



The Impact of Lyrical Poetry on Student Vocabulary Acquisition

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ABSTRACT

In this research is carried out in order to know about how far the effectiveness of using lyrical poem in improving students' vocabulary at the eleventh grade of SMA Negeri 1 Angkola Barat is. And in this research the writer applies the total random research. The number of sample in this research is consist of 36 students. The method used in this study was a quantitative method. In collecting the data, the writer administered pre-test, post-test and questionnaire which consists of 25 questions of pre & post-test and 8 question of questionnaire. After administering test and questionnaire to the sample of study, then the writer documented the students' score. Then the writer calculated it with the score using SPSS v.22. In analyzing the data, the writer used SPSS v.22. After analyzing the data in SPSS v.22, it has been got that the average mean before treatment (Pre-Test) is 53.22, the average mean after treatment (Post-Test) is 89.56, the average mean before treatment (Pre-Questionnaire) is 24.92 and the average mean after treatment (Post-Questionnaire) is 30.44. After got the average mean, the writer used SPSS v.22 again to analyze how far the improving students' vocabulary, it has been got that percentage improving students' vocabulary is 68.28%. It mean that There is a significant improvement of the students' vocabulary at the eleventh grade students' of SMA Negeri 1 Angkola Barat. And the hypothesis of this research is accepted.

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A. INTRODUCTION

Vocabulary development is a crucial element in language acquisition, particularly for learners engaging with a second or foreign language. Learners need to possess a broad vocabulary base. Alqahtani (2015) emphasized that a robust vocabulary is foundational for effective communication in a foreign language, as it enables learners to utilize learned linguistic structures and functions for clear communication. A strong vocabulary allows students to articulate their thoughts clearly, both orally and in writing, facilitating their understanding of subjects with guidance from their instructors. Given that English is the primary foreign language in Indonesia, it is expected that high school students achieve communicative proficiency in English. However, mastering vocabulary is a prerequisite for expressing ideas in English, as inadequate vocabulary can hinder learners' ability to articulate their thoughts due to the complexity of the required vocabulary. Therefore, a focused effort on vocabulary memorization is necessary for learners.

Poetry represents a unique blend of meaningful words and musical elements, encapsulating the author's emotions and thoughts to evoke a specific atmosphere, whether joyful or melancholic, simplistic or intricate (Gruyter, 2016). With its concise use of language, poetry has the power to convey profound messages, inspire, and offer a transcendent experience (Lacoue-Labarthe, 1999). Poems can feature rhyme or lack thereof, and employ figurative language, symbols, and various structures, such as lines and stanzas, to enhance the poetic experience, particularly through the use of metaphors and alliteration in children's poetry (Maula, 2013).

Research has highlighted that students often struggle with vocabulary retention and comprehension, frequently forgetting newly introduced words or their pronunciation, leading to a disinterest in English (Chan, 2022; Jameel, 2023; Tobing, 2023). Language teachers must possess extensive knowledge of engaging classroom activities to enhance vocabulary learning and, consequently, student interest. Innovative teaching techniques and diverse educational media, such as flashcards, vocabulary lists, the direct method, and total physical response, are vital. Zatikasari (2008) noted that active engagement with new vocabulary in context is beneficial, while Maulaya (2008) emphasized the importance of interactive and enjoyable learning environments to stimulate student creativity and interest. In modern educational settings, various media are employed to enrich vocabulary instruction, with English poetry being particularly effective in improving vocabulary learning outcomes. Poetry engages students,

encouraging them to absorb new vocabulary through active listening and participation, thereby fostering a positive, motivating, and confident learning atmosphere. Utilizing English poetry as a teaching tool can significantly enhance vocabulary acquisition and enrich the learning experience.

B. LITERATUR REVIEW

1. Vocabulary

Vocabulary is a cornerstone for students in developing their language skills in all four skill areas. Mastery of vocabulary greatly facilitates the learning of the English language. Vocabulary is as distinctive to specific subject areas as fingerprints are to individuals. Teachers recognize the importance of integrating subject-specific language into their lessons, but often struggle with the best approach. As a result, they may resort to traditional, teacher-centered methods, such as having students look up definitions, memorize terms, and use them in sentences. It is critical to teach content-specific vocabulary effectively to remove barriers to text comprehension and to support long-term mastery of subject language. In essence, vocabulary instruction should be systematic to improve text comprehension.

