**ENHANCING ELEMENTARY SCHOOL STUDENTS VOCABULARY'
USING BIOGRAPHICAL POEMS WITH POP UP CARD MEDIA IN
WRITING CLASSROOM**

UNDERGRADUATE THESIS

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UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember to Fulfillment of Requirements for Bachelor Degree of Education (S.Pd)
Faculty of Education and Teacher Training
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Program of English Education

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UNDERGRADUATE THESIS

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Faculty of Education and Teacher Training
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Program of English Education.

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MOTTO :

وَأَن لَّيۡسَ لِلۡإِنسَٰنِ إِلَّا مَا سَعَىٰ ۞ وَأَنَّ سَعۡيَهُۥ سَوۡفَ يُرَىٰ ۞ ثُمَّ يُجۡزَىٰهُ ٱلۡجَزَآءَ ٱلۡأَوۡفَىٰ ۞

Mean :

"And that there is not for man except that [good] for which he strives. And that his effort is going to be seen. Then he would be recompensed for it with the fullest recompense."

(Qur'an, Surah An-Najm [53]: 39–41, Ministry of Religious Affairs of the Republic of Indonesia Translation) *

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* Ministry of Religious Affairs of the Republic of Indonesia, *The Qur'an and Its Translation* (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, 2019), Surah An-Najm [53]: 39–41.

DEDICATION :

This thesis is lovingly dedicated to those who have filled my life with love, prayers, and endless support:

1. **My beloved father, Moch. Shodiq.** Thank you for your patience, sacrifices, and guidance that have shaped me into who I am today. Your prayers and encouragement have given me the strength to face every challenge in my academic journey.

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This thesis is a reflection of all the love, guidance, and prayers that I have received, and may it become part of the story we all share together.

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ABSTRACT

Alfiyana Rosidah, 2025 : *Enhancing Elementary School Students' Vocabulary Using Biographical Poems with Pop-Up Card Media in Writing Classroom*

Keywords : Vocabulary, Biographical Poem, Pop-Up Card Media, Writing Classroom

Vocabulary learning in the context of English language teaching plays a crucial role in developing students' overall language proficiency. In the elementary classroom specifically in sixth grade, students frequently encountered difficulties in employing vocabulary appropriately in writing. They feel that learning vocabulary by memorising it is a tedious method, and when singing along as they usually do before, they feel embarrassed because they are already teenagers. Meanwhile, prior research also indicated that students were more motivated when learning was supported by visualization and creative media. This research emphasizes the potency of biographical poems as a creative writing strategy and pop-up cards as visual learning media to assist students in mastering vocabulary and composing meaningful texts.

The research attempts to answer the following question: How do biographical poems combined with pop-up card media to enhance elementary school students' vocabulary mastery in writing classroom? This study aimed to investigate the impact of using biographical poems with pop-up card media on vocabulary development and students' creative writing performance. This study used the CAR (Classroom Action Research) approach as a research design. The research was conducted at SDN Mangli 4 Jember involving sixth-grade students. Data collection consisted of qualitative data (observation and interview) and quantitative data (test). In addition, this study used the Kemmis and MC Taggart techniques (plan, action, observe, and reflect).

The findings of this study are because in previous studies, no researchers had taken elementary school students as research subjects using biographical poems, but focused on vocabulary combined with pop-up card media. Finally, as a researcher, I came up with the idea of using the biographical poem strategy as a new strategy in teaching English vocabulary in sixth grade. By using this strategy, students find learning to be fun and interesting, which can improve their memory in learning vocabulary. In addition, biographical poems also teach students the functions of parts of speech, particularly verbs, nouns and adjectives as components of biographical poem. In conclusion, the research demonstrated of using biographical poems with pop-up card media to enhance vocabulary learning and improve writing ability among elementary school students.

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CHAPTER I

INTRODUCTION

This chapter presents to the research study, including the research background, research question, research objective, research significance, and definition of key terms. The subsequent section would provide a clear explanation of all the points already mentioned.

A. Background of study

Paragraph writing is the most complex skill students to notice various aspects such as vocabulary, grammar mastery, spelling, readiness, and sufficient exposure to books and relevant reading materials.[2] Therefore writers must pay attention to aspects of skills in writing especially vocabulary. The writers need to choose the right vocabulary to fit the context and have the right meaning. Additionally it helps students to improve their vocabulary and develop other language skills such as reading, listening and speaking.[3] Vocabulary has a necessary role, because with vocabulary a person can communicate, express opinions, ideas, feelings, emotions, and desires through vocabulary.[4] Then to develop other writing skills and improve students' vocabulary in paragraph writing skills, the first step is to build their vocabulary.

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[2] Theresia, Mutaat and Radik D. "Analyzing Students' Difficulties in Learning to Write", *Journal of English Teaching,* 9(2), June 2023. 176-185, DOI: https://doi.org/10.33541/jet.v9i2.4669

[3] Burcu Karafil, Aytunga Oğuz. "Development of English Paragraph Writing Self-Efficacy Belief Scale", *International Journal of Progressive Education*, Volume 18 Number 3, (2022), https://ijpe.inased.org/files/2/manuscript/manuscript_3070/ijpe-3070-manuscript-232242.pdf

[4] Nur R. , M.Tahir and A.Talib. "The Effect Of Vocabulary Mastery On Students' Reading Comprehension", *International Journal of Business, English, and Communication (IJoBEC),* 2023 Vol. 1 No. 1

Building vocabulary is a necessary component in enhancing students' writing skills. Having a good vocabulary allows students to convey things better, think more creatively, and be more accurate. Vocabulary is needed by students because before a person is able to produce language, they have to know the smallest meaningful device of language which is words or vocabulary.[5] Therefore, vocabulary is the smallest device of language that makes it a necessary aspect of writing skills, the more the writer is rich in vocabulary, the better the writing would be. Vocabulary acts as a vehicle for knowledge for students.[6] The vehicle of knowledge here has the meaning that to achieve a science vocabulary is an important element in it. Vocabulary is the foundation that builds up understanding and communication. It is different with students who have limited vocabulary, they would have their own challenges in applying their knowledge in writing classroom.

The students who have a limited vocabulary have to face the challenges of the writing classroom. It is quite difficult for most students in using vocabulary especially elementary school students. It can hinder them from expressing themselves effectively and acquiring good writing skills. The most challenging point in writing English for the students is vocabulary. There are several important parts in the use of vocabulary such as; word choice,

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[5] Nia N., John P., and Rosmania R. "Improving Students' Vocabulary Mastery By Using Pop-Up Book At Seventh Grade Of Smpn 08 Kota Serang" , *Teachers' Professional Development: 21st Century Teaching Skills* http://dx.doi.org/10.30870/aiselt.v2i2.10961

[6] Cherrynn K.B. & Katherine L.W. "What's Up With Words? A Systematic Review ofDesigns, Strategies, and Theories Underlying Vocabulary Research" *Reading psychologi article* Volume 45, 2024 - Issue 1 (2024) https://doi.org/10.1080/02702711.2023.2253249

word order, word form, number, word fragment, word deletion, and meaning.[7] When students have limited vocabulary, they often choose the wrong word, and the meaning would often be unclear. The key point in motivating them to learn efficiently is to design more activities to stimulate their curiosity.[8]

To address this issue, this study uses biographical poems and pop up card media as a visual support. Biographical poem is a simple poem written about a person that follows a pattern, biographical poem can make it easier for students to get more information about the characters by being guided by biographical poem patterns, which help us gather information about a subject.[9] The biographical poem format includes space for the individual's name and character traits, and what the person loves, feels, needs, fears, and gives to others.[10] And Pop up cards media can be used to mediate students' ability in writing descriptive texts. Pop Up Book is a book with 3-dimensional elements and can be pushed when opening the page, has a beautiful and vertical image display, can provide a more interesting visualization of stories and can improve students' creativity and stimulate imagination.[11] This can help

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[7] Fitria E.M., Alvi R., and Lela S." Exploring Students' Difficulties In Writing English Focused On Voabulary", *Indonesian Journal of ELT and Applied Linguistics (IJEAL)* Vol 2 Issue.2 July (2023) https://jurnal-lp2m.umnaw.ac.id/index.php/IJEAL/issue/view/138

[8] Jinxiu Jing, "Strategies in Primary School Vocabulary Teaching", *English Literature and Language Review* , Vol. 4, Issue. 1, pp: 13-15, (2018) https://arpgweb.com/pdf-files/ellr4(1)13-15.pdf

[9] Alya F. & Wahyu T. "Effectiveness To Use Instagram Photograph In Bio Poem Strategy To Improve Students' Descriptive Text Writing Ability". *Academic practice journal of muhammadiyah sidoarjo university* (2023) http://dx.doi.org/10.21070/ups.189

[10] Kristie A., Tammy E, and Halley E. "Exploring the Effects of aBiopoem Writing Intervention on Middle School Students With Autism Spectrum Disorder". *Top Lang Disorders Wolters Kluwer Health journal*,Vol. 39, No. 2, pp. 155–190 (2019)

[11] Suhono, Wiwied P. , and Bambang A. "Developing English-Based Pop Up Book Media to Increase the Early Childhood's Motivation". *English Journal for Teaching and Learning Volume 2 No 2 (2022) Pages 130-138. (2022) https://doi.org/10.25217/jcd*

students write a simple descriptive biographical text, with the procedures that must be present in the text.

The previous study been carried out to explore students' writing competence and the effects of the Biographical poems on enhancing writing competence. According by Kristie, Tammy, & Halley used a qualitative analysis design to investigate students in a writing intervention with Biographical poems to learn about notable figures of the history. General findings this research found that students could recognize and employ emotion or perspective taking words, that the structure of the Biographical poem helped to organize their writing and enhance word selection, and that they showed disciplinary literacy with perspective taking and determining historical importance.[12] Aida, Rofi'ah and Istina in their research discuss pop-up card media which aims to ensure that the use of Pop-Up Book Media affects writing skills. By using RnD (research and development) method, the result of this study is the use of Pop-Up Book media in learning can increase student motivation in learning English and increase the creativity of students' to develop students' writing skills.[13]

Rizki & Firza also implemented that this study discusses how to find out whether there was any substantial effect of implementing bio-poem strategy on the writing ability of students in descriptive paragraph as a whole.

The design journal was quasi-experimental research. Students experienced an impressive increment in the effect of learning writing descriptive paragraphs using the bio-poems strategy.[14] One of the previous studies conducted by Alya & Wahyu about media for biographical poems, researchers utilized pre-experimental methods and one group pretest posttest design, through the use of quantitative research. The outcome of this study showed that the Instagram photos in bio poem strategy is very effective in writing instructional descriptive text and bio poem strategy in writing has a significant impact on the ability of students to write descriptive text.[15]

The previous study have shown that Biographical poem with visual media support the writing, but none focused on vocabulary. Most of them were also conducted in junior or senior high school. No research has explored how combining biographical poems with pop-up cards can guide young learners especially elementary students. This study fills that gap by showing how this creative method supports elementary school students to enhance their vocabulary. In this research the author discuss about biographical poems using pop up card media. Such backgrounds students at elementary level as a participant the researcher have to explore the implementation of Biographical poems to build elementary school students' vocabulary knowledge and interesting writing classroom.

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[14] Rizki, A. and Firza, K. M. *"The Effect Of Using Bio-Poem Strategy On Students' Writing Ability In Descriptive Paragraph"* (IJIELT) *Indonesian Journal Of Intergrated English Language Teaching, Vol. 3, No. 2 (2017)*. http://dx.doi.org/10.24014/ijielt.v3i2.4703

[15] Alya F. and Wahyu T. "Effectiveness To Use Instagram Photograph In Bio Poem Strategy To Improve Students' Descriptive Text Writing Ability". *Academic practice journal of muhammadiyah sidoarjo university* (2023) http://dx.doi.org/10.21070/ups.189

B. Research Question

Based on the discussed in the background, the researcher want to discover about: How can elementary school students' vocabulary be enhanced by using biographical poems with pop-up card media in writing classroom?

C. Research Objective

Based on the research questions, the objectives of this study as follow: To analyze how biographical poem and pop-up card media can enhance elementary school students' vocabulary in writing classroom.

D. Research Significances

The finding of this study would be beneficial theoretically and practically. The implication of this study is as follows:

1. Theoretically

The research results are expected to support existing theories on the Biographical Poems approach and writing skills, especially mediated pop up card and vocabulary skills of students in elementary schools. That is, the research hopefully can assist in English learning and teaching strategies knowledge. This research expected also contributes to the development of language learning theories, particularly in vocabulary acquisition and creative writing instruction. In Biographical poems with pop-up card media, the study supports the idea that multimodal and students literature. Furthermore, this research may serve as a reference for future studies on the use of literary genres and visual aids in improving students' language skills, especially at the elementary education level.

2. Practically

a. English Department

This research can provide guidance on planning, implementing, and assessing English teaching strategies using the Biographical poems strategy. It can enhance students' writing class especially vocabulary development and interested media by pop up card. By exploring the integration of biographical poems and pop-up card media, the study expected to contributes to the pedagogical knowledge base within the field of English language education. It provides a creative and engaging approach that can be adopted in language teaching methodology courses, materials development, and curriculum design.

b. English Teachers

This study can serve as a reference for teachers in elementary schools to apply Biographical poems strategy for writing class instruction effectively and could be used by teachers as a teaching guide. The teacher may use the Biographical Poem in the writing class to develop their writing skills and vocabulary in a structured and engaging manner using pop up card. Thus, teacher do not always dominate the class during teaching and learning process, but students are able to actively participate in thinking and developing student vocabulary to make a good paragraph writing.

c. Researchers

This research can assist future researchers in exploring qualitative methodologies for Biographical poems strategy in writing classroom and expected to motivate students interesting vocabulary mediated pop up card, and offering insights for further investigation. For the researchers, this study provides an opportunity to deepen their understanding of innovative vocabulary teaching methods, particularly through the integration of literature and visual media. Furthermore, the experience gained through this study may serve as a foundation for future research and professional development in the areas of language education, creative pedagogy, and literacy development.

d. Students

For students, the biographical poems strategy offers an opportunity to learn writing in a more systematic way by procedure of biographical poems, this strategy helping them construct interesting taks while expanding their vocabulary. This research is significant for students as it introduces a fun, engaging, and creative approach to learning vocabulary through biographical poems and pop-up card media. The approach also supports different learning styles, encourages self-expression, and fosters interest in reading and writing. Ultimately, it helps students improve their language skills in an enjoyable and meaningful way, particularly within the writing classroom context.

E. Definition of Key Terms

1. Biographical poems strategy:

   A biographical poem is a structured form of poem utilized to help one describe someone identity or another individual, such as a historical or literary figure. A biographical poem focuses on internal characteristics, experiences, relationships, dreams, and interests. In biographical poems, the number of words and sentences in each line is not regulated and tends to be flexible. Biographical poems are generally composed in short lines, a line or array can consist of one word, a few words, or even a short sentence that describes aspects of the character's life in a concise and compact manner.   Poetry priority rhythm, cadence and meaning over a complete sentence structure.

2. Pop up card:

   Pop-up cards are three-dimensional cards that are designed to provide fascinating visual effects when opened. Pop-up elements on such cards are normally images, shapes, or mechanisms that "pop up" from the surface of the card, providing an interactive experience for pupils. Vocabulary development in pop up cards can be done by filling the Pop-up cards with a summary of vocabulary, especially adjectives that describe the character. The cards have many vocabulary symbols that can be juxtaposed with pictures of characters or symbols of interesting characters. On the Pop-up cards, can also add the results of biographical poems according to the structure that describes the character.

