

**Meningkatkan Kosakata Siswa melalui Penulisan Ulang Lirik Lagu Bahasa Inggris
"The Shawn Mendes Foundation Playlist"**

**Improving Student's Vocabulary through Rewriting English Song Lyric
"The Shawn Mendes Foundation Playlist"**

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Abstrak

Penelitian ini menyelidiki kemanjuran penggunaan lirik lagu bahasa Inggris, yang secara khusus diambil dari album Shawn Mendes "The Shawn Mendes Foundation Playlist," untuk meningkatkan keterampilan kosakata di kalangan siswa kelas sepuluh di SMA Negeri 1 Comal. Menggunakan pendekatan eksperimental kuantitatif, penelitian ini melibatkan 70 siswa yang dibagi menjadi kelompok eksperimen dan kontrol, menjalani pre-test dan post-test untuk mengukur peningkatan kosakata. Hasil penelitian menunjukkan peningkatan yang signifikan dalam skor kosakata di kalangan siswa dalam kelompok eksperimen yang terkena perlakuan menulis ulang lirik lagu bahasa Inggris. Sebaliknya, kelompok kontrol menunjukkan hasil yang beragam, dengan beberapa siswa mengalami penurunan, sementara yang lain mempertahankan atau sedikit meningkatkan skor mereka. Meskipun mengalami kesulitan dalam memahami lirik lagu dan mengartikulasikan ide, solusi yang diusulkan termasuk sering terpapar lagu-lagu bahasa Inggris dan keterlibatan aktif dalam memprediksi makna lagu. Temuan ini menggarisbawahi potensi memanfaatkan lirik lagu, terutama dari album populer, sebagai alat pedagogis yang berharga untuk mendorong pengembangan kosakata dalam pengaturan pembelajaran bahasa Inggris, sehingga mengadvokasi integrasi mereka ke dalam kurikulum bahasa.

Kata Kunci; Penulisan ulang, lirik lagu, penguasaan kosakata, peningkatan

Abstract

The research investigates the efficacy of using English song lyrics, specifically drawn from Shawn Mendes' album "The Shawn Mendes Foundation Playlist," to enhance vocabulary skills among tenth-grade students at SMA Negeri 1 Comal. Employing a quantitative experimental approach, the research involved 70 students divided into experimental and control groups, undergoing pre-tests and post-tests to gauge vocabulary improvement. Results indicated a significant enhancement in vocabulary scores among students in the experimental group exposed to the treatment of rewriting English song lyrics. Conversely, the control group exhibited mixed outcomes, with some students experiencing declines, while others maintained or slightly improved their scores. Despite encountered difficulties in comprehending song lyrics and articulating ideas, proposed solutions included frequent exposure to English songs and active engagement in predicting song meanings. The findings underscore the potential of utilizing song lyrics, particularly from popular albums, as a

valuable pedagogical tool for fostering vocabulary development in English language learning settings, thus advocating for their integration into language curricula.

Keywords; Descriptive text; mind maps; SMPN 5 Jepara



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PRELIMINARY

In this Global Era, it is absolutely important to have a relationship with other countries in the world. There are many languages used in this world, it is impossible to cooperate with other countries without understanding their languages and culture. English which is a communication tool in the era of globalization is the main key to one's success in achieving a career with a bright future (Ariska et al., 2021). Given that communication, especially in languages (international languages), is a bridge between various activities. In other words, the ability to speak English can also be used as an investment (Handayani, 2016:103). Among many major languages in the world, English is considered an international language. That is why English is used in many sectors of International affairs (Syahputra, 2014). It can't be denied if one is interested in learning English, he or she has to master language skills. They are listening, speaking, reading, and writing. In addition mastering language components; are grammar, vocabulary, spelling, and pronunciation (Meilia Wijayanti, 2021).