According to Nunan (1997), a prominent figure in L2 vocabulary research, learners should use specific strategies and techniques to achieve vocabulary proficiency. Effective vocabulary acquisition requires that students have ample opportunities to practice. In Indonesia, where English is learned as a foreign language and language proficiency is not the focus of academic assessment, vocabulary development requires considerable attention in English language education. In this context, there is an urgent need for research on vocabulary to fully understand its importance in language acquisition and to address educational challenges (Cahyono & Widyati, 2008). The increasing recognition of the role of vocabulary is not only evident globally in the field of second/foreign language education, but also in the Indonesian EFL context (Cahyono & Widyati, 2008).

At its core, vocabulary mastery is the acquisition of a set of words within a language, including their meanings, forms, and contextual uses. It is a foundational skill that students must develop before they can achieve proficiency in English. Chen and Li (2010) highlight the critical role of vocabulary in English language learning, noting that it is an essential component of sentence construction. Vocabulary is a key element in all four language skills because understanding and using words are integral to communication. The breadth of a student's vocabulary has a direct impact

on their language skills. A limited vocabulary limits a student's ability to read and perform other language skills. Effective vocabulary learning often begins with exposure to simple words, typically through listening to others. Success in learning English vocabulary is closely related to overall English proficiency, as both vocabulary knowledge and language skills are critical to the English learning process. In summary, vocabulary mastery means an in-depth understanding of words, their meanings, and their use in the language.

Overall, we can review that mastering a word is not only knowing the meaning of it, yet it is about knowing the usage of the word, the semantic value, and many more. But still, the vocabulary of the students should also be equated as the students' cognitive stage. We should not expect the EFL students to know about the syntactic behavior of a word because their stage of knowledge is not in there yet.

2. Teaching English Vocabulary

Teaching English vocabulary involves understanding and teaching eleven crucial aspects to ensure a comprehensive understanding among learners. Using innovative techniques, such as integrating poetry into the curriculum, enhances vocabulary acquisition by tapping into its unique linguistic and aesthetic qualities. Despite the challenges of defining the nature of poetry, its enduring power in language education is evident. By adapting to students' needs and fostering enthusiasm through creative strategies, educators can enrich the teaching-learning process and improve language proficiency (Sotlikova and Haerazi, 2023). Through a variety of poetic forms, from epics to lyrical sonnets, students engage with language on a deeper level and hone their comprehension and expression skills.

3. Semantic

Semantics is the study of reference, meaning, or truth, and includes the interpretation of words, sentence construction, and the literal understanding of text (Mel'čuk, 2015). A clear understanding of semantics is crucial across academic disciplines and languages, and facilitates effective communication between students and teachers. In linguistics, semantics studies meaning at different levels, addressing compositional semantics and lexical semantics, as well as contextual factors such as ambiguity and entailment (Verspoor, 1997). Different theoretical approaches include formal semantics, which uses mathematical models to analyze sentence meaning; lexical semantics, which focuses on word meaning in context;

and conceptual semantics, which examines word meanings in relation to syntactic structure and semantic primitives.

4. Figurative Language

Figurative language deviates from conventional usage to convey complex meanings, enhance clarity, or evoke vivid imagery (Miller, 2020). Understanding it is crucial in various contexts, such as analyzing corporate reports or crafting engaging fiction. Types include simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, and idiom, each serving to enrich language and provoke thought (Zam, et.all, 2019). Examples from literature illustrate their diverse applications and effects.

C. RESEARCH METHOD

In this study, the researcher utilized an action research approach to actively involve eleventh grade students at SMA Negeri 1 Angkola Barat in learning through lyric poetry, aiming to enhance their educational experience through practical classroom interventions and observations.

The study targeted all eleventh graders at the school, totaling 120 students across three classes, as its population. Following recommendations by Ary et al. (2018) and Arikunto (2006), the study employed a random sampling technique to select a representative 30% of this population, amounting to 36 students, in line with Cohen's (2013) suggestion for ensuring a sample size that is both sufficiently large and representative of the entire population, as highlighted by Sugiyono (2013).