3. Vocabulary Development:

Vocabulary development involves activities that focus on learning new words, including verbs, adjectives, and nouns. Vocabulary development entails a deeper understanding of the meaning, use and context of words, which is necessary for writing. In this context, the researcher specifically focuses on improving students' vocabulary, trought biographical poem and pop up card as a media. The vocabulary that corresponds to the subject or character, it would be summarized in pop-up cards, so that the cards contain pictures, classify of vocabulary and biographical poems.

CHAPTER II

REVIEW OF RELATED LITERATURE

The present chapter provides two important points, previous studies and theoretical framework. The description of previous studies provides insight into several previous studies related to the present study. Conversely, the theoretical framework provides more than one theory to aid the present study. The following points provide a clear description of the mentioned aspects.

A. Previous studies

The researcher took a case study based on the title of the study from several previous sources. This research is not the first to use the Bio-poems strategy as a medium for teaching students vocabulary and writing. The previous studies listed below used the Bio-poems strategy as a reference for learning activities, with similarities and differences presented. The following is an explanation of related research.

The first study was conducted by Kristie Asaro, Tammy Ellis, and Halley Eacker, entitled "*Exploring the Effects of a Biopoem Writing Intervention on Middle School Students With Autism Spectrum Disorder*", published in 2019. This study was to investigate how writing poems could assist high school students with an autism spectrum disorder diagnosis to develop in cognition, writing, and disciplinary literacy. The researchers utilized an interpretive qualitative content analysis to analyze the participants' instructional talk and written composition throughout a writing intervention using biographical poems to learn about historical figures. The findings of this

study showed that the participants could spot and utilize words that took an emotion stance, that the biographical poem structure was helpful in organizing their writing and broadening their vocabulary. The structure helped to organize their writing and refine word choice, and they demonstrated disciplinary literacy in perspective-taking and awareness of historical significance.[16]

The second study was conducted by Dea Devionita, entitled "*The Implementation Of Bio-Poems Strategy To The Students' Writing Descriptive Text Assisted By Diorama Invitation Card*" published in 2019. The aim of this study was to determine the improvement of students' writing ability in descriptive text by using diorama in bio-poems strategy. This study was conducted using CAR (Classroom Action Research), utilizing both qualitative and quantitative data. The data collection instruments included interview sheets, observation, photographic evidence, and writing tests. The result of this study proved that there was an enhancement in the students writing skills. The mean of the pre-test was 45.5, in cycle one was 66.6, and in cycle two was 81.5. This indicated that the scores and the mean in cycle two were more effective than those in the first. Based on the result of this study, it can be concluded that there was an improvement on the students' achievement in writing descriptive text by using Bio-Poems Strategy.[17]

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[16] Kristie A., Tammy E, and Halley E. "Exploring the Effects of aBiopoem Writing Intervention on Middle School Students With Autism Spectrum Disorder". *Top Lang Disorders Wolters Kluwer Health journal*,Vol. 39, No. 2, pp. 155–190 (2019).

[17] Dea D.,"The Implementation Of Bio-Poems Strategy To The Students' Writing Descriptive Text Assisted By Diorama Invitation Card" (Thesis of University Of Muhammadiyah Sumatera Utara Medan's student, 2019)

The third study was conducted by Dewi Ratnasari Hasibuan, entitled "*Utilizing Bio Poem To Improve The Students' Ability To Write Descriptive Text At Eighth Grade At MTs Darul Ilmi Batang Kuis",* published in 2020. The aim of this study was to improve students' writing skills, especially in descriptive text, by using the Bio-poem strategy. This research was conducted utilizing CAR (Classroom Action Research), gathering both quantitative and qualitative data from junior high school students as subjects. The results of this study showed that there was progress and improvement in students' ability to write descriptive texts from the first to the following meetings. The post-test results in the first and second cycles showed improvement compared to the pre-test.[18]

The fourth study was conducted by Dina Elfania Mufarikha, entitled "*The Effect Of Using Bio-Poem On The Seventh Grade Students' Descriptive Paragraph Writing Ability Of SMPN 3 Genteng",* published in 2023. The aim of this study was to examine and determine whether there was a significant effect of using Bio-Poem in descriptive paragraph writing on the seven grade junior high school students. This study was quantitative research. It was conducted using an experimental research design with comparison group. Based on the sample result and hypothesis testing the mean score obtained by students in the experimental class was 12,7% higher than the control class. It

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[18] Dewi R.H. "Utilizing Bio Poem To Improve The Students' Ability To Write Descriptive Text At Eight Grade At Mts Darul Ilmi Batang Kuis" (Thesis of State Islamic University of North Sumatra's student, 2020)

was concluded that there was significant effect of using Bio-Poem in descriptive paragraph writing.[19]

The last one was conducted by Alya Farhah and Wahyu Taufiq, entitled "*The Effectiveness To Using Instagram Photograph In Bio Poem Strategy To Improve Students' Descriptive Text Writing Ability*", published in 2023. The aim of this study was to determine whether the utilization of Instagram photographs in a biographical poem strategy was effective for students' descriptive text writing ability. The researcher utilized a pre-experimental method and a one-group pretest-posttest design. They formulated the problems to be solved through quantitative research. The research uncovered that the Instagram photograph in the Bio-poem technique had an immense impact in instructing writing a descriptive text, as evidenced by a statistically significant greater post-test writing score (69,63) than pre-test (50). From the results of the study, using Instagram photos in a Bio-poem strategy had a significant effect on student's ability to write a descriptive text.[20]

Table 2.1
Similarities and Differences between Previous Study and This Research

No	Researcher's name and Title	Similarities	Differences
1.	An article journal written by Kristie Asaro, Tammy	• Both studies applied a	• Focus the previous research to investigate

[19] Dina Elfania Mufarikha, "The Effect Of Using Bio-Poem On The Seventh Grade Students' Descriptive Paragraph Writing Ability Of Smpn 3 Genteng", (Thesis by student of State Islamic University Of Kiai Haji Achmad Siddiq Jember. 2022)

[20] Alya F. & Wahyu T. "Effectiveness To Use Instagram Photograph In Bio Poem Strategy To Improve Students' Descriptive Text Writing Ability". *Academic practice journal of muhammadiyah sidoarjo university* (2023). http://dx.doi.org/10.21070/ups.189

		Biographical poem to improve students' writing skills.	how writing poems could to develop in cognition, writing and disciplinary literacy. • Previous research subject was conducted on assist high school students with an autism spectrum disorder diagnosis • The researchers utilized an interpretive qualitative
2.	Thesis from Dea Devionita *The Implementation of Bio-Poem Strategy to the Students' Writing Descriptive Text Assisted by Diorama Invitation Card"* (2019)	• Both studies applied a Biographical poem to improve students' writing skills. • The researcher utilized CAR (Classroom Action Research)	• Focus the previous research to determine the improvement of students' writing ability in descriptive text by using diorama in bio-poems strategy. • Previous research subject was conducted on second grade senior high school.
3.	Thesis from Dewi Ratnasari Hasibuan, *"Utilizing Bio*	• Both studies applied a Biographical poem to	• Focus the previous research to improve students' writing skill especially descriptive

	Poem To Improve The Students' Ability To Write Descriptive Text At Eight Grade At Mts Darul Ilmi Batang Kuis", (2020).	improve students' writing skills. • The researcher utilized CAR (Classroom Action Research)	text by using bio poem. • Previous research subject was conducted on second grade junior high school.
4.	Thesis from Dina Elfania Mufarikha, *"The Effect Of Using Bio-Poem On The Seventh Grade Students' Descriptive Paragraph Writing Ability Of Smpn 3 Genteng",* (2023).	• Both studies applied a Biographical poem to improve students' writing skills.	• Focus the previous research to examine and determine whether there is a significant effect of using Bio-Poem in descriptive paragraph writing • This study was quantitative research. • Previous research subject was conducted on first grade junior high school.
5.	An article journal written by Alya Farhah and Wahyu Taufiq, entitled *"The Effectiveness To Use Instagram Photograph In*	• Both studies applied a Biographical poem to improve students' writing skills using media.	• Focus the previous research to utilization of Instagram photograph media in a biographical poem strategy was effective for students' descriptive text writing ability and

Bio Poem Strategy To Improve Students' Descriptive Text Writing Ability" (2023)		the current study focuses to enhancing student vocabulary by pop up card media in a biographical poem strategy. • The researcher utilized quantitative design, pre-experimental method. • Previous research subject was conducted on seventh grade of Junior High school.

From various previous studies, it can be concluded that the biographical poems strategy has proved effective in improving students writing abilities at different levels of studies. All these research studies concentrate on mastery of writing and grammatical structure but none of them has examined whether bio poems have the capacity to enrich students' vocabulary in composing biographical poems at elementary school. As such, the researcher aims to prove how learning to write through bio poems can be implemented with pop up card media in the aspect of vocabulary development in writing activity for students at primary school levels in studying English as a foreign language (EFL).

B. Theoretical Framework

1. Concept of writing

Writing is one of the language skills that is productive and complex, because of its complexity in grammatical structure, vocabulary, spelling and pronunciation.[21] With such complex needs, writers can practice critical thinking, planning, and organizing skills as well as ideas in writing. Writing is not just an end result in the form of text, but a process that involves several stages such as planning, drafting, revising, and editing.[22] This process of writing it makes learners understand that writing is something that is achieved with time, not something accomplished in a step. Because Writing in English is not an instant process; it requires time, effort, and consistent practice. Like learning any skill, mastering English writing involves understanding grammar, expanding vocabulary, and developing the ability to express ideas clearly and coherently.

Based on the definition above, the writer concludes that writing is not simply producing a final text, but is a gradual process that involves planning, drafting, revising, and editing. Thus, the writing process is a combination of strategic stages and linguistic elements that support each other to produce meaningful and well structure writing.

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[21] Parupalli S.R. "The Characteristics Of Effective Writing Skills In English Language Teaching", *Oray's Publications, Research Journal Of English (RJOE)* Vol-2, Issue-2, 2017,. www.rjoe.org.in

[22] Jeremy Harmer, "*How to Teach Writing*," 2004, www.longman.com

2. Biographical poems concept

a. Understanding Biographical Poems

Linguistically, "biographical poems" are a combination of two English words, namely Biographical which comes from the term biography meaning a person's life story or history of life, while a poem is a form of writing in which words are carefully selected for their beauty and sound, then carefully arranged, often in short lines that rhyme.[23] Biographical poems are poems written to describe a person or a character.[24] Therefore, biographical poems can be defined as poems that contain a person's history or life story. These poems usually describe a person's identity, experiences, personality, or life journey briefly and artistically.

Moreover, The simple form of the poem can provide a framework for students to convey ideas that are meaningful to them, unencumbered by strict grammar rules.[25] In education, this type of poems is often used as a method to combine literature and biography, allowing students to reflectively explore the character of a character or themselves. The ultimate goal is to build a deeper understanding of the

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[23] Collins Cobuild English Dictionary for Advanced Learners. Glasgow: Harper Collins. Finch,A.E. (1998). Perception of memory.(2001). https://www.collinsdictionary.com/us/dictionary/english/poem

[24] Kristie A., Tammy E, and Halley E. "Exploring the Effects of aBiopoem Writing Intervention on Middle School Students With Autism Spectrum Disorder". *Top Lang Disorders Wolters Kluwer Health journal*,Vol. 39, No. 2, pp. 155–190 (2019).

[25] Finch A., "Using poems to teach English. English Language Teaching", *Kyungpook National University*, 15(2), 29 – 45. 2003.

individual through an emotional and aesthetic approach, while practicing writing skills in an imaginative way.

b. Biographical Poems to Writing

Biographical poem is a form of literary expression that describes the life of a person, whether a famous figure or an ordinary individual. In creative writing, biographical poems allow the writer to explore life experiences, emotions, and identity through the simplicity of poetry. In addition, a biographical poem can provide deep insights into the relationship between the author's life and the literary works produced. For example, analyzed symbols and themes in Robert Frost's poetry through a biographical perspective, showing how Frost's personal experiences can be reflected in his work.[26] Thus, biographical poems not only serve as a means of self expression, but also as a tool to understand the complexity of human life through a literary point of view.

When students are asked to write poems about themselves or others, they would be encouraged to choose appropriate adjectives to describe character, emotions, and appearance, thus adding to their vocabulary. Furthermore, learning through poetry also allows students to channel their ideas and feelings creatively. Research from the IOSR journal shows that poetry can encourage students to use various forms of language expression, including adjectives and symbolic phrases, to

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[26] Adi, W. T. "*Symbol and Theme on Robert Frost' Poem by Using Biographical Perspective.*" 2020, Lingua*, 17(1), 15–24.*

express their feelings.[27] Thus, biographical poetry not only improves language skills, but also supports students' emotional and social development.

3. **Pop Up Card Media**

The use of Pop-Up Card media in education is grounded in the idea that learners construct knowledge through active engagement and real the world interaction. Based on Piaget's theory, effective learning happens when students are directly involved in the creation, manipulation, and exploration of instructional materials.[28] As a visual and tactile tool, Pop-Up Cards help to activate both visual and kinesthetic learning channels, turning abstract ideas into more concrete and engaging forms.

Moreover, when students participate in designing or using Pop-Up Cards, they not only experience experiential learning but also enhance their linguistic abilities and critical thinking. Pop-Up Book media in lessons significantly improved student achievement.[29] Suhono and friends designed English-themed Pop-Up Book media that effectively increased young learners' motivation.[30] These findings support the use of Pop-Up Card media as a valuable instructional tool aligned with learning theories,

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[27] Mittal R."Teaching English through Poetry: A Powerful Medium for Learning Second Language" *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 19, Issue 5, Ver. III, 2014.

[28] Rabindran, Madanagopal D. *"Piaget's Theory and Stages of Cognitive Development-An Overview"*,*Scholars Journal of Applied Medical Sciences Abbreviated*, ISSN 2320-6691, 2020.

[29] Akina, A., Paeri, D. N. R., Mufidah, M., and Nuraini, N. "The Implementation of Pop-Up Book Media: Potential Implication on Mathematics and Science Learning Outcomes. *Jurnal Penelitian Pendidikan IPA*, 9(5), 3824–3832. (2023).

[30] Suhono, S., Pratiwi, W., Ariyanto, B., & Lala, A. "Developing English-Based Pop Up Book Media to Increase the Early Childhood's Motivation." *JCD: Journal of Childhood Development*, 2(2), 130–138. (2022).

offering significant educational advantages by promoting active, visual, and cooperative learning experiences.

This media is the center of writing activities coupled with aesthetic value, this media contains the results of poem writing and classify vocabulary according to its type. Generally, media in learning always use books, this time writing biographical poem is not only written on a blank book, but this time it is applied on interesting media in the form of pop up cards, with visuals that can attract students' attention when opening it.

4. **Vocabulary development in writing**

Vocabulary mastery is an important element in building language skills, especially for elementary school students who start learning English as a foreign language. Krashen's theory of second language acquisition emphasizes the importance of comprehensible input as the basis of language acquisition.[31] In an elementary school learning environment, this can be implemented through the use of visual aids and interactive activities that are appropriate to the child's developmental stage.