In Indonesia, English is taught at schools as the first foreign language since Elementary School, three years in Junior High Schools, and three years in Senior High Schools. It is taught as an obligatory subject (Kholidiyah et al., 2022). English is one of the subjects taught to students in Indonesia from elementary to university level (Maduwu, 2016). Telling about the study of English, we will realize that the result of teaching English as a foreign language is still unsatisfactory even though English has been taught since elementary school and became an obligatory subject in Senior High Schools and Junior High Schools (Kumala et al., 2021).

In learning English as a foreign language, the students may find some difficulties because there are many things in a foreign language that they have never gotten before (Wijayanti, 2021). Writing tends to be considered the most important skill to master. In a foreign language, students will meet difficulties in the learning process. Three language elements play an important role in supporting the four skills, namely pronunciation, vocabulary, and grammar (Syahriyah et al., 2020). This is always an obstacle to learning English. (Megawati in Susanthi, 2021). However, since the students lack a master the

vocabulary, they usually find it difficult to express their ideas or opinion in science or knowledge and communication. Reading includes several aspects, namely word recognition, literal understanding, interpretation, critical reading, and creative reading (Rahim in Widyowati, etc, 2020). Vocabulary and speaking are very important for the students to show their development.

At present, there are lots of television programs, which use English such as films, news, songs, etc. It has stimulated people to understand English so the song is one of the media for the student and teacher in improving and learning English besides many others media or methods. Students can use short pieces of language that have been memorized even though these pieces may not always be used correctly (Ambarini, 2016). Songs as a means of improving vocabulary mastery, everybody likes to sing a song even though just for fun. Singing a song makes someone understand and find out the main idea of the English song. It is hoped that the student will be more interested in English lessons by singing a song.

The usage of the tape recorder, which enables him or her to listen to it as possible, will make him or her more objective to listen. All of them make the class more active and interesting for the teacher and students, especially in teaching speaking. In teaching English, a teacher should not forget vocabulary as one of the language components, which has an important role. The good methods used in the teaching-learning process can improve the student's motivation in learning writing as well, like learning through a song will be useful and help the teacher. According to Byren in (Sanjaya et al., 2014) writing is important and paradoxically, we can only improve our spoken language by writing.

English has an important role in various sectors of life. Students are required to be able to master it to keep up with the times. But in reality, some students have difficulty learning English. Based on these problems the writer wants to take advantage of song media to add vocabulary to students, so the writer is interested in researching more about it with the title: Improving Student's Vocabulary through Rewriting English Song Lyric in Shawn Mendes's Album "The Shawn Mendes Foundation Playlist"

In this study, the author needs several references. The author presents previous research related to the topic: The first previous research was written by (Sari et al., 2021) entitled "Students' Perception on The Use of English movies to Improve Vocabulary Mastery" the purpose of this study is To find o investigate students' perception towards using movies to improve students' vocabulary mastery. The findings of the present study conclude that movies are powerful learning media that can assist students in the development of vocabulary mastery.

The use of learning media can make it easier for students to add English vocabulary. There are many learning media such as song lyrics, flashcard media, and others (Kusuma &

Apriyanto, 2018). Research (Nurdiniawati, 2020) shows that flash card media is one of the media to improve vocabulary mastery in both English and Arabic. Flashcards are widely used by educators starting from the early childhood level, elementary school, junior high school, and high school to the tertiary level. Because it is considered one of the practical media, it is very easy for students to understand, it adds to the attractiveness of students, and it is concise and clear. So that students do not feel bored.

Furthermore, research from (Widyahening et al., 2021) shows that Folklore Murti Bunanta entitled 'The Molek', 'Suwidak Loro', and 'Princess Mandalika' is a good learning media and effective in attracting students' interest in learning English, in particular in terms of vocabulary mastery. The use of this folklore has been proven to improve student's vocabulary mastery.

The study that writer is the use of "An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs" by written (Gushendra, 2017) from the State Islamic University of Sultan Syarif Kasim Riau, and the result of the data analysis, can be concluded that there is a significant effect of using songs toward students' ability on vocabulary mastery at SMPN 1 Kampar Timur, Kampar regency, Riau Province.