Data collection encompassed a variety of quantitative methods, including unstructured observations to evaluate aspects such as teacher performance, classroom dynamics, and student engagement with English poetry, as well as pre-tests and post-tests to assess vocabulary understanding before and after the poetry intervention. A questionnaire was also distributed to collect students' views and experiences related to the study.

For data analysis, the study employed SPSS v22 to conduct a repeated measures t-test on the pre-test and post-test scores, allowing for an evaluation of the teaching method's effectiveness in enhancing vocabulary mastery among the students.

D. RESULT AND DISCUSSION

1. The Result of Research

Statistical analysis was conducted using SPSS v22 to examine the relationships among the study variables and to answer the research questions and hypotheses. The pre-test results showed that prior to teaching vocabulary to eleventh grade students at SMA Negeri 1 Angkola Barat during the academic year 2021-2022, the highest score achieved by a student was 92, the lowest was 12, with an average score of 53.22.

After the implementation of lyric poetry in the teaching of vocabulary, the post-test results showed significant improvements. In Cycle 1, the highest score was 100 and the lowest was 40, with a mean score of 73.78. In Cycle 2, the highest and lowest scores remained at 100 and 64, respectively, with a higher mean score of 89.56.

Using the paired sample t-test in SPSS v22, it was found that there was a significant improvement in the students' vocabulary after the treatments (Sig. < 0.05, Sig = 0.000). Consequently, the research hypothesis (Ha) was accepted while the null hypothesis (H0) was rejected with the t-count (10.999) exceeding the t-table value (1.690) for Sd. Deviation (19.819). This indicates a significant improvement in students' vocabulary skills.

Table 1
 Paired T-Test Pre-Test to Post-Test Cycle 2

Pre-Test - Post-Test Cycle 2							
Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-36.333	19.819	3.303	-43.039	-29.627	-10.999	35	.000

Source: Data Processing 2023

2. The Discussion

The findings from the data analysis support the notion that employing lyrical poetry in the classroom has a significant impact on enhancing students' vocabulary acquisition. The observed increase in post-test scores compared to pre-test scores

suggests that lyrical poems effectively facilitate vocabulary retention and motivation among students. This aligns with existing research that highlights the effectiveness of incorporating poetry in language learning contexts.

For instance, a study by Mulatsih (2018) found that integrating poetry into language teaching not only improves vocabulary retention but also enhances students' motivation and engagement in the learning process. Similarly, Salcedo (2010) conducted a study demonstrating that exposure to lyrical poetry resulted in notable improvements in students' vocabulary comprehension and usage.

The implications of these findings are profound for language educators. By incorporating lyrical poetry into vocabulary instruction, teachers can create a more dynamic and engaging learning environment that fosters both linguistic and affective development. Additionally, leveraging poetry as a teaching tool allows educators to tap into students' creativity and emotional intelligence, further enhancing their language learning experience.

Furthermore, the success of this approach underscores the importance of incorporating diverse teaching methodologies tailored to students' learning preferences and needs. Moving forward, educators should continue to explore innovative approaches, such as integrating literature and creative writing, to enrich language learning experiences and promote holistic language development.

In conclusion, the findings of this study highlight the efficacy of using lyrical poetry as a means to improve students' vocabulary acquisition and motivation in the language classroom. By embracing this approach, educators can create a more vibrant and effective learning environment that empowers students to develop their language skills and appreciation for literature.

E. CONCLUSION

In summary, the conclusions of the research are prior to the implementation of lyric poetry in the teaching-learning process, students' vocabulary mastery fell into the "incapable" category, as evidenced by a mean pre-test score of 53.22. After integrating lyric poetry into the teaching-learning process, students' vocabulary mastery moved into the "proficient" category, as indicated by mean post-test scores of 73.78 for Cycle 1 and 89.56 for Cycle 2. The use of lyric poetry in the classroom showed a significant improvement in the vocabulary mastery of students at SMA Negeri 1 Angkola Barat, as evidenced by the significant increase in mean scores from 53.22 to 89.56. Prior to the introduction of lyric poetry, students showed positive attitudes and motivation towards

learning, as indicated by a mean score of 24.92 on the pre-questionnaire. After the intervention, this positivity was reinforced, with a mean post-questionnaire score of 30.44, indicating an improvement in attitudes. A significant improvement in the students' vocabulary mastery was observed after their exposure to lyric poetry, with a calculated percentage improvement of 68.28%.

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