The use of picture card media can effectively increase students' vocabulary acquisition. This media works by utilizing visual support to strengthen students' understanding and recall of new vocabulary.[32] The importance of cognitive strategies and social interaction in enriching the vocabulary of elementary school students who participate in bilingual

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[31] Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Longman.

[32] Mulyanti, E., and Sya, M. F. "Pemerolehan Kosakata Bahasa Inggris dengan Media Kartu Bergambar di Sekolah Dasar". *Karimah Tauhid*, 2(2). 2023,

programs.[33] Thus, this theoretical framework asserts that the process of English vocabulary acquisition at the primary school level would be optimized if it is carried out with the use of language acquisition theory, the use of attractive visual media, and collaborative learning methods. This approach not only supports vocabulary improvement but also contributes to the all development of language skills, especially writing skill.

In improving writing skills, a comprehensive understanding of vocabulary groupings based on word classes such as noun, verb, adjective plays a very important role. In Milne's classification of parts of speech (nouns, verbs, adjectives) in poem, it is emphasized that poem is dominated by three classes of words: verbs, nouns, and adjectives, because they are the main word classes in forming a sentence.[34] For example, nouns serve to name objects or ideas, verbs are used to express actions or conditions, adjectives describe the characteristics of a thing. Grouping vocabulary according to the format of draft biographical poems, for example:

Table 2.2
Poem and Classify of Vocabulary

Poem	Vocabulary		
"My Classmate, Aji"	**Noun**	**Verb**	**Adjective**
1. Aji,	Aji	Swims	Friendly
2. Friendly , brave, and	Music	Plays	Brave

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[33] Azizah, D. M. "*Strategi Penguasaan Kosakata Bahasa Inggris Siswa SD Bilingual di Yogyakarta"*, (2023). Jurnal Dimensi, 12(1).

[34] Nopikasari N.,Safitri A., & Suhadi A."Analysis Word Classes In Selected Poems By Allan Alexander Miln", *Premise Journal*, Vo. 7 No 2, October. 2018.

creative	Mom	Loves	Creative
3. *Swims, and Plays*	Skies	Needs	Loudly
music	Cigarette	Wants	Fake
4. *Who loves his mom*	Coffe	Dislikes	Inspiring
and skies	Bussinessman		
5. *Who needs cigarette*	Voice		
and coffee	Smile		
6. *Who wants to be a*			
bussinessman			
7. *Who dislikes loudly*			
voice, and fake			
smiles			
8. *He is an inspiring*			

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used, which includes research design and procedure, research settings, data collection technique, data achievement indicator (criteria of success).

A. Research Approach Design

Classroom Action Research (CAR), as described by Anne Burns, grows out of the broader movement of reflective practice and the idea of teachers as researchers.[35] It encourages teachers to examine their own classrooms in a thoughtful, critical, and systematic way. According to Kemmis and McTaggart in Anne Burns, CAR is a form of classroom-based inquiry that teachers use to solve problems or answer questions about specific issues they face. It focuses on student challenges and looks for practical solutions. In this study, CAR was used to improve students' vocabulary by integrating English children's songs with audio-visual media

Therefore, the researcher carried out a preliminary study by observing the class and interviewing the English teacher to identify students' problems. In this study, the researcher worked together with the classroom teacher. Based on the findings, the study chose to use biographical poems to help improve students' vocabulary. The students created simple poems using pop-up card media during the learning process. Meanwhile, In this research, the researcher

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[35] Anne Burns (2010), "Doing Action Research in English Language Teaching", Mc Taggart, R. 7-8 (1988)

collaborate with an English teacher throughout the Classroom Action Research.

This CAR followed the Kemmis and McTaggart model, which includes four phases: planning, action, observation, and reflection.
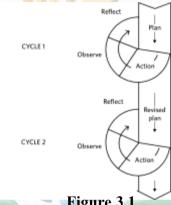
Figure 3.1

The Model of Classroom Action Research

Kemmis and MC Taggart in Anne Burns (1988)

1. **Planning**

The steps to address the problem began with classroom observations, an initial interview with the English teacher, and analyze a pre-test used students worksheet before the researcher implemented. Several preparations were carefully planned to fit the classroom conditions. During this stage, the researcher worked together with the English teacher. The plan included the following:

    a. The researcher consulted with the teacher to select suitable materials and topics.

    b. Both the researcher and the teacher agreed on basic vocabulary as the learning focus.

c. The researcher using the biographical poem strategy, and pop-up card media, to improve students' vocabulary skills in writing.

d. The researcher and the teacher discussed how to apply the learning strategy using the bio poem and pop-up card media.

e. Designed the lesson plan.

f. Created learning materials focusing on the vocabulary used in biographical poems (nouns, adjectives, and verbs).

g. After each lesson, the researcher carried out an evaluation.

h. Both worked collaboratively to set assessment criteria that met the minimum proficiency standards.

2. **Action**

Harmer explained about writing process that involves several stages such as planning, drafting, revising, and editing.[36] These processes form a cycle that is integrated and supportive of each other. This cycle serves as a guide for the writer during the writing stage. The main activity is writing, which is done after the drafting stage and before the editing stage.

Figure 3.2
The wheel process of writing

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[36] Jeremy Harmer, "*How to Teach Writing*," 2004, www.longman.com

Related to the writing process in this study, the researcher first taught materials related to biographical poems. The materials included an explanation of the definition of biographical poems, the general structure of biographical poems, as well as the linguistic features used in this type of poetry. The researcher also provided the media used in writing biographical poems. In addition, students are ensured to be able to mention vocabulary that explains the character of the writing subject, especially adjectives. After all the material is delivered, then students assemble simple poems according to the structure of biographical poems or enter the writing process stage:

1) Planning

Planning is the first step in the writing process. This stage involves thinking activities, such as determining the topic to be discussed and exploring ideas. In addition, the writer also needs to think about the content and purpose of the writing. Broadly, there are three main things to consider at the planning stage of writing process: the writer needs to understand the purpose of writing, consider who as the subject, and structure the content to be delivered based on the structure of biographical poems.[37]

The activities carried out by students in the planning stage are:

a) Teacher prepares students, divides students into groups

[37] Rizki, A. and Firza, K. M. "The Effect Of Using Bio-Poem Strategy On Students' Writing Ability In Descriptive Paragraph", *(IJIELT) Indonesian Journal Of Intergrated English Language Teaching*, Vol. 3, No. 2.(2017),

b) The teacher provides media to analyze vocabulary by brainstorming vocabulary related to the material in groups, this time the theme is:

"my classmate".

c) Students determine the purpose of their writing.

d) The teacher gives the following instructions, instruction as follows:

o Look at your friend, how does he look physically?

o What is her character like?

o Then, collect vocabulary related to it from the analysis of the available media and Collect vocabulary related to that.

2) Drafting

Drafting is the initial stage in the writing process, where writers begin to put their ideas into written form. It allows students to express their thoughts without worrying too much about grammatical correctness, thus encouraging a better flow of ideas.[38] In addition, this stage reflects the important transition from planning activities in pre-writing to putting concrete words on paper as the first form of writing. The purpose of drafting is to make it easier for writers to develop ideas that would be poured into writing. At this stage, students are asked to draft their writing.

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[38] Aishah T., Sa'adan N. dkk. "The Cycle of Writing Difficulties and Writing Stages", *International Journal Of Academic Research In Business And Social Sciences* Vol. 1 4 , No. 6, 2024, E-Issn: 2222-6990 (2024).

To help students more easily pour ideas into writing, the researcher offered the use of Biographical Poem as a tool to apply the vocabulary that has been analyzed by students.

The teacher first introduces and explains to the students about Biographical Poem. Next, the teacher compiles and writes the Biographical Poem formula on the blackboard for students to use in describing the subject. The Biographical Poem format given is as follows:

a) First line   : The person's first name

b) Second line: Adjective that describes the person

c) Third line : Verb or Verb + noun that describes the person's hobbies

d) Fourth line: Noun that describes what person's loves (Who loves….)

e) Fifth line   : Noun that describes what person's needs (Who needs…)

f) Sixth line : Noun that describes what person's wants (Who wants to be a/an…)

g) Seventh line : Noun + adjective that describes what person's dislikes (Who dislikes…)

h) Eight line   : Opinion of writer

Students pay attention to the Bio-Poem formula and the teacher then asks students to interview their partner by following

the formula to write a Bio-Poem about their partner. To facilitate the interview process, the teacher provides a list of interview questions that can be used as a guide:

a) What is your name?

b) How does your physical appearance look like?

c) What is your hobby?

d) What do you love?

e) What thing do you need?

f) What is your dream?

g) What do you dislike?

h) Writer's opinion

After developing the draft and vocabulary is collected, students begin the writing process based on the draft and the collected vocabulary. Where ideas are expanded, organized, and expressed clearly through well craft sentences. Here the example of the Biographical Poem about "My classmate" based on the draft of Biographical Poems:

Aji,

Friendly , brave , and creative

Swims, and Plays music

Who loves his mom and skies

Who needs cigarette and coffee

Who wants to be a bussinessman

Who dislikes loudly voice, and fake smiles

He is an inspiring

3) Editing

Editing plays a crucial role in improving the quality of writing. According to Mlundi (2024), learning about editing and proofreading skills explicitly can significantly improve students' writing ability, especially in the context of English as a foreign language.[39] Editing is done after the writer has finished developing their draft into a full piece of writing. This process involves revising the initial version. Often, editing requires input from others in the form of comments, critiques, suggestions, or feedback.

Furthermore, the editing process is not only done independently but also involves feedback from other readers, such as peers or professional editors. This feedback can be in the form of comments, criticisms, suggestions, or inputs that help writers see the flaws in their writing and make the necessary improvements. Thus, editing is a collaborative process that is essential to producing good writing. These revisions are invaluable in helping writers improve and produce a better version of their work. In terms of editing, the writer discusses with the subject of the writing

[39] Mlundi S. "Effectiveness of Editing and Proofreading Skills in Improving Academic Writing of Law Students", *Anatolian Journal of Education,* October Vol.9, No.2 e-ISSN: 2547-9652, 2024.

and makes initial revisions related to the writing for useful feedback for made a revision based on the feedback given.

4) Final version

Writing is a complex process that involves multiple stages. The steps such as drafting, reviewing, and revising are not strictly linear but happen in a recursive manner. During the editing phase, writers often return to earlier steps like re-drafting or rethinking their ideas, reviewing the content, and then re-entering the editing stage. This cycle can repeat several times, much like a spinning wheel, until the writing is fully refined. The final version is the product of all these repeated efforts and improvements. Because the purpose of this writing can find a lot of vocabulary to create a biography poem, the final version activity here is:

a) Students write the final version of their biographical poem after the discussion.

b) The students analyze the vocabulary contained in the writing and classify it according to its type.

c) Then the students submit their work to the teacher.

3. **Observe**

At this stage, the researcher observed the learning process, focusing on how the biographical poem strategy was used to improve students' vocabulary in the classroom, as well as how students responded and participated when using children's songs during the lesson. The researcher

also measured students' vocabulary improvement before and after applying the children's song strategy. In addition, the researcher examined vocabulary gains through the post-test results to determine whether they met the success criteria.

4. **Reflect**

The teacher provides formative assessment of students' work by paying attention to the content of the poem, creativity, accuracy of vocabulary used and classification, and the appearance of the card. Feedback is also given, both orally and in writing, to provide positive encouragement and constructive improvement. As a form of appreciation, the teacher puts together some of the students' pop up cards into a pop-up book containing the class biography, which can later become an inventory of the class reading corner. This can foster a sense of pride and ownership of their work. Finally, the teacher can provide follow-up assignments, such as writing biography poems about famous figures. With this series of closing activities, learning becomes more meaningful and encourages students to continue developing their creativity and writing skills and can increase their vocabulary.

B. **Data Analysis**

This study was carried out based on observations of students during classroom activities. The participants were sixth-grade students at SDN Mangli 04, totaling 20 learners. To collect the data, the researcher used two methods: qualitative data from observations and interviews, and quantitative

data from tests used to calculate the average score. The results were then analyzed using the following formula.

The calculation of this data analysis is as follows:

$$x = \frac{\sum X}{\sum X}$$

Notes:

X   : Mean Averange

∑X   : The Sum Of Students Score

∑X   : Total Students

The analyzed data was then matched with the percentage score range to identify the category of the students' learning activity levels. The percentage score range table is as follows:

Percentage	Category
91 % -100 %	Excellent
76 % -90 %	Good
51 % - 75 %	Average
1 % - 50 %	Less

Table 3. 1
Student's Percentage

Based on the table above, a cycle is considered successful when students' scores reach at least the "good" category. From the learning process, the researcher believes that students' vocabulary achievement can be improved through the use of biographical poems, enabling them to

reach the minimum success standard of 75. The formula for determining success is as follows:

$$P = \frac{\sum X}{\sum X} \, x100\%$$

Notes:

P   : Presentage

∑X   : The Sum Of Students Score

∑X   : Total Students

The data collection techniques which were utilized in this current research included:

1. Observation

       Observation can be defined as direct observation of an object in the field carefully.[40] Data collection techniques in observation are carried out by directly observing the behavior, activities, or situations that occur in the field in accordance with the research focus. In the context of educational research, observation is often used to understand the interaction between teachers and students, student learning behavior, and the application of certain learning methods or strategies. In this study, researchers actively participated in learning activities.

       Based on the explanation above, the researcher made direct observations of students' participation in the learning process when

[40] Subakti H., Uron R., Eni G. Dkk. "*Metodologi Penelitian Qualitative*" 2023, Media Sains Indonesia dan Penulis, CV. MEDIA SAINS INDONESIA Melong Asih Regency B40 - Cijerah Kota Bandung - Jawa Barat.

they carried out the activity of writing biographical poetry. At the same time, the researcher also used a cell phone camera to record students' activities during the teaching and learning process. In this way, taking pictures of student activities in the classroom when implementing biographical poems writing with pop up card media can facilitate researchers in analyzing data, because they can look back at the pictures that have been taken related to student activities.

2. Interview

Interview is a conversation with a specific purpose, conducted by two parties, namely the interviewer (researcher) and the interviewer (respondent), to obtain information relevant to the research focus.[41] To find out the experiences and views of students regarding vocabulary learning through the creation of biographical poems combined with pop-up card media. It would be conducted use semi-structured interviews where the implementation is free and still structured. interviews like this are conducted to find problems more openly.[42]

This session besides involving teachers also involved elementary school students in phase C, who were invited to talk openly about the activity of creating biographical poems with pop-up cards. The students involved in the interview were about 3 pairs who were deliberately chosen based on criteria. The criteria such as, active

[41] Moleong, L. J. (2017). *Metodologi penelitian kualitatif* (Edisi revisi, cetakan ke-36). Bandung: Remaja Rosdakarya.

[42] Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alphabet.

students, students who had learning difficulties and students with high

learning outcomes.[43] Semi-structured interviews, Purposive sampling

can be used where this technique is to select research participants

deliberately based on certain characteristics that are considered

relevant to the objectives. Research can be sampled as many as 6-12

students (around 40-60%), especially the aim is to achieve data

saturation.[44] From a total of 20 students in qualitative research, it is

appropriate and theoretically relevant to sample 6 students with 3 pairs

of groups.

