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INCREASING STUDENTS' VOCABULARY USING LITERATURE: CLASSROOM ACTION RESEARCH AT SMA NEGERI 1 PAITON

Abstrak

Penelitian ini bertujuan untuk meningkatkan kosakata siswa kelas XI Soshum-2 di SMA Negeri 1 Paiton melalui pendekatan pembelajaran berbasis sastra. Penelitian ini menggunakan metode penelitian tindakan kelas (PTK) dengan model Kemmis dan McTaggart, yang terdiri dari satu siklus: perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian adalah 23 siswa kelas XI Soshum-2 dengan instrumen pengumpulan data berupa tes kosakata, observasi kelas, dan dokumentasi. Dalam siklus ini, strategi pembelajaran sastra diterapkan melalui lagu bahasa inggris, yang menghasilkan peningkatan rata-rata skor kosakata dari 77,17 menjadi 94,78. Persentase siswa mencapai KKM (Kriteria Ketuntasan Minimal) sebesar 60,87%. Hasil observasi menunjukkan peningkatan motivasi dan keterlibatan siswa dalam pembelajaran. Kesimpulan penelitian ini adalah bahwa pembelajaran berbasis sastra efektif dalam meningkatkan kosakata siswa, dengan rekomendasi untuk mengintegrasikannya secara berkelanjutan dalam kurikulum bahasa Inggris.

Kata Kunci: Pembelajaran Berbasis Sastra, Kosakata, Penelitian Tindakan Kelas.

Abstract

This study aims to improve the vocabulary of grade XI Soshum-2 students at SMA Negeri 1 Paiton through a literature-based learning approach. This study uses the classroom action research (CAR) method, based on the Kemmis and McTaggart model, which consists of four cycles: planning, action, observation, and reflection. The research subjects were 23 students in class XI Soshum-2 with data collection instruments in the form of vocabulary tests, classroom observations, and documentation. In this cycle, the literature-based learning strategy was implemented through English songs, resulting in an increase in the average vocabulary score from 77,17 to 94,78. The percentage of students who achieved the minimum passing grade (KKM) was 60,87%. The observation results showed an increase in student motivation and engagement in learning. This study concludes that literature-based learning is effective in improving students' vocabulary, and it recommends integrating it continuously into the English curriculum.

Keywords: Literature-Based Learning, Vocabulary, Classroom Action Research

INTRODUCTION

Vocabulary is a fundamental component in learning English because it supports the mastery of other language skills, such as reading, writing, speaking, and listening. Students with a wide range of vocabulary can understand texts more deeply, express ideas accurately, and respond to information effectively. According Alnan and Halim (2024) vocabulary mastery both in terms of quantity and learning strategies has a significant influence on improving students' English competence (Alnan, and Halim, 2024). However, based on preliminary observations in class XI Soshum-2 at SMA Negeri 1 Paiton, it was found that students' vocabulary ability is still low. They have difficulty understanding texts, writing sentences, and expressing opinions orally.

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This low ability is suspected to be caused by several factors, such as teacher-centered learning methods, uncreative material delivery, and the lack of interesting and contextual learning media. In addition, students are rarely exposed to authentic English materials, whether in the form of texts, audio, or visual media, so they are less motivated to recognize and use new vocabulary in real contexts (Zeng et al. 2025).This condition leads to a decrease in students' motivation and engagement in vocabulary learning.

To overcome this issue, an alternative learning strategy is needed to foster students' motivation and expand their vocabulary mastery. One effective approach is literature-based learning, as it provides a natural and meaningful learning context. Hossain (2024) states that the use of literary works in language learning encourages students' emotional and social engagement, making them more active in understanding and using new vocabulary (Hossain, 2024). In this study, English songs were utilized as literary media combined with group discussions and word games to create an enjoyable and interactive learning atmosphere.