The other previous research that the writer found by (Munir, 2016) entitled "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students" from IAIN Tulungagung, East Java. This study used an experimental method, and it can be concluded that the students get good achievement in mastering vocabulary after being taught by using audio-visual media (cartoon film).

At SMAN 1 Comal, learning English vocabulary is an integral part of the curriculum. The school views the importance of vocabulary mastery in English as the key to student success in communication and language comprehension. Vocabulary becomes an important basis in a continuous and continuous learning process. Teachers at SMAN 1 Comal strive to provide interesting and innovative teaching so that students can absorb and master vocabulary more effectively.

Vocabulary learning outcomes before rewriting English song lyrics: Before rewriting English song lyrics, the vocabulary learning outcomes of students at SMAN 1 Comal had not reached the optimal level. This is reflected in data showing that most students have difficulty in mastering English vocabulary thoroughly. Although there have been learning efforts made by teachers, there are still gaps in understanding and mastering the vocabulary. The level of vocabulary ability of previous students becomes an important basis for evaluating the effectiveness of the learning method that will be applied next.

Factors that cause vocabulary learning is not optimal in this class: Some factors that may cause vocabulary learning is not optimal in this class include: a. Lack of variety of learning

methods: The use of monotonous and less interesting learning methods can make students lose interest in learning vocabulary. b. Lack of resources: Limited resources in terms of textbooks, up-to-date learning materials, and facilities that support learning can be an obstacle for teachers in providing effective teaching. c. Lack of student involvement: Students may be less active in the vocabulary learning process, so lack of student interaction and participation can hinder overall vocabulary comprehension. d. Motivational factors: Lack of motivation from students in learning vocabulary can also be a factor causing low learning outcomes. Efforts are needed from teachers to increase student motivation to be more enthusiastic in mastering English vocabulary. By considering these factors, corrective measures and more effective learning strategies can be designed to improve students' vocabulary mastery at SMAN 1 Comal.

Based on this description, the researcher will conduct a similar study but in a different subject context and focus. Researchers will discuss in context "Improving Student Vocabulary through Rewriting English Song Lyric in "The Shawn Mendes Foundation Playlist": A chase of the Tenth Grade Student of SMA Negeri 1 Comal in the academic year 2022/2023."

This type of research adopts a quantitative experimental approach. Experimental research is a quantitative method utilized to ascertain the impact of the independent variable (treatment) on the dependent variable (outcome) under controlled circumstances. These conditions are regulated to ensure that there are no extraneous variables (aside from the treatment variable) influencing the dependent variable.

If a teacher knows deeply about item difficulty in making a test, she can make the result her tests fail, weak, satisfactory, good, and outstanding each item has point as follow, grammar has 5 point score, vocabulary has 5 point score, punctuation has 5 point score, spelling has 5 point score. Vocabulary has 5 scores, punctuation has 5 point score, and ideal content has 5 point score. According to (Brown, 2004), the total achieved by the students for 100 points score are:

Table 1. Scoring in writing

No	Aspects	Score
1	Grammar	1-5
2	Spelling	1-5
3	Vocabulary	1-5
4	Punctuation	1-5
5	Ideal Content	1-5

(Brown, 2004)

Table 2. The Level of Achievement

Score	Category
90-100	Excellent
80-89	Good

70-79	Adequate
60-69	Inadequate/Unsatisfactory
Below 60	Failing/ Unacceptable

(Brown, 2004)

DISCUSSION

Vocabulary is the basic element of a language that is used to label things such as objects, traits, and verbs to explain the meaning of what you want to convey. It is needed at every stage of language development and is one of the basic components of learning a second or foreign language (Uğur et al., 2011). It has many benefits and is important for students who are eager to master English skills. The student's vocabulary can be divided into two kinds: active and passive. Active vocabulary refers to the word that students can understand and pronounce correctly and use them in speaking or writing, while passive vocabulary is a vocabulary used in receptive skills (listening and reading). Other language experts classify vocabulary into different types, such as working and recognition. The main objective of this study is to know if there is a significant correlation between students' vocabulary mastery and English achievement.

