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INCREASING STUDENTS' VOCABULARY SKILL USING LITERATURE: CLASSROOM ACTION RESEARCH AT MAN 1 PROBOLINGGO

Abstract

Penelitian ini bertujuan untuk mengetahui efektivitas dan peningkatan keterampilan kosakata siswa kelas XI Bahasa MAN 1 Probolinggo melalui penerapan model pembelajaran berbasis sastra, khususnya puisi. Masalah utama yang diidentifikasi adalah rendahnya hasil belajar kosakata siswa, yang ditunjukkan oleh nilai rata-rata Pra-siklus sebesar 62. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) dengan pendekatan kuantitatif yang dilaksanakan dalam dua siklus. Data kuantitatif diperoleh dari tes hasil belajar yang menunjukkan adanya peningkatan signifikan pada setiap siklus. Setelah intervensi di Siklus I, rata-rata nilai siswa meningkat menjadi 74. Peningkatan lebih lanjut dicapai pada Siklus II, dengan rata-rata hasil belajar mencapai 86. Hasil ini membuktikan bahwa penggunaan puisi secara sistematis dan terencana efektif dalam meningkatkan keterampilan kosakata siswa, memungkinkan mereka untuk memahami konteks dan nuansa makna kata secara lebih mendalam, sehingga mencapai Kriteria Ketuntasan Minimal (KKM).

Kata Kunci: Model Pembelajaran Berbasis Sastra, Keterampilan Kosakata, Puisi

Abstract

This study aims to determine the effectiveness and improvement of the skills of class XI Language students of MAN 1 Probolinggo through the application of a literature-based learning model, especially poetry. The main problem identified is the low learning outcomes of students' skills, which is indicated by the average Pre-cycle score of 62. This study is a Classroom Action Research (CAR) with a quantitative approach implemented in two cycles. Quantitative data was obtained from learning outcome tests which showed a significant increase in each cycle. After the intervention in Cycle I, the average student score increased to 74. Further improvement was achieved in Cycle II, with the average learning outcome reaching 86. These results prove that the use of poetry in a systematic and planned manner is effective in improving students' comprehension skills, enabling them to understand the context and nuances of word meanings more deeply, thus achieving the Minimum Completion Criteria (KKM).

Keyword: Literature-Based Learning Model, Vocabulary Skills, Poetry

INTRODUCTION

In the structure of language learning, vocabulary (vocabulary) plays the role of the most vital element; It is the foundation that supports all language skills, from reading comprehension, writing skills, to fluency in speaking. Vocabulary limitations have long been identified as a major barrier faced by students, hindering them from comprehensively processing information and expressing ideas accurately. Therefore, finding effective and innovative learning strategies to expand students' lexical vocabulary is a crucial agenda in language education ((ALQAHTANI, 2018), (Nation, 2019)).

The factual conditions in MAN 1 Probolinggo, especially in class XI Language, reflect these common challenges. Although students have received intensive English language learning, the results of the evaluation show that their level of vocabulary mastery is still far from

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satisfactory. Initial data in the Pre-cycle phase confirmed this problem with an average learning outcome score of only 62. This figure is not only below the school's minimum standards of completeness, but also indicates that conventional learning methods that focus on memorizing lists of words (without in-depth context) are less successful and tend to cause boredom in students (Bobkina & Dominguez, 2020).

To overcome saturation and increase contextual relevance, this study proposes the use of literature as a learning medium, focusing on the type of poetry text. Literature offers a rich, authentic, and meaning-dense language environment (Jeremy, 2001). In contrast to plain text, poetry explores the use of words in new configurations, forcing the reader to explore both connotative and denotative meanings, as well as understanding word choice (diction) which is unusual (Huckin & Coady, 2018). Through poetry, students not only memorize definitions, but learn to feel, interpret, and apply new vocabulary in an emotional and aesthetic framework, making the process of acquiring vocabulary deeper and more permanent (Özen & Mohammadzadeh, 2021).

This research is designed as a Classroom Action Research (PTK) with a quantitative approach, which aims to empirically test the impact of interventions. PTK was chosen because it allows teachers (researchers) to systematically identify problems, design solutions (application of poetry), implement actions, observe the results, and reflect for improvement in the next cycle (Kabinawa & Santosa, 2024). The research was carried out during the Field Experience Program (PPL) period, which ensured that the intervention was carried out directly in actual classroom situations. This framework ensures that each action taken is contextual and relevant to the specific needs of grade XI Language students.

