). Teachers are increasingly encouraged to create learner-centered environments that promote engagement, autonomy, and meaningful interaction. In this context, learning media play a crucial role because they function not only as tools for delivering materials but also as instruments for stimulating students' interest and supporting cognitive processes (NURJANA, 2023). Effective learning media can simplify abstract concepts, increase students' concentration, and encourage active participation during classroom activities. Consequently, selecting appropriate media becomes an important pedagogical decision, particularly in language classrooms where students often face difficulties in understanding foreign language structures and vocabulary. Visual learning media, therefore, have gained considerable attention because they are capable of connecting linguistic input with visual representation, making language learning more accessible and enjoyable for students (Laili et al., 2023).

In the Indonesian context, English is taught as a foreign language and is frequently perceived as challenging by junior high school students (Aguirre, 2012). Difficulties in vocabulary mastery, limited motivation, and teacher-centered instructional practices remain common issues (SETYOWATI, 2011). Many students struggle to understand English texts because they possess limited vocabulary knowledge and have insufficient opportunities to practice the language in meaningful contexts (Watten, 1999). In addition, traditional teaching approaches that rely heavily on textbooks, translation methods, and teacher explanations often create monotonous classroom environments that reduce students' enthusiasm for learning English (NURJANA, 2023). These conditions can negatively affect students' confidence and participation in English classes, particularly among learners who already perceive English as difficult and intimidating. Consequently, there is a growing need for innovative learning media that can make English learning more attractive, interactive, and student-centered (Asayesh, 1992).

Visual-based digital media have been widely promoted as a solution to these challenges (Gallardo-Montes, 2022) because they can present learning materials in a more concrete, contextual, and engaging manner (Mindog, 2016). Visual media are believed to support comprehension by helping students connect textual information with images, symbols, and colors that clarify meaning. In language learning, visual representations can facilitate vocabulary retention, improve reading comprehension, and stimulate students' imagination. Moreover, visual media are capable of attracting students' attention more effectively than conventional text-based materials because they combine aesthetic elements with educational content. The use of digital visuals also corresponds with students' everyday experiences with social media platforms, online advertisements, and multimedia applications, making the learning process more relevant to their daily lives. Therefore, integrating visual-based digital media into English classrooms may create more engaging and motivating learning experiences for junior high school students (Elihami, n.d.).

Among various visual media, digital posters offer a unique combination of concise text, images, color, and layout that can support comprehension and attract students' attention (Bahner et al., 2012). Digital posters are designed to communicate information visually and efficiently, enabling learners to process key ideas through both textual and graphical elements. In English language teaching, digital posters can be used to introduce vocabulary, explain grammar concepts, present descriptive texts, and encourage students' creative expression (MEDINA, 2016). Compared to traditional printed posters, digital posters provide greater flexibility because they can be created, modified, and shared through digital devices and online platforms. Their interactive and visually appealing nature may also increase students' curiosity and willingness to engage with learning materials. Additionally, digital posters encourage multimodal learning, where students simultaneously process visual, linguistic, and spatial information, leading to deeper understanding and longer retention of knowledge (Wahyuni, 2021).

The integration of digital posters into ELT classrooms is also consistent with the principles of multimodal learning theory, which emphasizes that individuals learn more effectively when information is presented through multiple modes of representation (Putri, 2022). According to this perspective, combining visual and verbal elements can reduce cognitive overload and improve learners' ability to understand complex information. Digital posters can support this process by organizing information systematically through colors, typography, symbols, and images that guide students' attention toward important content. For junior high school students, whose cognitive development still relies heavily on concrete and visual experiences, digital posters may provide significant support in understanding English materials that are often abstract or unfamiliar (HAVIP, 2024). As a result, digital posters have the potential to function not only as decorative classroom media but also as meaningful instructional tools that facilitate active learning and knowledge construction (Putri, 2022).