This study employs the Classroom Action Research (CAR) model by Kemmis and McTaggart, consisting of four stages: planning, action, observation, and reflection (Hidayad, Novia, and Bambang Purwanto 2024). In the planning stage, the researcher selected songs and designed vocabulary activities; the implementation was carried out during class sessions; observation was conducted to monitor students' participation and progress; while reflection was aimed at evaluating results and determining follow-up actions. The purpose of this study is to improve students' vocabulary mastery through literature-based learning and to examine its impact on their motivation and engagement in learning English.

Theoretically, various studies have demonstrated the effectiveness of literature-based learning. Salehpour, Behnam, and Seifoori (2024) found that a literature-based approach using collaborative input-output activities can enrich students' vocabulary. Moreover, Yim (2023).explained that the use of metaphor in second language learning helps deepen vocabulary meaning. Bobkina, Romero, and Sastre-Merino (2021) also highlighted the improvement of students' affective and cognitive engagement through literary texts. In addition, Mart (2021) emphasized that literature enhances language learning experiences through authentic cultural and emotional contexts. Therefore, literature-based learning not only improves language skills but also creates reflective, communicative, and meaningful learning experiences. This study is expected to enhance students' vocabulary mastery and foster a more active and contextual English learning environment at SMA Negeri 1 Paiton.learning.

METHODOLOGY

This study employed the Classroom Action Research (CAR) method using the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. This model is considered effective in improving the quality of teaching in a gradual and structured manner (Semathong 2023).The selection of this model was based on its ability to enhance the learning process through a systematic cycle (Alshumrani 2024). The research was conducted in one cycle, focusing on the implementation of literary literacy to improve students' vocabulary mastery, as text-based approaches have been proven to enhance EFL learners' lexical competence (Zeng et al. 2025).

The study took place at SMA Negeri 1 Paiton during the first semester of the 2024/2025 academic year and lasted for two months. The researcher played multiple roles as the planner, implementer, observer, and data analyst, collaborating closely with the English teacher as a co-researcher. A total of 23 students from class XI Soshum-2 participated in the study, as they demonstrated low vocabulary mastery based on initial tests and observations. This aligns with findings indicating that intermediate-level students often face lexical barriers when comprehending academic texts (Sun and Dang 2020). In the learning process, students were positioned as the center of activities, while the teacher served as a facilitator and observer of learning progress.

Data were collected through vocabulary tests, classroom observations, and documentation such as photos and students' written work. The research instruments were developed based on content validity and their relevance to learning objectives, including multiple-choice and short-answer tests as well as observation sheets. The use of multiple instruments aligns with contemporary vocabulary assessment practices (Nhi and Alsaqqaf, 2025).

Quantitative analysis was conducted by calculating the average scores and the percentage of students who met the minimum mastery criteria (KKM) before and after the intervention. Meanwhile, qualitative analysis was carried out through data reduction, data display, and conclusion drawing. Data validity was strengthened through triangulation techniques from multiple data sources, which are believed to enhance the reliability of research findings (Ghalebi, Sadighi, and Bagheri, 2020).

Through this research design, the study is expected to provide a comprehensive overview of the effectiveness of literature-based strategies in improving students' vocabulary mastery and the overall quality of English learning in the classroom.

RESULTS AND DISCUSSION

This classroom action research was conducted in a single cycle consisting of four stages: planning, action, observation, and reflection. The study involved 23 eleventh-grade students of SMA Negeri 1 Paiton during the 2024/2025 academic year, aiming to improve students' English vocabulary mastery through a literature-based approach. In the initial stage, the pre-test results revealed that students' vocabulary proficiency was still low only about 60,87% of the students scored above the minimum mastery criterion of 75. Their main difficulties included understanding word meanings in context and applying them actively in speaking and writing. The previous learning method, which focused mainly on rote memorization without context, made students easily bored and less motivated.

During the implementation stage, the researcher used literary texts in the form of song lyrics. Students were encouraged to read the text, discuss unfamiliar words, take notes on new vocabulary, and create sentences using those words. They were divided into small groups to promote discussion and mutual understanding of the text's meaning. The researcher facilitated the process by providing additional explanations and corrections regarding the use of vocabulary in sentences. As a result, the learning process became more fun and more interactive than before.