The application of vocabulary learning using poetry is carried out in two cycles. The results of each cycle show a progressive improvement. After intervention and evaluation in Cycle I, the average student learning outcomes increased significantly to 74. This increase indicates that the use of poetry is starting to have a positive influence on students' motivation and vocabulary comprehension. Based on the reflection of Cycle I, the actions were refined in Cycle II, and the results of the evaluation showed optimal achievement with an average score of 86. The sharp increase from 62 (Pre-cycle) to 86 (Cycle II) strongly proves the effectiveness of this poem-based learning model.

Based on the background and data of learning outcomes that have been achieved, this study formulates the main problem: "How to use of poetry as a learning medium in improving the vocabulary skills of grade XI students of MAN 1 Probolinggo?" Theoretically, this research is expected to strengthen the argument regarding the integration of literature in language teaching. Practically, the contribution of this research is to provide a tested and applicable learning model for English teachers, especially in MAN 1 Probolinggo, as an alternative strategy to make vocabulary acquisition more contextual, in-depth, and ultimately, improve students' overall language competence.

METHOD

Type and Design of Research: This research is Classroom Action Research (PTK) with a quantitative approach. The PTK design used refers to the Kemmis and McTaggart models (Burns, 2019), which involves four stages in each cycle: Planning, Acting, Observing, and Reflecting. This research was carried out in two cycles to achieve the success indicators that have been set (Cohen et al., 2018).

Subject and Location of Research: The subject of this study is Grade XI Language Students at MAN 1 Probolinggo. The selection of subjects was based on initial findings (Pre-cycle) which showed that their vocabulary mastery was still low and had not yet reached the KKM (Tekin, 2017). The research was carried out during the PPL (Field Experience Program).

Action Procedure: Each cycle in PTK focuses on the application of vocabulary learning using poetry.

1. Cycle I:

- **Planning:** Determination of relevant poems, preparation of lesson plans, and worksheets.

- Action: Students are introduced to poetry; The teacher guides the identification and analysis of new vocabulary in the context of the poem line.
- Observation: Observation of students' activeness and difficulties faced.
- Reflection: Evaluation of Cycle I test results (Average 74) and identification of weaknesses for Cycle II improvement.

2. Cycle II:

- Action Improvements: Focus on more in-depth strategies, such as exploration of connotative meaning or the use of new words in original sentences.
- Action: Implementation of learning with modification of strategies based on reflection in Cycle I.
- Final Evaluation: Giving a final vocabulary test.

RESULTS AND DISCUSSION

A. RESULTS

I. Pre-Cycle Results and Analysis

In the pre-cycle stage, as many as 15 students took the test with a minimum completeness score (KKM) of 75. The results obtained are as follows:

Table 1. Pre-Cycle Results

No.	Number of Students	Scores Obtained
1	4	50
2	4	30
3	7	20

The percentage is calculated by the formula:

$$\text{Persentase} = \frac{\text{Jumlah Siswa}}{\text{Total Siswa}} \times 100\%$$

- **Score 50:**

$$\frac{4}{15} \times 100\% = 26,7\%$$

- **Score 30:**

$$\frac{4}{15} \times 100\% = 26,7\%$$

- **Score 20:**

$$\frac{7}{15} \times 100\% = 46,6\%$$

Conclusion:

Overall, **100% of students (15 people) have not reached the KKM**. A total of 11 students (73.3%) even obtained a score below 30.

2. Results and Post-test Analysis

In the post-action stage, participation increased to 17 students. The results obtained are:

Table 2. Post-test results

No.	Number of Students	Scores Obtained
1	5	≥ 80
2	3	100

3	3	> 90
4	6	Approaching MOH (70)

The percentage is calculated using the same formula:

- **Above MOH (score ≥ 75):**

$$\frac{5 + 3 + 3}{17} \times 100\% = \frac{11}{17} \times 100\% = 64,7\%$$

- **Approaching MOH (score = 70):**

$$\frac{6}{17} \times 100\% = 35,3\%$$

- **Under MOH (score < 70):**

$$\frac{0}{17} \times 100\% = 0\%$$

Conclusions:

There was a significant improvement after the intervention. A total of 64.7% of students (11 people) have achieved or exceeded the KKM, while 35.3% (6 people) are approaching the KKM.