In addition to supporting cognitive learning processes, digital posters may influence students' affective dimensions of learning, such as motivation, confidence, and enjoyment. Students who feel interested and emotionally engaged during lessons are more likely to participate actively and maintain positive attitudes toward learning English (Laili et al., 2023). Attractive visual designs, colorful layouts, and contextual images can reduce students' anxiety and boredom, especially in classrooms where English is perceived as a difficult subject. Furthermore, digital posters may foster collaborative learning because students can work together to analyze, discuss, or create visual content related to English topics. Such collaborative activities encourage communication, creativity, and problem-solving skills that are important components of contemporary language education (Anggraeni & Ratnaningsih, 2019). Therefore, investigating students' perceptions of digital posters is important not only for understanding their cognitive benefits but also for identifying their emotional and social impacts on classroom learning (Aguirre, 2012).

Previous studies have reported that digital and visual media contribute positively to students' motivation, engagement, and language skills development. Nevertheless, existing research tends to focus on general digital media use or specific learning outcomes, such as writing performance or vocabulary achievement (Adisti et al., 2023). Empirical studies that specifically investigate digital posters as a learning medium – particularly from the perspective of students (HAVIP, 2024) remain limited. Many previous studies emphasize teachers' perspectives, instructional effectiveness, or technological implementation without deeply exploring how students themselves perceive and experience the media used in classrooms. Yet, students' perceptions are essential because they directly influence learners' attitudes, participation, and acceptance of instructional innovation. A learning medium may be technologically advanced and pedagogically sound, but if students perceive it as confusing, unattractive, or irrelevant, its educational value may be diminished (Putri, 2022).

Moreover, few studies examine students' perceptions across multiple dimensions, including cognitive, affective, visual, technical, and learning aspects in an integrated manner. Existing research often investigates only one or two dimensions, such as motivation or achievement, without considering the interconnected experiences students encounter when interacting with digital media. For example, students may find digital posters visually appealing but technically difficult to access, or they may understand the content better while still feeling less motivated to participate in classroom discussions. Such complexities demonstrate the importance of conducting holistic investigations that capture students' perceptions comprehensively. Understanding these multidimensional experiences can provide more accurate insights into the strengths and limitations of digital posters as learning media. It can also assist teachers in designing instructional materials that are not only visually attractive but also pedagogically effective and accessible for students with diverse learning needs (Fitri et al., 2025).

Addressing this gap, the present study explores junior high school students' perceptions of digital posters as visual learning media in English language teaching. By adopting a qualitative descriptive approach, this study provides a holistic understanding of how students experience, interpret, and respond to the use of digital posters in real classroom

settings. This focus on students' voices constitutes the novelty of the study and offers practical insights for English teachers in selecting and designing effective digital learning media. Through students' perspectives, the study seeks to reveal how digital posters influence students' comprehension, motivation, classroom engagement, and overall learning experiences. The findings are expected to contribute to the growing body of literature on educational technology and visual learning media in ELT, particularly within the Indonesian junior high school context (Havip, 2021).

Furthermore, this study is significant because it supports the broader educational agenda of integrating meaningful technology into classroom instruction. As schools continue to adopt digital learning practices, teachers need evidence-based guidance regarding the types of media that effectively support students' learning experiences. Digital posters represent an accessible and practical medium because they can be designed using widely available applications and implemented in classrooms with relatively limited technological resources. Therefore, examining students' perceptions of digital posters may help teachers, curriculum developers, and educational institutions better understand how visual digital media can be optimized for language learning. Ultimately, the study contributes to efforts aimed at creating more engaging, student-centered, and technologically responsive English learning environments that align with the needs of contemporary learners (MULIANA, 2018).

Previous studies have reported that digital and visual media contribute positively to students' motivation, engagement, and language skills development. Nevertheless, existing research tends to focus on general digital media use or specific learning outcomes, such as writing performance or vocabulary achievement (Ju, 2021). Empirical studies that specifically investigate digital posters (... et al., 2023) as a learning medium—particularly from the perspective of students (Ganapathy, 2016)' perceptions—remain limited. Moreover, few studies examine students' perceptions across multiple dimensions, including cognitive, affective, visual, technical, and learning aspects in an integrated manner.