3. Documentation

The researcher used the document reviewed as a data collection

method. This technique is very useful in this studies. Document

analysis is a systematic procedure for reviewing or evaluating

documents - both printed and electronic documents. The

documentation reviewed in this study is in the form of written data

containing personal information related to students' learning

experiences, which is private and cannot be accessed by other parties.

These documents would be available for students to access after the

research is completed, as concrete evidence of their learning outcomes.

All data collected through documentation was analyzed thematically

through several stages to identify patterns and themes related to the

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[43] Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alphabet.

[44] Guest, G., Bunce, A., & Johnson, L. (2006). "How many interviews are enough? An experiment with data saturation and variability." *Field Methods*, 18(1), 59–82. https://doi.org/10.1177/1525822X05279903

ability to learn new vocabulary and the effectiveness of using pop-up card media in writing biographical poem. The findings from this documentation process provide the basis for drawing conclusions and making recommendations for further research in the same area.

4. Test

A test is a tool used to collect data and measure students' cognitive abilities or how well they have mastered the material taught by the teacher.[45] Afandi also explains that a test functions as a way to evaluate students' cognitive understanding of the lesson. [46]In this study, the researcher used two types of tests to measure students' improvement in reading skills: a pre-test and a post-test. The explanation is as follows:

a. Pre test

Pre-test is an initial assessment used to see students' vocabulary ability before the lesson begins. It helps determine how much students already know and whether they have mastered the required material. In this pre-test, the researcher and the teacher used a validated student worksheet. The worksheet asked students to write a short descriptive text about themselves and answer questions related to parts of speech.

[45] Rustiyarso, Dll "Penelitian Tindakan Kelas", 2020
[46] Muhammad Afandi, "Cara Efektif Menulis Karya Imiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum", 2011.

b. Post test

Post-test is the assessment given after the classroom action. It measures students' improvement after learning through the children's song strategy. In this post-test, students created a simple poem about a classmate and classified the vocabulary used in it. This test was chosen to evaluate how well students learned vocabulary through the biographical poem strategy in the writing classroom. The results helped determine whether students met the Minimum Mastery Criteria for English.

C. **Content Validitty**

Face validity refers to how well a research instrument appears to measure what it is intended to measure. This type of validity focuses on the format and overall appearance of the instrument. According to Sekaran, face validity is a test used to show whether each item gives the impression that it can represent the concept being measured.[47] In this study, face validity was used to ensure that the questions given to students were appropriate and capable of supporting vocabulary improvement. The process was carried out through expert consultation. The expert in this research was the academic supervisor and teacher class of the object, who was considered qualified to assist in validating the instrument's face validity

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[47] Sekaran, U. (2003). *Research methods for business: A skill building approach*. John Wiley & Sons.

D. Research settings

1. Settings Research

This research was conducted at SDN Mangli 04 in Jember. The researcher chose this school because one of the English teachers explained that the students were not very interested in English lessons due to their limited vocabulary and because the memorization method felt boring. When the teacher used singing activities, as done in previous years, the sixth graders felt embarrassed since they are now older, and therefore needed a new strategy to help them expand their vocabulary beyond those two methods. For this reason, the researcher aimed to improve the students' English vocabulary through the use of biographical poems supported by pop-up card media. Based on this consideration, the researcher decided to carry out the study at SDN Mangli 04.

2. Time to Research

This Classroom Action Research (CAR) was conducted through one cycle to improve students' English vocabulary through the creation of simple poems using pop-up cards. In this study, one cycle was sufficient because, according to Kemmis & McTaggart's theory, if the improvement achieved in the first cycle already meets the predetermined success criteria, the action research can be concluded and does not need to proceed to the next cycle.

3. **Research Subject**

The subjects of this study were sixth-grade elementary school students consisting of 20 students who had difficulty in learning English vocabulary. Students who met the success criteria were 40% or 8 students, while those who did not meet the success criteria were 60% or 12 students. Therefore, they needed learning strategies to understand English vocabulary to help them improve their English vocabulary skills.

4. **Research Stage**

The research stages that the researcher going to be conducted as :

a. In the Pre-test stage

The researcher administered an initial assessment to measure the students' English vocabulary ability before the treatment. The test used worksheets previously completed with their classroom teacher. From these results, the researcher was able to identify the students' vocabulary difficulties.

b. Treatment

An effort to increase students' motivation in relation to vocabulary skills. The stages are as follows:

1) Planning, making plans about what is needed and done in making lesson plans. As well as identifying problems through pre-test analysis and interviews, then creating solutions.

2) Action, implementing program activities.

3) Strategy, Data collection in the form of observation, recording the situation and conditions that exist during the action based on observation sheets.

4) Reflection, evaluation of actions.

5. **Criteria of Success**

This classroom action research is judged successful when each cycle shows progress, indicated by an improvement in students' English vocabulary as reflected in their test results. The success indicator in this study is the increase in students' vocabulary achievement throughout the implemented cycle. This improvement is measured by students reaching the expected developmental standard. For this research, every student must score at least 75 to be considered successful. The study is deemed successful overall if 90% of the students (17 or more) score above 75. The final measure of success is taken from the post-test administered during the mid-semester summative assessment.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter The researcher presents the research findings and discusses the improvement of students' ability to increase vocabulary through biographical poem with pop up card media and how the students' process in writing.

A. The Description of The Object

SDN Mangli 04 is one of the primary schools in Jember. It is located on one Tanjung street, Mangli Village, Kaliwates Subdistrict, and Jember Regency. This school is located on the outskirts of the city, right behind the Mini Zoo educational tourist attraction and far from the hustle and bustle and noise, so that learning activities are not disturbed. The majority of students who study at this school come from the neighbourhood around the school. SDN Mangli 04 has six classrooms and a computer lab as learning facilities for students. The school also offers four types of extracurricular activities, namely scouts, computers, dance, and karate. English language learning is included in the foreign language curriculum at this school. Specifically, for phase A, which is grades 1 and 2, English is included as a local content subject, while for phases B and C, which are grades 3 to 6, English has become a subject in its own right.

B. **Research Findings**

This section presents the results of Classroom Action Research (CAR). This research uses the Kemmis and Mc Tagart model adopted by Anne Burns. The findings were obtained during the research from the beginning to the end of the learning process. This research was conducted at SDN Mangli 04. This research was conducted in one cycle. The cycle consisted of four stages, namely planning, action, observation, and reflection. The research was conducted in four meetings. The results of the cycle are as follows:

1. **Preliminary Research**

To support students' writing activities, researchers examined pre-writing orientation sessions as a preliminary step in preparing for writing instruction. This material was taken from students' daily worksheets by teachers, researchers directly asked teachers for students' worksheets to assess their abilities, which asked students to describe their classmates before beginning instruction on biographical poetry. This activity aimed to prepare students and assess their basic skills in writing texts, especially in composing simple descriptive texts.

The results of this test become an important basis in designing further learning strategies to improve students' writing skills gradually and purposefully. Through the this worksheet, researchers can obtain authentic data on how students organise ideas, choose vocabulary, and understand the structure of biography texts. This test serve as a reflection material in developing a learning approach that is more in line with students' needs, as

well as a basis for comparing the development of students' writing skills after the learning process takes place.

The following is one of the students' worksheets, related to vocabulary classification along with examples and simple description of oneself.

Figure 4.1
Students worksheet as a Pre-Test

The image above shows the students' worksheet, which display descriptive vocabulary for biographical texts along with examples and simple biographical texts written by the students. The initial test results in biographical text writing indicate that students possess basic skills in constructing simple sentences using English. In the texts she wrote, such as *"Chika is beautiful and smart, Chika like eat, she is like read book,"* students were able to use adjectives (*beautiful, smart*) to describe the character's personality, as well as verbs (*eat, read*) to explain habits or hobbies.

However, the sentence structure used is still not grammatically correct, for example, the use of the word '*like*' which should be "*likes*" for a

singular subject. In terms of content, character descriptions are still limited to traits and hobbies, without including supporting information. This finding indicates that students still need reinforcement in sentence structure, vocabulary variation, and idea development.

Table 4. 1

Students' Score from English Teacher in Preliminary Research

NO	NAMA SISWA	L/P	NILAI
			Smf3
1	AHMAD JONI ADITIA PRATAMA	L	65
2	AQEELAH LAILATUL KHAIRIYAH	P	72
3	ARYA SYAH PUTRA	L	70
4	AYU ANJANI IRAWATI	P	65
5	BEVERLY FISABILILLAH	P	75
6	DIMAS AZKA FARIYADI	L	70
7	ELNINO ADZRIEL ZETTA DINATA	L	72
8	FIKI LUTFIR RAHMAN	L	70
9	ILINA RISKIA VERONIKA	P	78
10	KRISNA ANDIKA FIRMANSYAH	L	70
11	KRISNANDA AUFAR RISKI	L	65
12	MUHAMMAD BAHRUN AMINULLAH	L	60
13	MUHAMMAD IQBAL NUR RIZKI	L	70
14	MUHAMMAD NURUL FURQON AJIBULLAH	L	70
15	MUHAMMAD RAIHASUL MUHLISIN	L	75
16	NAYLA SACHI KAYANA	P	70
17	PUTRI AULIA MAHARANI	P	76
18	SITI RAUDATUL MUSFIROH	P	75
19	SURYA WIDIANSYAH	L	70
20	SYAHQILA PUTERI CAHYANI	P	70

Based on the student mastery criteria, the percentage of achievement was calculated using the formula $P = \frac{\sum X}{\sum N}$ The total score obtained by the 20 students was 1396, resulting in $P = \frac{1.396}{20}$ x 100% = 1.396 (69.8%). This percentage shows that the students' initial vocabulary ability was still below the minimum mastery standard of 75. Out of all the students, only 5 students were able to meet or exceed the mastery threshold, representing just 25% of the class. Meanwhile, 75% of the students scored below the standard, indicating that most learners were still struggling with basic English vocabulary. These findings highlight the need for a more engaging and supportive learning strategy to help improve students' vocabulary mastery in the next learning cycle.

Based on this test, the majority of students were still below the minimum mastery criterion, showing that their vocabulary proficiency needed substantial improvement. When these scores were compared using the percentage categories Excellent (91–100%), Good (76–90%), Average (51–75%), and Less (1–50%). it became clear that most students fell into the Average range, with only a few reaching the Good category. This distribution strengthens the conclusion that students required more engaging and effective strategies, such as the use of biographical poems and pop-up card media, to help elevate their vocabulary scores toward the expected mastery level.

2. **Cycle Stage**

The researcher conducted four main stages consisting of planning (plan), action (action), observation (observe), and reflection (reflect). This cycle included four meetings. The learning process that had been implemented:

A. Planning

Based preliminary stages, researchers planned learning activities to improve students' weaknesses in writing biographical texts. The steps included strengthening their understanding of sentence structure, the use of adjectives and verbs, and nouns according to their functions, as well as enriching their vocabulary. Students would practice writing progressively, from simple sentences to complete biographies, aided by creative media such as pop-up cards to increase motivation and facilitate the organization of ideas and depth of content on the mid-semester summative assessment.

B. Acting and Observing

At The first meeting, The lesson was begun by introducing students to biographical poems, their structure, and the types of vocabulary that make them up. After this basic explanation was given, the students were provided with vocabulary commonly used in biographical poem sentences. A pocket sheet containing 90 vocabulary words, along with their meanings and grammatical functions, was also distributed to support their understanding. From the discussed structure, students can choose and describe a classmate using new vocabulary according to his character, and

the researcher presents a picture or photo of a friend to be described visually in a poem. This process creates a supportive and fun learning environment where students feel comfortable to explore and express themselves. In addition, this method also encourages students to expand their vocabulary naturally.

Figure 4.2
Biographical Poem's writing Activities

In this activity, students and researchers together discussed and compiled examples of biographical poetry according to its structure. The character used as an example in the form of a poem is the sixth grade teacher. Students worked together in turn to compose stanzas of poem, by describing the character of the subject based on student's opinions together. The biographical poem consists of eight lines in one paragraph, and each line has certain provisions such as the use of adjectives, things that the character likes, needs, or dislikes.

Tabel 4.2
Structure of Biographical Poem

No.	Stanzas	Structure	Question
1.	First line	The person's *Name*	What is your name?
2.	Second line	*Adjective* (describes the person)	How does your physical appearance look like?
3.	Third line	*Verb / Verb + noun* (describes the person's hobbies)	What is your hobby?
4.	Fourth line	*Noun* (**who loves…**)	What do you love?
5.	Fifth line	*Noun* (**who needs….**)	What thing do you need?
6.	Sixth line	*Noun* (**who want to be a/an…**)	What is your dream?
7.	Seventh line	*Noun + Adjective* (**who dislike….**)	What do you dislike?
8.	Eight line	Writer's opinion	Writer's opinion

Based on table 4.2, which shows the structure of biographical poem, this structure is in accordance with the student interview questions that are used as a reference in writing. Some students were appointed to fill in the blanks in the blackboard. Visualization of the character was also shown to the students. For example, in the first line, the character's name, "*Mrs. Ida*" as a 6th grade teacher, was written by one of the students on the board. The second line contains three adjectives that describe the character according to the opinions of other students, namely "*Care, Fun, and*

Smart", which are written in turn. This process is done together until all lines of the poem are completed.

Sixth-grade students actively participated in describing their classroom teachers in this activity. The sixth-grade students were enthusiastic about finding the appropriate vocabulary words to describe their teacher and mention them in English from the provided list.

Figure 4.3
Vocabulary classification

Through this activity, the students could learn the types of vocabulary words and their uses in a sentence. The poems that were previously worked on together were then classified according to their vocabulary types on the whiteboard, taken turns by the students. As shown in Figure 4.3, students take turns filling in the vocabulary classification on the whiteboard, an example of their collaborative writing:

Tabel 4.3
Result of Students Classification

Subject	Biographical poem	Vocabulary clasification		
		Verb	Noun	Adjective
	Mrs. Ida *Care, fun, and* *smart* *Reads and tells* *story* *Who loves students* *Who needs book* *Who wants to be a* *teacher* *Who dislike* *naughty students* *She is friendly* *teacher*	Tells Reads Loves Needs Wants dislike	Story Students Teacher Book Mrs. Ida	Care Fun Smart Naughty Friendly

This activity encourages discussion among students in determining word types, which indirectly trains critical thinking skills. By getting students used to analysing and evaluating words based on their function and meaning, they not only develop linguistic competence, but also self-learning strategies that are useful for improving overall English language skills, particularly in reading, writing and analytical thinking.

Table 4.4
Student's Interview

Turn	Actor	Contribution
1.	R	Do you think writing biographical poetry is difficult?
2.	S1	It turns out that making poetry using English is not difficult miss, as long as we know the vocabulary to make it, and it also looks cool writing poetry in English.
3.	R	How do you usually learn vocabulary?
4.	S2	Usually we learn by memorizing miss, but tomorrow we forget it, if we make a poem like yesterday we know that this word is a verb, and that one is a noun. We don't memorize it right away, but at least we know what the word is for.

Noted :

R : Researcher

S1 : Student 1

S2 : Student 2

Table 4.3 showed that the activity of writing biographical poems in English had a positive impact on students' understanding and mastery of vocabulary. This can be seen from S1's statement that writing poetry in English was not too difficult as long as they understood the vocabulary, even the activity was considered fun and "*cool*". This shows that writing poetry can be an interesting and motivating for students in learning a language. S2 also expressed by realizing the difference between the usual memorization method and the poetry writing approach, where they better understand the function of words such as verb and noun in context. This

shows that learning vocabulary through poetry and its classification has an impact on retention and understanding of language structure. This is also reinforced by the explanation of the Grade 6 teacher who previously taught them English.