Writing has been practiced for thousands of years in some countries, such as China, Egypt, and Mesopotamia. It is a complex and challenging task, requiring a considerable amount of instructional time to master. There are three main objectives of learning to write that are carried out by teachers in schools: to foster a love of writing in students, to develop students' writing skills, and to foster students' creative spirit in writing. To achieve these goals, students must first love to write and do a lot of practice. Writing skills are essential for everyday life, as they are a requirement to be involved in various fields and activities. Writing is also one of the language skills used in indirect communication, and students are expected to be able to express their ideas coherently with the right diction and structure. Learning English is not a mother tongue, but students are required to master it to keep up with the times. Difficulty faced by many English learners is a lack of understanding of English pronunciation, which is expressed at normal speed through listening material.

Song lyrics are a form of symbols created by humans that convey a message (Panjaitan et al., 2018) define a song as a poem or lyrics that have a rhythm, while music is a composition filled with notes that have a rhythmic melody. According (Imam, 2012) states that songs that are sung a lot are examples of popular poetry, and the writer concludes that a song is a piece of short music that can be used for teaching English to students. The role of songs in language class is to add or enrich the students' mastery of English songs. Songs have a useful role to play in language teaching and learning, as they help children identify and imitate foreign sounds accurately, provide variety in the classroom, enrich their vocabulary, and increase their

confidence in learning foreign languages. They can also improve children's listening and writing skills. The results of the research and discussion of the purpose of this study were to determine students' ability to rewrite the lyrics of Shawn Mendes' English album "The Shawn Mendes Foundation Playlist". The writer did a written test to collect the data. Having conducted the test, the writer continues to analyze the data. The data were obtained from the result of the writer wanting to know the students' mastery of rewriting English songs in the tenth-grade students of SMA Negeri 1 Comal consisting of 70 respondents as a sample. Then the writer analyzed to find out the difficulties that the students faced in rewriting English songs and to find out which difficulties were most frequently found seen from their results. In doing analysis, some steps were taken such as pre-test, treatment, and post-test. The following is the result of being able to rewrite English song lyrics lyrics of Shawn Mendes' English album "The Shawn Mendes Foundation Playlist":

Table 3. Descriptive Statistics

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	35	36	68	50.86	7.674
Posttest Experimental	35	64	92	76.91	6.866
Pretest Control	35	40	60	48.57	4.767
Posttest Control	35	48	68	57.60	5.152
Valid N (listwise)	35				

Table 4. Test of Normality

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	Df	Sig.
Students' Total Score	Pre-test Experimental	.159	35	.025	.962	35	.262
	Post-test Experimental	.131	35	.139	.967	35	.359
	Pre-test Control	.193	35	.002	.926	35	.021
	Post-test Control	.193	35	.002	.926	35	.021

Lilliefors Significance Correction

Because the data shows that the value of Sig. < 0.05 then the hypothesis is rejected, which means that the data is not normally distributed.

Table 5. Rank

Ranks			N	Mean Rank	Sum of Ranks
Posttest Experimental	Pretest Experimental	-Negative Ranks	0a	.00	.00
		Positive Ranks	35b	18.00	630.00
		Ties	0c		

	Total	35		
Posttest Control - Pretest Control	Negative Ranks	1d	4.00	4.00
	Positive Ranks	28e	15.39	431.00
	Ties	6f		
	Total	35		

- a. Posttest Experimental < Pretest Experimental
- b. Posttest Experimental > Pretest Experimental
- c. Posttest Experimental = Pretest Experimental
- d. Posttest Control < Pretest Control
- e. Posttest Control > Pretest Control
- f. Posttest Control = Pretest Control

This test is to show how many children have increased in value and decreased value. So we can know the achievements in students' vocabulary mastery after being taught song lyrics. From the Wilcoxon test above, we can see the changes in the values that occur, namely: students in the experimental class who received treatment experienced an increase in the value of the pre-test and post-test scores.