Addressing this gap, the present study explores junior high school students' perceptions of digital posters as visual learning media in English language teaching. By adopting a qualitative descriptive approach, this study provides a holistic understanding of how students experience, interpret, and respond to the use of digital posters in real classroom settings. This focus on students' voices constitutes the novelty of the study and offers practical insights for English teachers in selecting and designing effective digital learning media.

METODE

This study employed a qualitative descriptive research design to explore students' perceptions of digital posters in English language learning (*metode penelitian kuantitatif, kualitatif, dan R&D*, 2016). The research was conducted at SMP Negeri 5 Metro from October to November 2025. The participants consisted of 51 junior high school students who had experienced learning English using digital posters (Tanzeh & Arikunto, 2004). In addition, the English Club supervisor was involved as a supporting informant.

Data were collected using three instruments: a questionnaire to gather students' perceptions, classroom observations to examine learning activities and student engagement (Elo & Kyngäs, 2008), and interviews to obtain deeper insights into the implementation of digital posters (Mar'ah et al., 2021). The questionnaire items were designed based on five aspects of perception (Xie et al., 2012): cognitive, affective, visual, technical, and learning aspects (Yaman & Bećirović, 2016).

Data analysis followed qualitative procedures involving data reduction, data display, and conclusion drawing (Wu, 2022). Questionnaire results were summarized descriptively (Ananda, 2024), while observation and interview data were used to support and clarify the findings (Xie et al., 2012).

In addition to questionnaires, classroom observations were conducted to examine the implementation of digital posters during English learning activities in the Mentoring English Club (Elo & Kyngäs, 2008). Observation allowed the researcher to directly observe students' behavior, participation, attention, and interaction while using digital posters in learning

activities. During the observation process, the researcher noted how students responded to visual materials, engaged in classroom discussions, and interacted with peers and mentors. The observations also focused on identifying students' enthusiasm, collaborative activities, and difficulties encountered during the learning process. Through direct observation, the researcher was able to capture contextual information that could not always be fully expressed through questionnaires alone. Therefore, observation data played an important role in supporting and enriching the interpretation of students' perceptions.

Furthermore, interviews were conducted to obtain deeper insights into students' experiences and opinions regarding the use of digital posters in English learning (Mar'ah et al., 2021). Semi-structured interviews were used to provide flexibility for participants to express their thoughts and experiences openly. Several students and the English Club supervisor were selected as interview participants to provide detailed explanations and reflections about the implementation of digital posters. The interviews explored topics such as students' motivation, comprehension, learning preferences, challenges, and opinions about the visual appearance of the posters. Through interviews, the researcher was able to understand the reasons behind students' perceptions and identify factors influencing their responses toward digital poster-based learning activities. This instrument also enabled the researcher to collect rich qualitative data that complemented the questionnaire and observation findings.

The collected data were analyzed using qualitative data analysis procedures involving data reduction, data display, and conclusion drawing (Wu, 2022). In the data reduction stage, the researcher selected, organized, and simplified the data obtained from questionnaires, observations, and interviews. Relevant information related to students' perceptions of digital posters was categorized according to the five perception aspects used in the study. Afterward, the data were presented descriptively in the data display stage to facilitate interpretation and analysis. Questionnaire results were summarized descriptively (Ananda, 2024) to identify general patterns of students' perceptions, while observation and interview findings were used to support, clarify, and strengthen the interpretation of the data (Xie et al., 2012). Finally, conclusions were drawn based on the integration of all collected data to provide a comprehensive understanding of students' perceptions of digital posters in English language learning activities at the Mentoring English Club of SMP Negeri 5 Metro.

HASIL DAN PEMBAHASAN

To provide clearer empirical evidence of students' perceptions, the questionnaire data were summarized quantitatively using descriptive percentages. The questionnaire employed a five-point Likert scale ranging from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), to Strongly Disagree (SD). The results are presented based on five perception aspects: cognitive, affective, visual, technical, and learning aspects.