Table 4.5
Teacher's Interview

Turn	Actor	Contribution
1.	R	What difficulties do you find in students when learning English?
2.	T	Their weakness in English is vocabulary, if they know the meaning, it would be easy to understand English lessons.
3.	R	What methods do you usually use to learn English in adding students' vocabulary?
4.	T	Usually I tell students to memorize vocabulary, I give them time then memorize it in front of the class. One day I taught them by singing, but they were embarrassed to sing it because they were already in grade 6.

Noted :

R : Researcher

T : Teacher

Table 4.4 show interviews with teachers that limited vocabulary is the main obstacle for students in learning English. So far, teachers have used the memorization method, but students tend to forget quickly. The singing method has been tried, but it is less popular because students feel embarrassed. This finding is in line with students' statements who claimed

to understand vocabulary better when used in the context of poetry, rather than just memorizing it.

To enhanced students' vocabulary mastery, especially in the context of writing biographical poem. Through joint discussions, students exchange ideas and words that are relevant to the character of the subject being described. This process not only enriches their vocabulary, but also helps students understand the meaning and function of words in a more real and meaningful context.

In the second meeting, students were actively involved in the process of writing biographical poem with a collaborative approach. The activity began with students being formed into paired groups, to find subject information, they conducted interview activities between friends in one group using a question guide tailored to the structure of a simple biographical poem. This process encourages students to explore important descriptive information, such as hobbies, traits, and ideals of their friends, it can be seen that all students are very enthusiastic in exchanging information.

Table 4.6
Students's Interview

Turn	Actor	Contribution
1.	R	How your feeling when writing biographical poem?
2.	S1	It was quite fun, and with that I found out that my friend's dream was to be a truck driver, and I told him I would rent his truck one day for a trip.
3.	R	How about when composing the poem?

4.	S2	It's not that difficult, just compiled, I can also know English from my ideal of "supir truk" is truck driver.

Noted :

R : Researcher

S1 : Student 1

S2 : Student 2

Table 4.5 showed that the biographical poem writing activity provided a fun and meaningful learning experience for students. Students felt enthusiastic because they could get to know more about their friends' ideals through the interview process, as well as establishing more personal interactions. In addition, they also felt that composing poem was not difficult, because they could immediately compose words based on the information obtained.

One student revealed that through this activity, he learnt to translate his aspirations into English, such as from "supir truk" to "truck driver". This finding shows that learning vocabulary through biographical poetry not only expands vocabulary, but also relates directly to students' personal experiences and knowledge, making it easier to understand and remember. In addition to vocabulary learning, the collaboration between the two students is enough to build communicative interactions.

Figure 4.4
Students collaboration to write biographical poem

This collaborative process helps students enrich each other's vocabulary and improve sentence structure directly through discussion. Thus, collaboration in writing biographical poems not only strengthens the linguistic aspects, but also shapes students' overall social and literacy skills. At the end of the lesson, students were asked to classify the vocabulary in the poems they wrote into noun, verb, and adjective categories. The results show that students understand the meaning and use of words more easily when they process them in the context of real writing, not just memorizing.

In the third meeting, students with their groups designed pop up cards. After the initial design was complete, they began the creative process of cutting, pasting, folding, and decorating the pop-up cards with pictures, ornaments, and colours that reflected the characters in their poems. During the activity, the researcher actively went around to observe the students' involvement, provided technical direction regarding the use of materials and media, and guided the visual content to remain in accordance with the structure of the biographical poem that had been taught.

This activity provided direct feedback to groups that needed help in arranging the layout of the visuals, selecting vocabulary, or composing poetry sentences to make them more interesting and meaningful. This activity not only trained students' fine motor skills through handicrafts, but also developed their critical thinking skills, teamwork, and vocabulary reinforcement in a creative context.

Figure 4.5
Students collaboration to design and making pop up card

This photo shows the collaborative atmosphere of students in making pop-up cards in class. Some students are focused on working in groups. A student is holding a character shaped piece of paper, while another student is seen pasting and tidying up the part of the card that contains the text. Their desks were filled with tools and materials such as scissors, glue, and various pieces of decorated paper, showing active engagement in the creative process. This activity encourages teamwork, communication and the application of language knowledge through fun visual media. This collaboration reflects the spirit of active and explorative learning in a lively classroom setting.

Table 4.7
Students's Interview

Turn	Actor	Contribution
1.	R	What was the most exciting activity in learning biograpical poem?
2.	S1	When we described our friends and made pop up cards, my pop up cards were very funny.
3.	R	Why is that?
4.	S2	When we are described by our friends, we can know our friend's opinion about us, also the pop up card is unique.
5.	R	Have you ever made media like that before?
6.	S1	Once miss in fifth grade Indonesian lesson but made homework, and not as pretty as this, can I take it home?
7.	R	Yes of course, after the assessment

Noted :

R : Researcher

S1 : Student 1

S2 : Student 2

Table 4.6 shows students' enthusiasm towards learning biographical poem with pop-up card media. They feel happy when describing friends and creating funny and unique works. Students also realized that through this activity, they could find out their friends' opinions about themselves. One of the students compared it with his previous experience during Indonesian lessons, but felt that the results now were more interesting. They even wanted to take their work home, showing an emotional attachment to this creative learning process.

Figure 4.6
Students final pop up card

One of the most notable pieces was by Chika, who wrote a biographical poem about her friend named Putri. The poem reads: "*Putri, cheerful, fun, and kind. Who loves holidays. Who needs money. Who wants to be a teacher. Who dislikes coffee. She is cool.*" Through this simple series of sentences, Chika successfully captures Putri's positive traits such as cheerful, fun, and kind, while also conveying her habits, needs, aspirations, and dislikes.

The uniqueness of this work lies not only in the text of the poem, but also in the completeness of its supporting elements. The pop-up card is equipped with a vocabulary classification divided into three categories, namely verbs, nouns and adjectives. This classification shows that students

understand the differences between types of words and are able to identify them in the texts they create.

The last activity, presentation and reflection, is the culmination of the biographical poem learning process. The presentation and reflection activity is an important stage in learning biographical poem based on pop-up cards, because it provides a space for students to express their work personally as well as collaboratively. In this moment, each student is given the opportunity to perform in front of the class, show the pop-up cards they created, and read the biographical poem that has been written with the group.

Figure 4.7
Students Presentation

Student presentations were conducted in pairs, with each group taking turns to come to the front of the class to present the pop-up cards they had created. These pop-up cards contained biographical poems about their classmates, complete with a classification of the vocabulary used in the poems, divided into verbs, nouns, and adjectives. During the presentation, the students appeared confident in reciting the poem, explaining the

meaning of each line, and demonstrating the results of the word classification they had organised.

c. Reflection

After the presentation, students are also invited to reflect, both orally and in writing, on the learning process, the challenges they faced, and the new things they learnt. This reflection encourages metacognitive awareness, strengthens their understanding of vocabulary concepts and text structures, and builds confidence and pride in their work. In addition, by listening to their peers' presentations, students also learn to appreciate different styles, ideas and creativity, which is part of character education and meaningful social-emotional learning. Reflection in the thist cycle was carried out by reviewing the teaching and learning process, including the students' post-test results. The researcher also evaluated the lesson by gathering students' feedback and inviting them to share suggestions for improving future learning. In addition, the researcher, who acted as a collaborator, offered reflections and recommendations to enhance the next learning.

3. **Final Test**

The post-test results taken from the mid-semester exam. These test results were used to assess the extent to which the three previous interventions had a real impact on students' ability to write biographical poems. Thus, this post-test analysis not only served as a measure of final achievement but also as an indicator of the connection between the

application of learning strategies and improvements in student academic performance in the context of summative evaluation. The summative assessment test aims to measure, summarize, what a students has grasped, and typically occurs at the end of course.[48] The following is a sample of a student's mid-semester summative test results.

Figure 4.8
Students Midterm Test as a Post Test

This test show a significant improvement in students' ability to understand and classify vocabulary, as seen in Roman I. Students are able to match vocabulary with the correct Indonesian meanings and understand the function of words in context. This success was a direct result of the

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[48] Douglas brown, 2017.

activity that was implemented previously, in which students practiced recognizing, discussing, and using vocabulary relevant to biographical texts. This activity helped them, not only to remember the meanings of words, but also to understand examples of their practical use.

In second section, students successfully analyzed descriptive texts and answered reading questions correctly. In addition, students were also asked to describe someone using a simple biographical poem structure. According to Candler's theory conducted in Dina Elfania thesis , that the structure of a Bio-Poem differs based on the subject being described, whether it is oneself, another individual, a historical figure, a president or leader, or a particular character.[49] An example can be seen in the text titled "Beverly," which reads: *Cheerful, fun and cool. She likes basketball and sings. She loves her grandmother. She dislikes strawberry cream. She needs food. She is a smart girl.*" Although there were some grammatical errors, such as "basket" instead of 'basketball' and "cream strawberry" instead of "strawberry cream," the sentence structure used demonstrated mastery of the biographical poem pattern, which includes mentioning characteristics, likes, emotional relationships, needs, and closing with identity. This proves that students understand the format and sequence of descriptive presentation.

In addition to following the structure of biographical poem, the students' use of language also reflects their courage and ability to compose

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[49] Candler, Laura. Bio Poem Made Easy. Teaching Resources, 2012.

sentences in English independently. Students use the simple present tense form that is appropriate for descriptive contexts, such as "She likes...," "Who loves...," and "She is...". Although some phrases are not yet grammatically perfect, the main ideas in the sentences are still conveyed clearly and consistently. The ability to combine characteristics, preferences, family relationships, and identity is an indicator that learning through biographical poems and pop-up cards is effective in developing written expression skills. The majority of students in the mid-semester summative assessment sheet no longer used short texts as in the previous assignment sheet (pre-test) when writing descriptive texts, but instead used a biographical poem format, which they found easier.

Table 4. 8
Students' Final Score

NO	NAMA SISWA	L/P	NILAI	
			Smf3	STS
1	AHMAD JONI ADITIA PRATAMA	L	65	80
2	AQEELAH LAILATUL KHAIRIYAH	P	72	80
3	ARYA SYAH PUTRA	L	70	80
4	AYU ANJANI IRAWATI	P	65	70
5	BEVERLY FISABILILLAH	P	75	95
6	DIMAS AZKA FARIYADI	L	70	80
7	ELNINO ADZRIEL ZETTA DINATA	L	72	75
8	FIKI LUTFIR RAHMAN	L	70	72
9	ILINA RISKIA VERONIKA	P	78	100
10	KRISNA ANDIKA FIRMANSYAH	L	70	85
11	KRISNANDA AUFAR RISKI	L	65	80
12	MUHAMMAD BAHRUN AMINULLAH	L	60	75
13	MUHAMMAD IQBAL NUR RIZKI	L	70	76

14	MUHAMMAD NURUL FURQON AJIBULLAH	L	70	95
15	MUHAMMAD RAIHASUL MUHLISIN	L	75	90
16	NAYLA SACHI KAYANA	P	70	90
17	PUTRI AULIA MAHARANI	P	76	95
18	SITI RAUDATUL MUSFIROH	P	75	90
19	SURYA WIDIANSYAH	L	70	80
20	SYAHQILA PUTERI CAHYANI	P	70	95
	TOTAL		1408	1683
	AVERANGE		70,4	84,15

Based on the student mastery criteria, the percentage of achievement was determined using the formula

$$P = \frac{\sum X}{\sum N} =$$

The total score obtained by the 20 students in the post-test was 1683, resulting in:

$$P = \frac{1683}{20} = 84,5\%$$

This percentage indicates that the students' vocabulary performance after the intervention successfully surpassed the minimum mastery standard of 75. Compared with the pre-test, the class showed a clear improvement. In this stage, 15 out of 20 students reached or exceeded the mastery level, representing 75% of the class, while only 25% remained below the standard. This demonstrates significant progress in students' vocabulary mastery after the application of biographical poems supported by pop-up card media.

When the post-test results were classified using the achievement categories Excellent (91–100%), Good (76–90%), Average (51–75%), and Less (1–50%) it was evident that most students fell within the Good and Excellent ranges. Only a small number remained in the Average category, and none were categorized as Less. This distribution shows that the majority of learners benefited from the new learning strategy, demonstrating stronger vocabulary recall, better understanding of word types, and improved confidence in constructing simple English texts.

Overall, the Summative test (STS) analysis confirms that the learning intervention was effective. The significant increase in scores suggests that the integration of biographical poems and pop-up card media successfully created a more meaningful and engaging learning atmosphere, enabling students to achieve the expected vocabulary mastery level.

C. **Discussion**

In the discussion, the researcher discuss the formulation of the research problem, namely "How can elementary school students' vocabulary be enhanced by using biographical poems with pop-up card media in writing classrooms?". In order to answer the research problem formulation, the researcher conducted classroom action research. This research investigated the use of biographical poems supported by pop-up card media to improve students' vocabulary mastery and descriptive writing skills at SDN Mangli 04. The findings from the preliminary

research, classroom activities, interviews, and post-test results reveal several important points that connect directly to the research objectives.

The pre-test was taken from the students' worksheets by the classroom teacher immediately before the implementation of the biographical poem strategy. The researcher then continued the implementation of biographical poems using pop-up card media in the cycle and took the students' post-test from the mid-semester summative test sheet that had met the success criteria. Based on data analysis, the pre-test (SMF3), the total score achieved by 20 students was 1408, resulting in an average score of 70.4. The percentage indicates that students were below the minimum mastery criterion (75%). Only 25% of the class reached or exceeded the mastery level, while 75% scored below the standard. Most students fell into the Average category (51–75%), showing limited vocabulary understanding and basic writing difficulties.

In contrast, the post-test (STS) after the treatment showed a remarkable achievement. Students obtained a total score of 1683, producing an average score of 84.15. This percentage surpassed the minimum mastery standard and placed most students in the Good (76–90%) and Excellent (91–100%) categories. A total of 15 out of 20 students (75%) met or exceeded the mastery level, meaning only 25% remained below the criterion. The shift from 25% to 75% mastery demonstrates substantial progress in vocabulary acquisition and writing ability. These data confirm the effectiveness of combining biographical poems with pop-

up card media, as students were not only able to enhance more vocabulary but also apply it accurately in their descriptive writing.

To better understand how this improvement occurred, it is important to look at how the writing process was implemented throughout the learning activities. The writing activity in this study is grounded in Harmer's theory, which outlines the writing process as a sequence of stages planning, drafting, revising, and editing. [50]During the planning stage, students engage in discussions about their chosen subject, conduct analyses, and carry out interviews to gather information. In the drafting stage, they begin organizing their ideas and structuring them into a biographical poem. The revising stage allows students to refine their drafts by incorporating insights from the interview data and making necessary adjustments to improve clarity and coherence. Finally, in the editing stage, they polish their work and share the finished piece by presenting it in front of the class. This process is further enhanced through the use of engaging media, such as pop-up cards, which serve to stimulate students' creativity and motivation, making the writing experience more interactive and enjoyable.