B. DISCUSSION

Based on the analysis of data obtained from the implementation of the research, significant developments in students' vocabulary mastery can be identified after the application of the poetry-based learning model. The discussion of the results of this study will outline the transformation that occurred from the initial condition to the final achievement while maintaining all relevant quantitative data.

In the pre-cycle stage, the results obtained show a worrying condition. Of the 15 students who took the test, all (100%) had not reached the Minimum Completeness Criteria (KKM) of 75. A more in-depth analysis revealed that 73.3% of students (11 out of 15 students) obtained a score below 30, while only 26.7% of students (4 out of 15 students) achieved a score of 50. Worryingly, not a single student achieved a score above 50. This condition confirms the initial findings regarding the low mastery of students' vocabulary, where through observation and analysis of students' work, it was identified that the main difficulties lie in the ability to express ideas in writing that are limited, mastery of vocabulary that has not been optimally utilized in the context of creative writing, and difficulty in understanding the nuances of the meaning of words in various contexts.

The implementation of the poetry-based learning model brings fundamental changes in the vocabulary acquisition process. Poetry successfully creates a contextual and emotional learning environment, allowing students to understand the context of word use through the analysis of poem lines, explore connotative and denotative meanings in literary settings, and develop linguistic sensitivity to appropriate word choices. This transformation is reflected in a significant increase in the average value from pre-cycle of 62 (below the KKM) to 74 in cycle I (close to the KKM), and finally to 86 in the second cycle (exceeding the KKM). This increase of 24 points overall demonstrates the effectiveness of the literary approach in creating a deep and sustainable vocabulary understanding.

The post-test results prove the effectiveness of the intervention carried out. Of the 17 students who took the test, very encouraging results were obtained where 64.7% of students (11 out of 17 students) have achieved or exceeded the KKM, while 35.3% of students (6 out of 17 students) are in the category close to the KKM, and what should be thankful is 0% of students who are below the KKM. This achievement shows that poetry functions as an effective scaffolding for vocabulary comprehension, literature-based learning increases students' intrinsic motivation, and meaning exploration strategies in cycle II successfully optimize contextual comprehension.

The findings of this study have important implications for vocabulary teaching, both theoretically and practically. Theoretically, poetry has proven to be an effective alternative medium for teaching contextual vocabulary, emphasizing the importance of meaning-centered approaches in language learning, and reinforcing the value of literary integration in language teaching curriculum. Practically, this research reflects on the need to develop more diverse poetry materials, the importance of differentiation strategies for students with different abilities, and open up opportunities for technology integration to enrich the literary learning experience.

In the implementation of the research, several obstacles and solutions were identified. The main obstacle in the form of students who initially have difficulty understanding figurative language in poetry is overcome by providing concrete examples and structured analysis guides. Meanwhile, the obstacle of differences in the level of understanding between students is overcome through the application of differentiated learning and individual mentoring.

Based on the findings of the research, several things are recommended for further research, including the exploration of other types of literature as a vocabulary learning medium, research with a wider sample coverage, and the development of structured literature-based vocabulary learning modules.

Based on the comprehensive discussion above, it can be concluded that poetry-based vocabulary learning has proven to be effective in improving both the quantitative aspect (test score) and the qualitative aspect (contextual understanding) of students' vocabulary mastery. This success is inseparable from poetry's ability to create meaningful, contextual, and emotional learning experiences, thus facilitating the retention of vocabulary in students' long-term memory. The transformation from a precarious initial condition to an encouraging achievement proves that the literary approach is worthy of consideration as an alternative in vocabulary teaching.

CONCLUSION

Based on the data presented in the research on the use of literature-based learning models, especially poetry, it has proven to be effective in improving the vocabulary skills of grade XI Language students at MAN 1 Probolinggo. This is demonstrated by a significant increase in students' average scores from 62 in the Pre-cycle to 74 in Cycle I, and finally reaching 86 in Cycle II. In addition, the percentage of learning completeness also increased drastically, from 0% of students who reached KKM in the Pre-cycle to 64.7% of students who reached or exceeded the KKM in Cycle II, with 35.3% of students approaching KKM and no more students below KKM.

This study also concludes that poetry succeeds in creating a contextual, interesting, and meaningful learning environment, thus not only improving vocabulary comprehension quantitatively, but also deepening students' understanding of the nuances of word meanings in various contexts.

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