While for the control class or the class that was not given the treatment. There is 1 student who experienced a decrease in grades compared to the pre-test scores, 28 students experienced an increase in grades and 6 students had the same post-test scores as their pre-test scores.

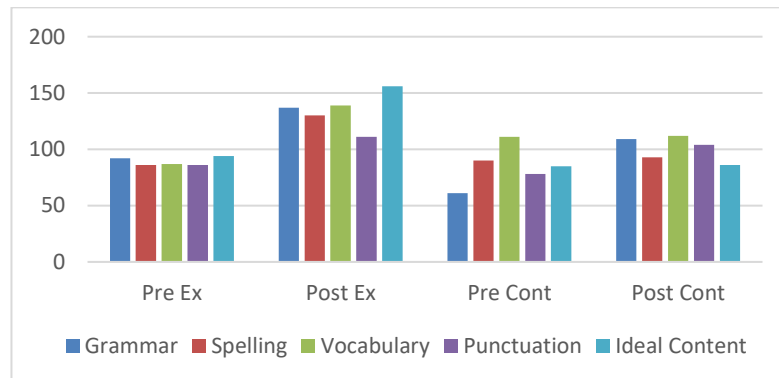
Table 6. Test Statistica

Test Statistica	Posttest Experimental - Pretest Experimental	Posttest Control - Pretest Control
Z	-5.170b	-4.653b
Asymp. Sig. (2-tailed)	.000	.000

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

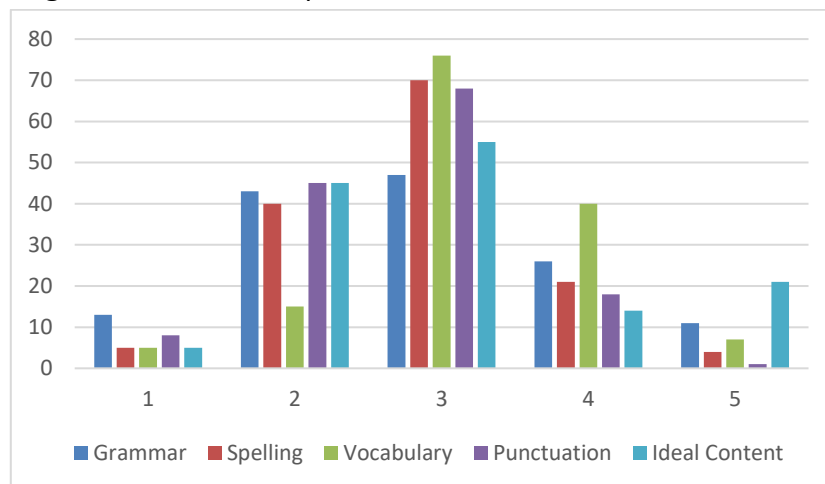
From the table above we can see that Asym. Sig (2-tailed) value is 0.000 < 0.05 means that the hypothesis is accepted. it means that there is an effect of using English Song lyrics of Shawn Mendes' album "The Shawn Mendes Foundation Playlist" by the tenth-grade students of SMAN 1 Comal.

Diagram 1. The Effect of Using English Song Lyrics



From the graph above we can see the difference in the value of each aspect in different classes and activities. It can be seen that in the post-experimental there is a more positive value.

Diagram 2. The Post-Experimental There is a More Positive Value



Whereas in the second graph, we can see that fewer students get 5, as well as 1 score, 5 is the highest score while 1 is the lowest score. We can see that students tend to have a higher average score, on stage 3.

From the graph above we can also conclude that grammar has a small increase, meaning that only a few students can get high grammar scores, and the one that increases the most is ideal content, meaning that many students have no difficulty in making ideal content while vocabulary and punctuation look more stable. This means that students do not have too many problems working on these aspects. In conclusion, students experience difficulties in grammar aspects.