This study supports previous research conducted by Dina Elfania Mufarikha, whose work titled "The Effect of Using Bio-Poem on the Seventh Grade Students' Descriptive Paragraph Writing Ability of SMPN 3 Genteng" demonstrated that the Bio-Poem strategy helps students

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[50] Jeremy Harmer, "*How to Teach Writing*," 2004, www.longman.com

express ideas more clearly and use vocabulary with better accuracy. Her findings showed that students became more motivated and produced more organized descriptive writing.[51] These results align with the present study, where students not only expanded their vocabulary but were also able to apply it effectively in constructing biographical poems. Both studies highlight that Bio-Poem especially when combined with creative media such as pop-up cards can significantly enhance students' writing performance and create a more engaging learning environment.

[51] Dina Elfania Mufarikha,"The Effect Of Using Bio-Poem On The Seventh Grade Students' Descriptive Paragraph Writing Ability Of Smpn 3 Genteng", (Thesis by student of State Islamic University Of Kiai Haji Achmad Siddiq Jember. 2022).

CHAPTER V

CONCLUSION AND SUGGESTION

In the final part of the research, both the conclusion and the suggestion are presented. This section also provides a concise overview of the entire study, intended to serve as a reference for future researchers. The essential aspects of the conclusion and recommendation are further elaborated in the subsequent sections.

A. CONCLUSION

Based on the results of this study, it can be concluded that improving students' vocabulary mastery through the use of biographical poems supported by pop-up card media was successfully carried out in one learning cycle, consisting of planning, action, observation, and reflection. These findings answer the research problems presented in Chapter 1. The pre-test results showed that the average score was 70.4, indicating that students' initial vocabulary mastery was still below the minimum mastery level of 75. Only 25% of students met the standard, showing that most learners struggled to use vocabulary accurately in simple descriptive writing.

After the implementation of the biographical poem strategy with pop-up card media, the post-test average increased significantly to 84.15%, surpassing the required mastery level. In this stage, 75% of the students achieved scores above the minimum standard, showing a clear improvement in vocabulary recall, understanding of word types, and ability to construct simple biographical texts. Based on the achievement category, most students

reached the Good and Excellent levels, demonstrating strong progress after the intervention.Observation results also strengthened these findings.

Throughout the learning process, students became more engaged and showed higher motivation. They were more confident in identifying vocabulary, classifying parts of speech, drafting biographical poems, revising their work, and presenting their final products. The use of pop-up card media further increased their enthusiasm, as the creative and visual elements made learning more enjoyable and meaningful.

Therefore, it can be concluded that the use of biographical poems combined with pop-up card media is effective in improving students' English vocabulary mastery at SDN Mangli 04. This strategy not only enhanced vocabulary acquisition but also motivated students, supported their creativity, and helped them understand the learning material more deeply.

B. **SUGGESTION**

1. For Students

   Students are expected to be more active and motivated in participating in learning activities. Students also need to be brave in expressing their opinions and creative ideas so that the learning process becomes more enjoyable and meaningful.

2. For Teachers

   Teachers are advised to continue developing innovative and interesting learning methods and media, such as the use of interactive pop-up cards or

effective learning strategies to increase student engagement and learning outcomes.

3. For Headmaster

Headmaster are expected to provide optimal support for the implementation of innovative learning by providing facilities, resources, and training for teachers so that the learning process can run effectively.

4. For Further Researcher

Further researchers are advised to conduct research with a larger sample size and use a variety of other learning methods so that the results of the research can be compared and provide a broader view of the effectiveness of learning.

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APPENDIX

DECLARATION OF AUTHORSHIP

The undersigned below:

Name	: Alfiyana Rosidah
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Address	: Dusun Sekar Putih, RT 006, RW 002, Desa Sumberejo, Kecamatan Sukodono, Kabupaten Lumajang.
Faculty	: Education and English Training
Program	: English Education

I hereby declare that the thesis entitled "Enhancing Elementary School Students' Vocabulary Using Biographical Poems with Pop Up Card Media in Writing Classroom" is entirely my own work. This thesis does not contain any written works or publications that have been written or published by other parties, except those mentioned in the citations and listed in the bibliography. I take full responsibility for the originality of this thesis should any objections or claims arise from other parties in the future.

Jember ,27 Oktober 2025

The Author

Alfiyana Rosidah

SRN T20196133

MATRIX OF RESEARCH

Tittle	Variable	Indicator	Data Sources	Research Method	Problem Formulation
Enhancing Elementary School Students Vocabulary' Using Biographical Poems With Pop Up Card Media In Writing Classroom	1.Students Vocabulary in Writing Classroom 2. Biographical Poems Using Pop Up Card Media	1. Determining The Subject of Biographical Poem in Pairs 2. Writing Simple Biographical Poem According to its Structure 3. Classifying Vocabulary and Poem into (Nouns, Verbs, Adjectives) 4. Applying Poem and Vocabulary in Pop-Up Card Media	1. Interview 2. Documentation 3. Observation	**Research Approach :** Qualitative Approach **Research participant:** 20 student from sixth grade **Research Type**: Case Study **Data collection methods :** 1) Interview data 2) Observation 3) Documentation data **Analysis of data :** Interactive Model 1) Data collection 2) Data reduction 3) Data display 4) Conclusion	How can elementary school students' vocabulary be enhanced by using biographical poems with pop-up card media in writing classroom?

MODUL AJAR KURIKULUM MERDEKA

Nama penyusun	:	**Alfiyana Rosidah**
Nama Sekolah	:	**SD Negeri Mangli 04**
Mata pelajaran	:	**Bahasa Inggris**
Fase C, Kelas / Semester	:	**VI (Enam) / I (Ganjil)**

A. INFORMASI UMUM MODUL

Jenjang Sekolah : SD

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VI / I

Materi Pokok : My classmate

Metode : Puisi Biografi

Media : Pop-up card

Durasi tiap pertemuan: ±60 menit

B. KOPETENSI SISWA

1. Kompetensi Bahasa (Vocabulary)

    a. Siswa dapat mengenali dan menggunakan kosakata baru yang berkaitan dengan identitas dan karakter tokoh.

    b. Siswa dapat menuliskan kata sifat, kata benda, dan kata kerja dasar dalam konteks biografi.

2. Kompetensi Membaca & Menulis

    a. Siswa mampu membaca contoh biographical poem dengan pemahaman makna kata dan konteks.

    b. Siswa mampu menulis biographical poem sederhana menggunakan struktur dan kosakata yang telah dipelajari.

3. Kompetensi Kreativitas Media

    a. Siswa dapat membuat pop-up card sebagai media visual yang mendukung puisi biografi yang ditulis.

4. Kompetensi Kolaborasi

   a. Siswa mampu bekerja dalam kelompok kecil untuk mendiskusikan dan menyusun informasi tokoh ke dalam bentuk puisi.

C. PROFIL PELAJAR PANCASILA

1. Beriman, Bertakwa kepada Tuhan YME dan Berakhlak Mulia

   a. Siswa belajar mengenali dan menulis puisi tentang teman sekelas dengan menghargai perbedaan karakter dan latar belakang.

   b. Menerapkan nilai-nilai moral dan sopan santun dalam menggambarkan orang lain secara positif dan tidak menyinggung.

2. Mandiri

   a. Siswa menunjukkan inisiatif dalam menulis puisi secara kreatif berdasarkan pengamatan atau wawancara sederhana dengan teman sekelas.

   b. Siswa menyelesaikan tugas pop-up card secara mandiri dengan tanggung jawab.

3. Bergotong Royong

   a. Siswa saling membantu dalam proses menulis puisi dan membuat pop-up card.

   b. Siswa bekerja sama dengan teman untuk saling memberi masukan positif tentang karya masing-masing.

4. Kreatif

   a. Siswa mengekspresikan ide dengan bahasa yang unik dalam puisi biografi.

   b. Siswa menciptakan desain pop-up card yang menarik untuk mendukung isi puisinya.

5. Bernalar Kritis

   a. Siswa menggali informasi secara sistematis tentang teman sekelas (nama, sifat, hobi, impian, dll.) lalu menyusunnya menjadi puisi.

   b. Siswa memilih kosakata yang tepat, sopan, dan deskriptif sesuai konteks.

6. Berkebinekaan Global

a. Siswa belajar menghormati perbedaan karakter dan latar belakang teman-temannya melalui tulisan dan karya visual.

b. Menumbuhkan rasa empati dan toleransi melalui pemahaman siapa teman mereka dan apa yang mereka sukai.

c.

D. SARANA DAN PRASARANA

1. Lembar kerja struktur biographical poem
2. Alat tulis (pensil, spidol, penggaris, gunting, lem)
3. Kertas warna untuk membuat pop-up card
4. Gambar atau foto tokoh atau teman
5. Papan tulis dan spidol

E. MODEL PEMBELAJARAN

Pembelajaran tatap muka : tanya jawab, diskusi, kolaborasi, unjuk kerja.

F. TUJUAN PEMBELAJARAN

1. Siswa dapat mengetahui dan mengingat kosakata serta struktur kalimat sederhana dalam puisi biografi (remembering).
2. Siswa dapat **memahami** makna dan struktur dari puisi biografi (underestanding).
3. Siswa dapat **menggunakan** kosakata yang telah dipelajari dalam kalimat puisi (applying)
4. Siswa dapat **menganalisis** struktur puisi biografi dan klasifikasi kosa kata berdasarkan : noun, verb, adjective (analyzing)
5. Siswa dapat menunjukkan sikap positif terhadap teman sekelas melalui tulisan dan kolaborasi (evaluating)
6. Siswa dapat **menciptakan** puisi biografi dan menuangkannya dalam Pop Up Card (creating).

G. KEGIATAN PEMBELAJARAN

1. **Kegiatan 1 :** Pengenalan Biographical Poem & Kosakata Deskriptif

Kegiatan minggu ke 1	Aktifitas	Waktu
Kegiatan awal	a. Guru menyapa siswa, memeriksa	10 menit

	kehadiran, dan menyampaikan tujuan pembelajaran.	
	b. Apersepsi: Tanya jawab tentang "apa itu puisi" dan "apa yang kalian ketahui tentang teman sekelas?"	
Kegiatan inti	a. Guru memperkenalkan struktur biographical poem (contoh: nama, sifat, hobi, mimpi).	40 menit
	b. Guru membuat contoh puisi biografi sederhana bersama siswa, dengan mendeskripsikan salah satu siswa.	
	c. Siswa membaca hasil contoh puisi biografi	
	d. Guru dan siswa berdiskusi tentang kosakata: adjective (baik, pintar, lucu), noun (sepak bola, lukisan), verb (membaca, bermain) adverb (much, patiently).	
	e. Latihan: siswa mengisi lembar kerja dengan mengklasifikasikan jenis vocabulary dalam sebuah puisi biografi	
	f. Guru membentuk kelompok siswa secara berpasangan	
Kegiatan akhir	a. Refleksi singkat: "apa yang kalian pelajari hari ini?"	10 menit
	b. Guru memberi tugas: observasi teman satu kelompok yang akan ditulis puisinya.	
	c. Kegiatan ditutup dengan doa dan salam	

2. **Kegiatan 2 :** Menulis Biographical Poem Tentang Teman

Kegiatan minggu ke 2	Aktifitas	Waktu
Kegiatan awal	c. Guru memberi salam, memeriksa kehadiran d. Review singkat pertemuan sebelumnya.	10 menit
Kegiatan inti	a. Siswa mewawancarai teman satu kelompoknya (dengan panduan pertanyaan sesuai struktur puisi biografi sederhana). b. Guru membimbing siswa menyusun draft biographical poem. c. Siswa mulai menulis puisi dengan fokus pada kosakata deskriptif.	40 menit
Kegiatan akhir	a. Siswa diberi tugas mengklasifikasikan kosa kata dalam puisinya terkait : noun, verb, adjective, dan adverb. b. Guru memberi umpan balik dan motivasi untuk menyelesaikan puisinya di rumah. c. Kegiatan ditutup dengan doa dan salam	10 menit

3. **Kegiatan 3 :** Mendesain Pop-up Card & Menyajikan Puisi

Kegiatan minggu ke 3	Aktifitas	Waktu
Kegiatan awal	a. Guru memberi salam, memeriksa kehadiran b. Ice breaking ringan: "Hal lucu atau unik dari temanmu yang kamu tulis?" c. Guru menampilkan contoh pop-up card sederhana.	10 menit
Kegiatan inti	a. Siswa membuat desain awal pop-up	40 menit

	card yang akan memuat puisi dan klasifikasi kosa kata bersama teman satu kelompoknya.	
	b. Menggunting, menempel, menghias sesuai karakter tokoh dalam puisi.	
	c. Guru berkeliling membimbing teknis dan isi visual kartu.	
Kegiatan akhir	a. Siswa menunjukkan karyanya.	10menit
	b. Guru memberi penguatan dan motivasi.	
	c. Kegiatan ditutup dengan doa dan salam	

4. Kegiatan : Presentasi & Refleksi Karya

Kegiatan minggu ke 4	Aktifitas	Waktu
Kegiatan awal	d. Guru memberi salam, memeriksa kehadiran	10 menit
	e. Pemanasan: "Apa tantangan terbesar saat menulis puisi atau membuat kartu?"	
Kegiatan inti	a. Siswa mempresentasikan pop-up card dan membacakan puisinya di depan kelas bersama temannya.	40 menit
	b. Guru dan teman memberikan apresiasi dan masukan secara positif	
Kegiatan akhir	a. Refleksi bersama: "Apa yang kamu pelajari tentang temanmu?"	10menit
	b. Guru menghubungkan kegiatan ini dengan nilai-nilai Profil Pelajar Pancasila (toleransi, gotong royong, kreativitas).	
	c. Penutupan & dokumentasi karya (bisa dipajang di kelas atau difoto).	

H. PENILAIAN

Jenis Asesmen: Penilaian Keterampilan & Sikap (Berbasis Profil Pelajar Pancasila)

1. Kriteria Penilaian

PRNILAIAN KETERAMPILAN					
Aspek yang Dinilai	**Indikator**	**Skor 4 (Sangat Baik)**	**Skor 3 (Baik)**	**Skor 2 (Cukup)**	**Skor 1 (Perlu Pendampingan)**
Kreativitas (Profil: Kreatif)	Menulis puisi dengan struktur dan kosakata unik & menarik	Puisi sangat menarik, kosakata beragam, struktur puisi lengkap dan indah	Puisi menarik, kosakata cukup variatif, struktur jelas	Puisi sederhana, kosakata terbatas, struktur kurang lengkap	Puisi kurang menarik, banyak kesalahan dan tidak terstruktur
Penggunaan Kosakata (Profil: Bernalar Kritis)	Pemilihan kosakata untuk mendeskripsikan teman	Kosakata tepat, kaya, dan sesuai konteks	Kosakata cukup tepat dan relevan	Kosakata kurang variatif dan kadang tidak tepat	Kosakata tidak sesuai konteks, banyak salah
Desain Pop-up Card (Profil: Kreatif & Mandiri)	Kesesuaian desain dengan isi puisi dan kerapihan	Desain menarik, rapi, sangat sesuai dengan isi puisi	Desain menarik dan cukup rapi	Desain sederhana dan agak kurang rapi	Desain asal-asalan dan tidak relevan

PENILAIAN SIKAP					
Aspek yang Dinilai	Indikator	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Perlu Pendampingan)
Kerja Sama (Profil: Gotong Royong)	Saling membantu dan menghargai saat berdiskusi/berkolaborasi	Sangat aktif membantu teman dan menghargai semua pendapat	Aktif bekerja sama dan cukup menghargai pendapat	Kurang aktif bekerja sama dan jarang menghargai pendapat	Tidak bekerja sama dan cenderung menyendiri
Sikap terhadap Teman (Profil: Akhlak Mulia & Berkebinekaan Global)	Puisi menampilkan nilai positif tentang teman dan menunjukkan empati	Puisi sangat menghargai teman, menunjukkan empati dan sikap positif	Puisi cukup menghargai dan sopan	Puisi kurang memperhatikan sikap sopan	Puisi menyinggung/menyudutkan teman, tidak menunjukkan empati

2. **Tabel penilaian**

    a. *Penilaian Keterampilan*

No.	Nama Siswa	Aspek Yang Dinilai												Jumlah skor	Nilai keteram pilan
		Kreatifitas				Penggunaan kosa kata				Design pop up card					
		SB	B	C	PP	SB	B	C	PP	SB	B	C	PP		
1.															
2.															
3.															
4.															

    b. *Penilaian sikap*

No.	Nama Siswa	Aspek yang dinilai								Jumlah skor	Nilai keterampilan
		kerjasama				Sikap terhadap teman					
		SB	B	C	PP	SB	B	C	PP		
1.											
2.											
3.											
4.											