Table 1. Students' Perceptions of Digital Posters (Cognitive Aspect)

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
Digital posters help me understand English materials	45.1	43.1	7.8	3.9	0
Vocabulary on digital posters is easy to understand	47.1	41.2	7.8	3.9	0
Digital posters help me remember the materials	43.1	45.1	7.8	3.9	0

Table 1 presents students' perceptions of digital posters based on the cognitive aspect in English language learning activities. The findings demonstrate that the majority of students

showed positive responses toward the use of digital posters as learning media. The cognitive aspect in this study refers to students' understanding, comprehension, and memory retention regarding English learning materials delivered through digital posters. Based on the questionnaire results, most students believed that digital posters contributed positively to their learning process by helping them understand materials more easily, improve vocabulary comprehension, and remember information better.

The first statement, "Digital posters help me understand English materials," received highly positive responses from the participants. A total of 45.1% of students strongly agreed, while 43.1% agreed with the statement. Meanwhile, only 7.8% selected neutral responses, and 3.9% disagreed. No students strongly disagreed with the statement. These results indicate that approximately 88.2% of students responded positively to the use of digital posters in supporting their understanding of English materials. This finding suggests that digital posters were perceived as effective visual learning media that facilitated students' comprehension during English learning activities. The combination of visual elements such as images, colors, and concise text likely helped students process information more clearly and meaningfully. The result also indicates that students tended to feel more comfortable learning English materials when supported by visual representations rather than relying solely on conventional text-based explanations.

Similarly, the second statement, "Vocabulary on digital posters is easy to understand," also showed overwhelmingly positive responses. About 47.1% of students strongly agreed, and 41.2% agreed that the vocabulary presented in digital posters was easier to comprehend. Only 7.8% of students provided neutral responses, while 3.9% disagreed. Again, none of the students selected strongly disagree. These findings reveal that 88.3% of students perceived digital posters as helpful tools for understanding English vocabulary. This result is significant because vocabulary mastery is one of the major challenges faced by junior high school students in learning English as a foreign language. Through visual support, students may have been able to connect unfamiliar words with contextual images and symbols, making vocabulary learning more concrete and understandable. The use of attractive layouts and simple explanations in digital posters may also have reduced students' confusion and improved their ability to recognize and remember new words more effectively.

The third statement, "Digital posters help me remember the materials," also received strong positive responses from the participants. A total of 43.1% strongly agreed and 45.1% agreed with the statement. Meanwhile, 7.8% of students selected neutral responses, and only 3.9% disagreed. No respondents strongly disagreed. This means that 88.2% of students believed that digital posters supported their memory retention of English learning materials. The finding suggests that visual learning media can play an important role in helping students retain information for longer periods. Images, color combinations, and organized layouts in digital posters may stimulate students' visual memory, making the learning content easier to recall during classroom activities. In addition, concise and visually structured information may reduce cognitive overload and help students focus on key concepts and vocabulary.

Overall, the data indicate that more than 85% of students agreed or strongly agreed that digital posters supported their cognitive understanding of English learning materials. These findings demonstrate that digital posters were positively perceived as effective instructional media that enhanced students' comprehension, vocabulary understanding, and memory retention. The strong positive responses also suggest that visual-based digital media can create more meaningful and accessible learning experiences for junior high school students. Furthermore, the findings reinforce the idea that integrating visually attractive and technologically supported media into English language teaching can help address students' learning difficulties and improve classroom engagement. Therefore, digital posters can be considered valuable learning tools that support cognitive learning processes in English education, particularly within the context of junior high school students learning English as a foreign language.

Table 2. Students' Perceptions of Digital Posters (Affective Aspect)

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
Learning English becomes more enjoyable	49.0	39.2	7.8	3.9	0
Digital posters increase my learning motivation	45.1	43.1	7.8	3.9	0
Digital posters increase my interest in English learning	47.1	41.2	7.8	3.9	0
Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
Learning English becomes more enjoyable	49.0	39.2	7.8	3.9	0
Digital posters increase my learning motivation	45.1	43.1	7.8	3.9	0
Digital posters increase my interest in English learning	47.1	41.2	7.8	3.9	0

Table 2 presents students' perceptions of digital posters based on the affective aspect in English language learning. The findings reveal that most students responded positively toward the use of digital posters because they made the learning process more enjoyable, motivating, and interesting. The affective aspect in this study refers to students' feelings, emotions, attitudes, and motivation during English learning activities supported by digital posters.