The observation results indicated that the application of literature-based learning successfully increased students' motivation and learning outcomes. They appeared more enthusiastic about reading literary texts because the content was relevant to their own lives. Group discussions were active, and students became more confident when attempting to use new vocabulary. The average student score improved from 77,17 in the pre-test to 94,78 in the post-test, with 86,96% of students meeting the minimum mastery criterion (KKM). This demonstrates that literature-based learning can effectively and contextually expand students' vocabulary.

This study aligns with the Generative Learning Theory, which states that learning becomes more effective when students actively construct their own understanding through self-generated explanations or contextual clues (Lawson and Mayer 2024).Such generative strategies enhance deep processing and long-term memory retention by engaging both cognitive and emotional aspects simultaneously. Furthermore, the findings are consistent with the Multimodal Learning Theory, which emphasizes the importance of integrating various learning modes such as text, images, and audio within literature-based instruction to help students comprehend vocabulary contextually (Clark and Mayer 2024).

This approach strengthens both students' receptive and productive language skills. In addition, the Self-Regulated Learning Theory asserts that students who can manage their own learning processes and independently apply contextual strategies tend to be more motivated and demonstrate significant improvement in learning outcomes (Panadero 2023). Thus, literature-based learning has proven to not only expand students' vocabulary mastery but also foster their interest and emotional engagement in learning English.

Table.1 Average Score

Type of test	Average Score
Pre-test	77,17
Post-test	94,78
Gain Score (g)	0.78

Substitute the value:

$$\langle g \rangle = \frac{94,78 - 77,17}{100 - 77,17} = \frac{17,61}{22,83} = 0.78$$

Interpretation:

$\langle g \rangle = 0.78$ included in the high category, which means that there was a very significant increase in students' vocabulary skills after the implementation of literature-based learning.

Based Based on the table above, there was an increase in the students' average score from 77,17 in the pre-test to 94,78 in the post-test after the implementation of literature-based learning. This 17,61 point improvement indicates a significant development in the students' vocabulary mastery.

The pre-test average score of 77,17 reflects the students' initial ability, which was still limited in understanding and using vocabulary within English contexts. Some students were able to recognize word meanings, but they had not yet been able to use them actively in oral or written communication. After the implementation of literature-based learning, the average score rose to 94,78, indicating that almost all students were able to understand word meanings contextually and apply them in various communicative situations.

This improvement suggests that using literary texts such as song lyrics can help students learn vocabulary more meaningfully. Literary texts provide authentic contexts for new words, allowing students not only to memorize them but also to understand how they are used in real communication. This finding aligns with Nation's (2022) view that vocabulary learning is more effective when it occurs within authentic and meaningful contexts.

In addition, the improvement in results can also be attributed to the increase in students' motivation and engagement during the learning process. Literature that reflects the lives of teenagers makes students more interested in reading and discussing texts, leading to the natural acquisition of vocabulary. This supports Krashen's (2021) theory that positive emotions and intrinsic motivation play a major role in successful language learning.

Thus, the increase in the average score from 77,17 to 94,78 demonstrates that literature-based learning is proven effective in enhancing students' vocabulary mastery at SMA Negeri 1 Paiton. This approach not only enriches students' linguistic abilities but also fosters reading interest and appreciation of English as a tool for communication and self-expression.

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CONCLUSION

Based on the research findings and discussion results, it can be concluded that the application of literature-based learning is highly effective in improving the vocabulary mastery of students at SMAN 1 Paiton. The use of literary works in the form of songs provides a more meaningful, interesting, and contextually relevant learning experience for students. Through activities such as reading, listening, discussing, and practicing vocabulary in sentences or dialogues, students not only expand their vocabulary knowledge but also improve their communication skills.

As a follow-up, further research is recommended to develop the literature-based approach with the help of digital technology, such as interactive literature applications or media, or to conduct long-term research to assess students' vocabulary retention in greater depth.

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