Kriteria penilaian:

1. Sangat Baik (SB)   : 4
2. Baik (B)   : 3
3. Cukup (C)   : 2
4. Perlu Pendampingan (PP)   : 1

Jember, 11 Juli 2025

Mengetahui,

Wali Kelas VI

Kus Djunaidah, S.Pd.
NIP. 197204261999122001

Mahasiswa

Alfiyana Rosidah
SRN. T20196133

LEMBAR VALIDASI MODUL AJAR PENELITIAN

NAMA : Alfiyana Rosidah

NIM : T20196133

JUDUL SKRIPSI : Enhancing Elementary School Students Vocabulary' Using Biographical Poems With Pop Up Card Media In Writing Classroom

NAMA VALIDATOR : Zahratul Maujudatul Mufida, M.Pd.

JABATAN : Dosen Tadris Bahasa Inggris UIN Kiai Haji Achmad Siddiq Jember

A. Petunjuk

1. Mohon ketersediaan Bapak/Ibu untuk memberikan penilaian ditinjau dari beberapa aspek, penilaian umum dan saran untuk merevisi modul ajar.

2. Untuk penilaian, dimohon Bapak/Ibu memberikan tanda centang (✓) pada kolom nilai yang sesuai dengan penilaian Bapak/Ibu.

3. Untuk merevisi, Bapak/Ibu dapat langsung menuliskan pada naskah yang perlu direvisi, atau menuliskannya pada tempat saran yang disediakan.

B. Skala Penilaian

1 : Tidak Baik

2 : Kurang Baik

3 : Cukup Baik

4 : Baik

5 : Sangat Baik

C. Penilaian

Aspek Penilaian	Indikator	Skala Penilaian				
		1	2	3	4	5
	1. Identitas sekolah tercantum dengan tepat				✓	

Kelengkapan Komponen Modul Ajar	2. Kelas dan semester tercantum dengan tepat				✓	
	3. Mata pelajaran tercantum dengan tepat				✓	
	4. Materi pokok tercantum dengan tepat				✓	
	5. Media dan sarana pembelajaran tercantum dengan tepat				✓	
	6. P5PRA tercantum dengan tepat				✓	
	7. Capaian pembelajaran dan tujuan pembelajaran tercantum dengan tepat				✓	
	8. Target peserta didik tercantum dengan tepat				✓	
	9. Pemahaman bermakna tercantum dengan tepat				✓	
	10. Pertanyaan pemantik tercantum dengan tepat				✓	
Isi Modul Ajar	1. Kesesuaian materi dengan tujuan pembelajaran					✓
	2. Kesesuaian tujuan pembelajaran dengan capaian pembelajaran				✓	
	3. Kesesuaian strategi Biographical poem dengan tujuan pembelajaran					✓
	4. Kesesuaian media pembelajaran pop up card				✓	

	dengan tujuan pembelajaran				✓	
	5. Kesesuaian strategi pembelajaran biographical poem dengan media pop up card terhadap karakteristik peserta didik			✓		
	6. Ketepatan pemilihan strategi pembelajaran biographical poem untuk menambah kosa kata siswa			✓		
	7. Ketepatan alokasi waktu kegiatan pendahuluan			✓		
	8. Ketepatan alokasi waktu kegiatan inti			✓		
	9. Ketepatan alokasi waktu kegiatan penutup			✓		
Bahasa Pada Modul Ajar	1. Bahasa jelas dan mudah dipahami			✓		
	2. Menggunakan kaidah bahasa Indonesia sesuai EYD yang baik dan benar			✓		
	3. Kalimat tidak bermakna ganda			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		

D. Komentar dan saran perbaikan

Format structure of a Biographical poem disesuaikan dengan tingkat structurenya. (v - v), (n - n), (adj - adj)

....

....

Jember, 1 Juli 2025

VALIDATOR

Zahratul Maujudatul Mufida, M.Pd.
NIP. 199201222019032009

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

SELF AND PEER ASSESMENT

Students Name : Baverly Fisabilillah

A. SELF ASSESSMENT (Penilaian Diri Sendiri)

Petunjuk: Beri tanda centang (✔) pada kolom yang sesuai dengan apa yang kamu lakukan selama kegiatan ini.

No	Pernyataan	Selalu	Kadang-kadang	Belum Pernah
1	Saya menulis puisi biografi dengan jujur dan penuh usaha.	✔		
2	Saya menggunakan kosakata baru yang sudah dipelajari.	✔		
3	Saya membuat pop-up card dengan rapi dan kreatif.	✔		
4	Saya bekerja sama dengan teman dalam proses belajar.	✔		
5	Saya menghargai teman yang saya tulis dalam puisi.	✔		

B. PEER ASSESSMENT (Penilaian oleh Teman)

Petunjuk: Tulis nama temanmu, lalu beri penilaian dengan cara memberi tanda centang (✔) pada kolom yang sesuai.

Tulis Nama Teman	Aktif bekerja sama	Kreatif dalam menulis puisi	Membuat pop-up card dengan baik	Menghargai orang lain
Syahqila	✔	✔	✔	✔
Beri komentar pada tulisan temanmu :	Syahqila sangat jujur saat mengerjakan biografi puisi			

Learning Material

Subject   : English

Level   : Elementary School (Grade 6)

Topic   : Writing Biographical Poem

Theme   : My Classmate

1. What is a Biographical Poem?

   A biographical poem (puisi biografi) is a short poem that describes a person. It usually tells about the person's name, personality, hobbies, dreams, and feelings. It helps us to express what we know and feel about someone.

2. Structure of a Biographical Poem

   Here is a simple structure of a biographical poem:

   a) First line   : The person's first name

   b) Second line   : Adjective that describes the person

   c) Third line   : Verb or Verb + noun that describes the person's hobbies

   d) Fourth line   : Noun that describes what person's loves = **Who loves**

   e) Fifth line   : Noun that describes what person's needs = **Who needs**

   f) Sixth line   : Noun that describes what person's wants to be = **Who wants to be**

   g) Seventh line   : Noun + adjective that describes what person's dislikes = **Who dislikes**

   h) Eight line   : Opinion of writer

   Interview questions that can be used as a guide:

   1. What is your name?

   2. How does your physical appearance look like?

3. What is your hobby?

4. What do you love?

5. What thing do you need?

6. What is your dream?

7. What do you dislike?

8. Writer's opinion (he/his : dia laki-laki), (she/her : dia perempuan)

3. Example of a Biographical Poem

Aji,

Friendly , brave , and creative

Swims, and Plays music

Who loves his mom and skies

Who needs cigarette and coffee

Who wants to be a bussinessman

Who dislikes loudly voice, and fake smiles

He is an inspiring

4. Useful Vocabulary

    a. Adjectives (kata sifat) : inspiring, creative, loudly, brave, friendly, fake.

    b. Verbs (kata kerja)   : loves, dreams, needs, swims , enjoys, wants.

    c. Nouns (kata benda)   : music, books, games, school, family, smile.

Poem "My Classmate, Aji"	Vocabulary		
	Noun	Verb	Adjective
1. Aji,	Aji	Swims	Friendly
2. Friendly , brave, and creative	Music	Plays	Brave
3. Swims, and Plays music	Mom	Loves	Creative
4. Who loves his mom and skies	Skies	Needs	Loudly
5. Who needs cigarette and coffee	Cigarette	Wants	Fake
6. Who wants to be a	Coffe	Dislikes	Inspiring
	Bussinessman		
	Voice		

	bussinessman	Smile		
7.	Who dislikes loudly voice, and fake smiles			
8.	He is an inspiring			

N o	Vocabulary					
	Verb		**Noun**		**Adjective**	
	English	**Indonesia**	**English**	**Indonesia**	**English**	**Indonesia**
1.	Love	Mencintai	Mother	Ibu	Friendly	Ramah
2.	Need	Membutuhkan	Father	Ayah	Honest	Jujur
3.	Want	Menginginkan	Music	Musik	Brave	Berani
4.	Dislike	Tidak Menyukai	Book	Buku	Helpful	Suka Membantu
5.	Play	Bermain	Dream	Mimpi	Funny	Lucu
6.	Read	Membaca	Friend	Teman	Kind	Baik Hati
7.	Write	Menulis	Family	Keluarga	Smart	Pintar
8.	Eat	Makan	School	Sekolah	Creative	Kreatif
9.	Draw	Menggambar	Coffee	Kopi	Strong	Kuat
10.	Help	Membantu	Police	Polisi	Calm	Tenang
11.	Dance	Menari	Doctor	Dokter	Caring	Penyayang
12.	Sing	Bernyanyi	Nurse	Perawat	Polite	Sopan
13.	Cook	Memasak	Chef	Tantangan	Inspiring	Menginspirasi
14.	Swim	Berenang	Pilot	Pilot	Hard-Working	Pekerja Keras
15.	Visit	Mengunjungi	Soldier	Tentara	Cheerful	Ceria
16.	Soccer	Sepak bola	Artist	Seniman	Loyal	Setia
17.	Basketball	Basket	Adventure	Petualangan	Shy	Pemalu
18.	Travel	Bepergian	Smile	Senyuman	Talented	Berbakat
19.	Badminton	Bulu tangkis	Knowledge	Pengetahuan	Generous	Dermawan
20.	Climb	Memanjat	Future	Masa Depan	Passionate	Penuh Semangat

21.	Listen	Mendengarkan	Firefighter	Pemadam kebakaran	Active	Aktif
22.	Watch	Menonton	Student	Siswa	Curious	Ingin Tahu
23.	Walk	Berjalan	Pet	Hewan Peliharaan	Fun	Menyenangkan
24.	Run	Berlari	Game	Permainan	Happy	Bahagia
25.	Jump	Melompat	Story	Cerita	Nice	Baik
26.	Clean	Membersihkan	Song	Lagu	Cool	Keren
27.	Study	Belajar	City	Kota	Patient	Sabar
28.	Fix	Memperbaiki	Country	Negara	Quiet	Pendiam
29.	Paint	Mengecat	Holiday	Liburan	Beautiful	Cantik
30.	Call	Menelpon	Language	Bahasa	Confident	Percaya Diri

a. Adjectives (kata sifat) : inspiring, creative, loudly, brave, friendly, fake.
b. Verbs (kata kerja)   : loves, dreams, needs, swims , enjoys, wants.
c. Nouns (kata benda)   : music, books, games, school, family, smile.

The Result of Interview

Time and place of interview:

1. Day/date   : **Jum'at 11 Juli 2025**
2. Place   : **Teacher office**
3. Time   : **09.00- done**

Respondent: Teacher

- **Researcher :** Assalamualaikum, Bu. Terima kasih sudah bersedia meluangkan waktu untuk wawancara ini. Perkenalkan, saya Alfy, peneliti yang sedang meneliti tentang pembelajaran Bahasa Inggris di kelas Ibu.
- **Teacher   :** Waalaikumsalam. Sama-sama, Mbak Alfy. Silakan kalau ada yang ingin ditanyakan.
- **Researcher**: Terima kasih, Bu. Tujuan wawancara ini untuk mengetahui pengalaman Ibu dalam mengajar Bahasa Inggris, khususnya kesulitan siswa dan metode yang Ibu gunakan.
- **Researcher**: Menurut Ibu, kesulitan apa yang biasanya dialami siswa ketika belajar Bahasa Inggris?
- **Teacher   :** Kesulitan utama mereka ada pada kosakata. Kalau mereka tidak tahu artinya, mereka akan kesulitan memahami pelajaran.
- **Researcher**: Lalu, metode apa yang biasanya Ibu gunakan untuk membantu siswa menambah kosakata?
- **Teacher   :** Biasanya saya minta mereka menghafalkan kosakata. Saya beri waktu, kemudian mereka menyetorkannya atau menghafalkan kembali di depan kelas.
- **Researcher**: Apakah metode itu berjalan efektif, Bu?
- **Teacher   :** Lumayan membantu, tapi tidak semua siswa bisa cepat menghafal. Ada yang cepat, ada juga yang lama, jadi hasilnya bervariasi.
- **Researcher**: Selain itu, apakah Ibu pernah mencoba metode lain?
- **Teacher   :** Pernah sekali saya coba mengajarkan dengan bernyanyi. Tapi karena mereka sudah kelas 6, mereka merasa malu untuk bernyanyi di depan teman-temannya. Jadi metode itu kurang berhasil.
- **Researcher**: Bagaimana respon siswa ketika Ibu memberikan metode hafalan dibandingkan dengan bernyanyi?
- **Teacher   :** Kalau hafalan, mereka mau mengikuti meskipun kadang terlihat tertekan karena takut lupa. Kalau bernyanyi, sebenarnya ada yang senang, tapi kebanyakan malu, jadi kelas jadi kurang aktif.
- **Researcher**: Apakah menurut Ibu penggunaan media kreatif, misalnya gambar atau kartu pop-up, bisa membantu mengatasi masalah itu?
- **Teacher   :** Saya rasa bisa. Anak-anak biasanya tertarik dengan sesuatu yang baru dan menarik. Kalau medianya kreatif, mereka lebih fokus dan bersemangat.

- **Researcher:** Terima kasih banyak, Bu, atas penjelasan dan pengalaman yang sudah Ibu bagikan. Sebelum wawancara ini berakhir, saya ingin menanyakan satu hal lagi. Apakah siswa Ibu pernah membuat teks deskripsi sebelumnya?
- **Teacher:** Pernah. Pada bab minggu lalu kami belajar tentang teks deskripsi. Saat itu, mereka praktik menulis teks yang mendeskripsikan diri sendiri, seperti hobi, sifat, dan hal-hal yang mereka sukai.
- **Researcher:** Bagaimana hasilnya, Bu? Apakah siswa antusias dalam kegiatan tersebut?
- **Teacher:** Cukup antusias, terutama ketika menulis tentang diri sendiri karena topiknya dekat dengan mereka. Namun, hasil tulisan mereka masih sederhana. Susunan kalimatnya cenderung terlalu pendek dan kurang bervariasi, sedangkan kosakata yang digunakan juga masih itu-itu saja. Jadi, kemampuan mereka masih perlu banyak dilatih agar tulisan lebih berkembang.
- **Researcher:** Baik, Bu. Informasi ini sangat berguna untuk penelitian saya, terutama dalam melihat perkembangan kemampuan menulis siswa. Terima kasih sekali lagi atas waktu dan penjelasan Ibu.
- **Teacher:** Sama-sama. Semoga penelitian Anda berjalan lancar dan bisa memberikan manfaat bagi pembelajaran Bahasa Inggris di sekolah dasar.
- **Researcher**: Aamiin, terima kasih banyak

The Result of Interview

Time and place of interview:

> 4. **Day/date** : **Jum'at 25 Juli 2025**
> 5. **Place** : **Teacher office**
> 6. **Time** : **09.00- done**

Respondent:

1. **Students 1,2**
2. **Students 3,4**
3. **Students 5,6**

Note :

1. **Miss (researcher)**

Pertemuan 1

Miss : Assalamu'alaikum, bagaimana kabar kalian hari ini?