The first statement, "Learning English becomes more enjoyable," showed that 49.0% of students strongly agreed and 39.2% agreed with the statement. Only 7.8% of students selected neutral responses, while 3.9% disagreed and no students strongly disagreed. This result indicates that approximately 88.2% of students felt that digital posters created a more enjoyable learning atmosphere. The attractive visual design, colorful images, and concise information presented in digital posters may have reduced students' boredom and increased their enthusiasm during English lessons.

Similarly, the second statement, "Digital posters increase my learning motivation," received positive responses from the participants, with 45.1% strongly agreeing and 43.1% agreeing. Meanwhile, 7.8% responded neutrally and 3.9% disagreed. In addition, the third statement, "Digital posters increase my interest in English learning," showed that 47.1% strongly agreed and 41.2% agreed. These findings demonstrate that digital posters positively influenced students' motivation and interest in learning English.

Overall, the affective data show a strong positive tendency, indicating that digital posters contribute significantly to students' enjoyment, motivation, and interest in English language learning activities.

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Table 3. Students' Perceptions of Digital Posters (Visual Aspect)

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
The poster design is visually attractive	51.0	37.3	7.8	3.9	0
Colors and images support understanding	49.0	39.2	7.8	3.9	0
Poster layout helps me focus on learning	47.1	41.2	7.8	3.9	0

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
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Table 3 presents students' perceptions of digital posters based on the visual aspect. The findings indicate that students responded positively to the visual appearance of the digital posters used in English learning activities. In the first statement, 51.0% of students strongly agreed and 37.3% agreed that the poster design was visually attractive. Furthermore, 49.0% strongly agreed and 39.2% agreed that the colors and images supported their understanding of the materials. Similarly, 47.1% strongly agreed and 41.2% agreed that the poster layout helped them focus on learning. Overall, the data demonstrate that visual elements in digital posters effectively enhanced students' attention, comprehension, and learning focus. These results indicate that visual elements play a significant role in maintaining students' attention and clarity of learning content.

Table 4. Students' Perceptions of Digital Posters (Technical Aspect)

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
Digital posters are easy to use	43.1	45.1	7.8	3.9	0
I experienced no significant technical problems	41.2	43.1	9.8	5.9	0

Table 4 presents students' perceptions of digital posters based on the technical aspect. The results indicate that most students considered digital posters easy to use and accessible during English learning activities. In the first statement, 43.1% of students strongly agreed and 45.1% agreed that digital posters were easy to use, while only a small number gave neutral or negative responses. Furthermore, 41.2% strongly agreed and 43.1% agreed that they experienced no significant technical problems when using digital posters. These findings suggest that digital posters were practically implemented in the learning process and did not create major technical difficulties for students during classroom activities. Most students reported minimal technical difficulties, indicating adequate digital readiness.

Table 5. Students' Perceptions of Digital Posters (Learning Aspect)

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
Digital posters make English learning more effective	45.1	43.1	7.8	3.9	0
I become more active during learning activities	43.1	45.1	7.8	3.9	0
Digital posters support English learning overall	47.1	41.2	7.8	3.9	0

Table 5 presents students' perceptions of digital posters based on the learning aspect. The findings show that the majority of students positively perceived the contribution of digital posters to English learning activities. In the first statement, 45.1% of students strongly agreed and 43.1% agreed that digital posters made English learning more effective. Additionally, 43.1% strongly agreed and 45.1% agreed that they became more active during classroom activities

when digital posters were used. Furthermore, 47.1% strongly agreed and 41.2% agreed that digital posters supported English learning overall. Overall, the results confirm that digital posters positively enhanced students' participation, effectiveness, and learning experiences. Overall, the quantitative results confirm that students' perceptions of digital posters are predominantly positive across all measured aspects.