Siswa 1 : Wa'alaikumussalam, baik Miss.

Siswa 2 : Alhamdulillah, saya juga baik Miss.

Miss : Alhamdulillah. Hari ini Miss ingin bertanya tentang pengalaman kalian menulis puisi biografi dalam bahasa Inggris. Menurutmu, menulis puisi biografi itu sulit tidak?

Siswa 1 : Ternyata membuat puisi dalam bahasa Inggris itu tidak sulit, Miss. Asalkan kita tahu kosa katanya, kita bisa membuatnya. Dan sebenarnya terlihat keren juga menulis puisi dalam bahasa Inggris.

Miss : Bagus sekali. Kalau kamu, bagaimana?

Siswa 2 : Awalnya saya kira sulit, Miss, tapi ternyata tidak. Kalau kita sudah punya kosa kata, tinggal menyusunnya saja.

Miss : Nah, biasanya kalian belajar kosa kata dengan cara apa?

Siswa 1 : Biasanya kami belajar dengan menghafal, Miss. Tapi besoknya sering lupa. Kalau membuat puisi seperti kemarin, kita jadi tahu kata ini adalah verb, dan yang itu adalah noun. Jadi tidak langsung menghafal, tapi setidaknya tahu fungsi kata tersebut.

Siswa 2 : Kalau saya, biasanya menulis daftar kosa kata baru di buku, Miss. Tapi memang sering lupa juga.

Miss : Baik, terima kasih atas jawabannya. Jadi belajar kosa kata lewat puisi cukup membantu ya. Cukup untuk pertemuan kali ini, semoga kalian tetap semangat belajar bahasa Inggris.

Siswa 1 & 2: Terima kasih, Miss.

Pertemuan 2

Miss : Halo, apa kabar kalian berdua hari ini?

Siswa 3 : Baik, Miss.

Siswa 4 : Saya juga baik Miss, terima kasih.

Miss : Bagus. Nah, Miss ingin tahu perasaan kalian ketika menulis puisi biografi kemarin. Bagaimana menurutmu?

Siswa 3 : Rasanya cukup menyenangkan, Miss. Dari situ saya juga tahu kalau cita-cita teman saya adalah menjadi supir truk, dan saya bilang suatu hari nanti saya akan menyewa trukmya untuk jalan-jalan.

Miss : Menarik sekali. Kalau kamu, bagaimana?

Siswa 4 : Saya merasa senang, Miss, karena bisa menulis tentang teman saya dan juga belajar kosa kata baru.

Miss : Kalau proses menyusun puisinya, menurut kalian sulit atau tidak?

Siswa 3 : Tidak terlalu sulit, Miss, tinggal menyusun saja. Saya juga jadi tahu bahasa Inggris dari cita-cita teman saya, "supir truk" artinya truck driver.

Siswa 4 : Sama, Miss. Kalau sudah ada kata-katanya, lebih mudah.

Miss : Baiklah. Jadi dari puisi biografi kalian dapat pengalaman baru. Terima kasih untuk waktunya, semoga kalian tambah semangat menulis dalam bahasa Inggris.

Siswa 3 & 4: Amin, terima kasih Miss.

Pertemuan 3

Miss : Assalamu'alaikum, bagaimana kabar hari ini?

Siswa 5 : Wa'alaikumussalam, baik Miss.

Siswa 6 : Baik juga, Miss.

Miss	: Alhamdulillah. Nah, Miss ingin tahu menurut kalian, kegiatan apa yang paling seru saat belajar puisi biografi kemarin?
Siswa 5	: Saat kami mendeskripsikan teman dan membuat pop up card, Miss. Pop up card saya waktu itu sangat lucu.
Miss	: Oh ya? Kalau menurutmu bagaimana?
Siswa 6	: Menurut saya seru karena saat dideskripsikan oleh teman, kita bisa tahu pendapat teman tentang diri kita. Selain itu, pop up card-nya juga unik, Miss.
Miss	: Betul sekali. Lalu, apakah kalian pernah membuat media seperti itu sebelumnya?
Siswa 5	: Pernah sekali, Miss, waktu kelas lima pelajaran Bahasa Indonesia. Tapi hanya untuk PR, dan hasilnya tidak sebagus yang ini.
Siswa 6	: Saya juga pernah, Miss, tapi bentuknya sederhana. Tidak sebagus pop up card kemarin. Miss, bolehkah saya membawanya pulang?
Miss	: Tentu saja boleh, tapi setelah penilaian selesai ya.
Miss	: Baik, terima kasih sudah berbagi pengalaman. Semoga pengalaman belajar kemarin bisa menambah semangat kalian dalam menulis bahasa Inggris.
Siswa 5 & 6	: Terima kasih, Miss.

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REKAP NILAI BAHASA INGRIS KELAS VI

NO	NIS	NAMA SISWA	L/P	NILAI	
				Smf3	STS
1	1453	AHMAD JONI ADITIA PRATAMA	L	65	80
2	1454	AQEELAH LAILATUL KHAIRIYAH	P	72	80
3	1455	ARYA SYAH PUTRA	L	70	80
4	1456	AYU ANJANI IRAWATI	P	65	70
5	1457	BEVERLY FISABILILLAH	P	75	95
6	1458	DIMAS AZKA FARIYADI	L	70	80
7	1459	ELNINO ADZRIEL ZETTA DINATA	L	72	75
8	1476	FIKI LUTFIR RAHMAN	L	70	72
9	1460	ILINA RISKIA VERONIKA	P	78	100
10	1461	KRISNA ANDIKA FIRMANSYAH	L	70	85
11	1462	KRISNANDA AUFAR RISKI	L	65	80
12	1466	MUHAMMAD BAHRUN AMINULLAH	L	60	75
13	1539	MUHAMMAD IQBAL NUR RIZKI	L	70	76
14	1467	MUHAMMAD NURUL FURQON AJIBULLAH	L	70	95
15	1468	MUHAMMAD RAIHASUL MUHLISIN	L	75	90
16	1469	NAYLA SACHI KAYANA	P	70	90
17	1470	PUTRI AULIA MAHARANI	P	76	95
18	1471	SITI RAUDATUL MUSFIROH	P	75	90
19	1472	SURYA WIDIANSYAH	L	70	80
20	1473	SYAHQILA PUTERI CAHYANI	P	70	95

Mengetahui,
Wali Kelas VI

Kus Djunaidah, S.Pd.
NIP. 197204201999122001

JOURNAL RESEARCH

Name	: Alfiyana Rosidah	
SRN	: T20196133	
Tittle	: ENHANCING ELEMENTARY SCHOOL STUDENTS VOCABULARY' USING BIOGRAPHICAL POEMS WITH POP UP CARD MEDIA IN WRITING CLASSROOM	
Location	: SD Negeri Mangli 04	

No.	Tanggal	Aktivitas	TTD
1.	Kamis, 3 Juli 2025	Penyerahan Surat Ijin Penelitian Kepada Kepala Sekolah SD Negeri Mangli 04	
2.	Jumat, 11 Juli 2025	Interview bersama guru wali kelas siswa kelas VI	
3.	Rabu, 16 juli 2025	Pertemuan pertama: Pengenalan biographical poem dan kosa kata deskriptif oleh siswa	
4.	Kamis, 17 juli 2025	Pertemuan kedua : Menulis biographical poem tentang teman oleh siswa	
5.	Rabu, 23 Juli 2025	Pertemuan ketiga : Mendesign pop-up card menyajikan puisi oleh siswa	
6.	Kamis, 24 juli 2025	Pertemuan keempat : Presentasi siswa dan refleksi karya	
7.	Jumat, 25 juli 2025	Pengumpulkan data dan interview siswa	
8.	Kamis, 30 September 2025	Peneliti meminta rekap nilai Sumatif Tengah Semester siswa	
9.	Kamis, 30 September 2025	Peneliti meminta surat selesai penelitian	

Jember , 30 September 2025
Kepala Sekolah SD Negeri Mangli 04

Afice Adhikarini Juliastuti, S.H.
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SD Negeri Mangli 04
Jln. Tanjung No. 01 Mangli, Kaliwates, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196133
Nama	:	ALFIYANA ROSIDAH
Semester	:	Semester duabelas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan **Penelitian/Riset** mengenai "ENHANCING ELEMENTARY
SCHOOL STUDENTS VOCABULARY' USING BIOGRAPHICAL POEMS WITH
POP UP CARD MEDIA IN WRITING CLASSROOM
" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu
Alice Adhikarini juliastuti S.H.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 30 Juni 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

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<u>**SURAT KETERANGAN**</u>
No. 421.2/070/35.09.310.11.20549485/2025

Yang bertanda tangan dibawah ini :

N a m a	:	ALICE ADHIKARINI JULIASTUTY, S.H.
NIP	:	19760722 201412 2 003
Pangkat/Gol.	:	Penata Muda Tk. I, III/b
Jabatan	:	Kepala Sekolah SDN Mangli 04

Menerangkan bahwa :

N a m a	:	ALFIYANA ROSIDAH
NIM	:	T20196133
Jenis Kelamin	:	Perempuan
Status	:	Mahasiswa UIN KHAS Jember

Bahwa yang bersangkutan benar – benar telah melakukan penelitian di SD Negeri Mangli 04 mulai tanggal 3 Juli 2025 – 30 September 2025 dengan judul penelitian:

ENHANCING ELEMENTARY SCHOOL STUDENTS VOCABULARY' USING BIOGRAPHICAL POEMS WITH POP UP CARD MEDIA IN WRITING CLASSROOM

Demikian Surat Keterangan ini dibuat dengan sebenar-benarnya dan agar dapat dipergunakan sebagaimana mestinya.

Jember, 30 September 2025
Kepala Sekolah
SDN Mangli 04

ALICE ADHIKARINI JULIASTUTY, SH.
NIP 19760722 201412 2 003

THE OBSERVATION STUDENT PARTICIPANT CHECKLIST

Tittle : Enhancing Elementary School Students Vocabulary' Using Biographical Poems With Pop Up Card Media In Writing Classroom

Researcher : Alfiyana Rosidah

Object of Research : Sixth Grade Students

No	Statements	Yes	No	Note
1	Students pay attention to the researcher (as teacher) when giving explanation	V		
2	Students understand the researcher's explanation	V		
3	Students are active during the lesson	V		
4	Students are brave to ask and answer questions	V		
5	Students understand how to use biographical poems in the lesson	V		
6	Students understand the process of writing vocabulary through biographical poems	V		
7	Students are able to memorize new vocabulary from the poem	V		
8	Students are active in collaboration and discussion	V		
9	Students are noisy during the lesson		V	
10	Students can develop descriptive sentences/paragraphs from the biographical poem	V		
11	Students skip class when the researcher teaches the material		V	
12	Students do the assessment (poem writing and pop-up card)	V		
13	Students show activeness and creativity during biographical poem activities	V		

Students Worksheet as a Pre-Test

Nama : AQEELAH

1. Noun is *kata benda*
   example. *Book(buku)*

2. Verb is *kata kerja*
   example. *play*

3. Adjective is *kata sifat*
   example. *Happy, Smile*

4. Make a simple biographical text about yourself
Buatlah teks biografi sederhana tentang diri Anda sendiri

my name is AQeela laylatul khairiyah
I like swim
My Hobby Hobby play badminton

Nama : krisnanda

1. Noun is *Book kata benn*
   example. *Book*

2. Verb is *kata kerja*
   examples. *workre*

3. Adjective is *kata sifat*
   example. *angry*

4. Make a simple biographical text about yourself
Buatlah teks biografi sederhana tentang diri Anda sendiri

Me nem is nanto
playing soccer

Nama : Putri

1. Noun is *benda*
   example. *Door and book*

2. Verb is *kerja*
   example. *Dance*

3. Adjective is *kata Sifat*
   example. *beautiful, smart, Happy*

4. Make a simple biographical text about yourself
Buatlah teks biografi sederhana tentang diri Anda sendiri

My Name is : Putri Aulia moharoni
my Hobby is : Swiming and bandminton, dance
my favoris Food is : Chiken and cake.

Nama : ilina

1. Noun is *benda*
   example. *Book and pencil*

2. Verb is *kerja*
   example. *Police*

3. Adjective is *sifat*
   example. *happy*

4. Make a simple biographical text about yourself
Buatlah teks biografi sederhana tentang diri Anda sendiri

My NaME is Ilina hoby I'm
DANce Idea police. I like
eat

Nama : Krisna

1. Noun is kata kata
   example book
2. Verb is kata kerja
   example mt
3. Adjective is kata sifat
   example funny

4. Make a simple biographical text about yourself
Buatlah teks biografi sederhana tentang diri Anda sendiri

my name is krisna my hobi Playing game
like football

Nama : Bahrun

1. Noun is Benda
   example Book
2. Verb is kerja
   example Police
3. Adjective is Happy sifat
   example Hangu Happy

4. Make a simple biographical text about yourself
Buatlah teks biografi sederhana tentang diri Anda sendiri

MY NAME IS Bahrun My Hobbby Fan ron
Al LEK FocBall

HALA MADRID

Nama : FIRA

1. Noun is kata benda
   example Book
2. Verb is kata kerja
   example Feed
3. Adjective is kata sifat
   example Beautiful

4. Make a simple biographical text about yourself
Buatlah teks biografi sederhana tentang diri Anda sendiri

NAME : FIRA
HOBBY : music
idea : Doctor

Nama : Rey

1. Noun is kata benda
   example LOOK
2. Verb is kata kerja
   example lol
3. Adjective is sifat
   example beutifull

4. Make a simple biographical text about yourself
Buatlah teks biografi sederhana tentang diri Anda sendiri

my hobby playchess. my Name is rey

Students Pop Up Card

Students Midterm Test as a Post Test

DOCUMENTATION

Teacher Interview

Jum'at, 11 juli 2025

Students Interview

Jum'at 25 Juli 2025

Students Activity

16 Juli 2025 s.d. 24 Juli 2025

RESEACHER BIOGRAPHY

PERSONAL INFORMATION:

Full Name : Alfiyana Rosidah

SRN : T20196133

Gender : Female

Place,Date of Birth : Lumajang, 19 November 2000

Address : Dusun Sekarputih, Desa Sumberejo, Kecamatan Sukodono, Kabupaten Lumajang.

Religion : Islam

Faculty/Program : FTIK/English Education

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2007-2013 SDN TOMPOKERSAN 02 LUMAJANG

2013-2016 MTS DARUN NAJAH LUMAJANG

2016-2019 SMK DARUN NAJAH LUMAJANG