PEMBAHASAN

The present findings are consistent with several previous studies that highlight the effectiveness of visual-based digital media in language learning. For instance, (Adisti et al., 2023) through his multimedia learning theory emphasizes that combining text and visuals significantly enhances comprehension and retention. (Brech et al., 2017) The high percentage of agreement in the cognitive aspect (above 85%) in this study supports (MEDINA, 2016) claims that learners process information more effectively when presented in dual formats. Similarly, studies on digital learning media have shown that visual aids such as posters, infographics, and slides improve vocabulary acquisition and conceptual understanding in English learning contexts (Fitri et al., 2025).

From the affective perspective, the results align with motivational theories proposed by (HAVIP, 2024), who argues that engaging learning environments increase students' motivation and positive attitudes toward language learning. Previous empirical research found that the use of interactive and visually appealing media significantly increases students' interest and enjoyment. (NURJANA, 2023) The current study confirms these findings, as more than 80% of students reported increased motivation and enjoyment when learning through digital posters. Compared to traditional methods, digital media tends to create a more dynamic and less monotonous learning atmosphere.

In terms of visual aspects, the findings are in line with the dual coding theory developed by (Adisti et al., 2023), which states that visual and verbal information processed together enhances learning effectiveness. (Hipfner-Boucher, 1994) Prior studies on infographic-based learning and visual media in ELT classrooms reported similar outcomes, where students demonstrated better focus and comprehension when materials included images, colors, and structured layouts. (Chugh & Ruhi, 2018) The current study strengthens this evidence by showing that over 85% of students perceived visual design elements as helpful in maintaining attention and understanding content (Anggraeni & Ratnaningsih, 2019).

Regarding technical aspects, this study supports earlier research on educational technology acceptance, particularly the Technology Acceptance Model (TAM) introduced by (Ahmad, 2019). According to TAM, perceived ease of use and usefulness determine users' acceptance of technology. (Syukri & Humaera, 2019) The findings show that most students experienced minimal technical difficulties and found digital posters easy to use, indicating a high level of acceptance (Lakolo et al., 2026). This is consistent with previous studies where simple and accessible digital tools were more successfully integrated into classroom practices compared to more complex technologies (Rosanti & Seman, n.d.).

Finally, in the learning aspect, the results are comparable with constructivist learning perspectives advocated by (Adisti et al., 2023), which emphasize active student engagement in the learning process. Previous studies on digital media integration in ELT classrooms have shown that tools like digital posters, videos, and interactive platforms promote active participation and collaborative learning. The present study confirms these findings, as students reported increased engagement and perceived effectiveness in learning English (Metruk, 2020). Overall, compared to previous research, this study reinforces and extends the evidence that digital posters are not only cognitively beneficial but also emotionally engaging, visually supportive, technically accessible, and pedagogically effective (Liu et al., 2020).

KESIMPULAN

In conclusion, this study demonstrates that digital posters are an effective instructional medium in English language learning. Based on the quantitative data, students' perceptions across all five aspects – cognitive, affective, visual, technical, and learning – are predominantly

positive. From the cognitive perspective, digital posters help students understand, remember, and simplify English materials, particularly vocabulary. This indicates that the integration of visual and textual elements supports better comprehension and retention. From the affective aspect, digital posters contribute significantly to increasing students' motivation, interest, and enjoyment in learning English. The engaging design and interactive nature of the media create a more positive learning atmosphere, encouraging students to participate actively. This emotional engagement is an important factor in sustaining learners' attention and improving overall learning outcomes. In terms of visual aspects, the findings confirm that attractive design, appropriate color use, and well-organized layouts play a crucial role in enhancing students' focus and clarity of understanding. The visual strength of digital posters not only captures attention but also facilitates the processing of learning content more effectively. Regarding technical aspects, most students reported that digital posters are easy to use and do not present significant technical challenges. This suggests that the implementation of digital posters is feasible and suitable for classroom use, especially in contexts where students already possess basic digital literacy skills. Finally, from the learning aspect, digital posters are perceived to improve learning effectiveness and encourage more active student participation. Overall, the study concludes that digital posters are a valuable pedagogical tool that integrates cognitive support, emotional engagement, visual clarity, and technological accessibility, thereby enhancing the quality of English language learning.

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