Improving Student's Vocabulary through Rewriting English Song Lyric "The Shawn Mendes Foundation Playlist". This research proved that listening to a song lyric can improve students' writing skills. This result is similar to one of the previous studies made by (Gushendra, 2017). His research entitled " An Experimental Study: Improving Students' Vocabulary Mastery by Using English Songs " had a result that songs influence to improve their writing ability at the 10th grade of SMA N 1 Comal. Factors such as grammar, spelling, vocabulary, punctuation, and ideal content.

There are differences in the methods that were used in the previous studies (research gaps). The first difference between this study and the previous studies is that the learning methods they used were different from those in this study. (Sari et al., 2021) used English movies to improve students' writing skills, (Munir, 2016) used audio-visual media (cartoon film), (Widyahening et al., 2021) used folklore, while (Nurdiniawati, 2020) used the flash card. The second difference that the researcher found is in Sari and Aminatun's study and Nurdiniawati's study. To analyze the data, (Sari et al., 2021) used a qualitative approach, and (Nurdiniawati, 2020) used a literature review. That was different from this study. This study used SPSS (Normality test and Wilcoxon test).

Based on the Wilcoxon test, it can be concluded that there is 1 student who experience a decrease in the score when tested using the same questions and 6 children have the same score as the previous score in the class that did not receive treatment using song lyrics. The researcher also conducted an experiment using several tests to determine whether or not using song lyric were effective in improving vocabulary skills and to find out whether the method produced significant differences between the control group and the treatment group.

From the Wilcoxon test above, we can see the changes in the values that occur, namely: students in the experimental class who received treatment experienced an increase in the value of the pre-test and post-test scores.

The specialty of the research findings is using song lyrics as a method to improve students' writing skills. The limitations of the findings are:) The improvement of students' writing skills before being taught using song lyrics; 2) The improvement of students' writing skills after being taught using song lyrics; 3) The significant difference in students' writing skills before and after using song lyrics.

Studies by (Choi, 2018) show that the use of songs in English vocabulary teaching is effective in increasing students' motivation and vocabulary retention. This research highlights the importance of using songs as an engaging and fun learning tool for students. Research by (Chang, 2019) found that vocabulary learning through songs can significantly improve students' vocabulary comprehension. The results of this study suggest that songs can be an effective resource for enriching the vocabulary of non-native speaker students.

According to research by (Kim et al., 2020), the use of songs in vocabulary learning can improve listening skills and expand students' vocabulary. This study emphasizes the importance of using diverse learning methods, including the use of songs, to achieve optimal learning outcomes.

From these studies, it can be concluded that the use of songs as a method of learning English vocabulary has a positive impact on the understanding and retention of vocabulary of non-native speaker students. This method not only increases student motivation but also enriches their learning experience. Therefore, the use of song lyrics in vocabulary learning as researched in this study has great potential to improve students' ability to write and understand English.

CLOSING

From the analysis and discussion above, the writer mentioned in the previous chapter, the writers draw some conclusions as the result of the study of the tenth-grade students of SMA Negeri 1 Comal in the academic year 2022/2023 in rewriting an English song. In the research conducted among tenth-grade students at SMA Negeri 1 Comal, academic year 2022/2023, notable improvements were observed in vocabulary skills through the method of rewriting English songs. Students in the experimental class, who received treatment through this method, demonstrated an increase in both pre-test and post-test scores. Conversely, in the control class where no treatment was administered, variations in performance were noted. While the majority of students experienced an increase in grades, a small proportion demonstrated a decrease, and a few maintained their pre-test scores. The difficulties faced by tenth-grade students in rewriting English songs were multifaceted. Many struggled with comprehending English song lyrics, recalling the content accurately, and articulating their thoughts effectively. To address these challenges, several potential solutions were proposed. Students were encouraged to engage actively with English songs, listening attentively to grasp the meaning of the lyrics and making predictions about the song's narrative. Regular practice in remembering and recounting the storyline to others was also recommended as a means of reinforcing understanding and expression skills. In summary, the study highlights the efficacy of using English songs to enhance vocabulary skills among tenth-grade students. By identifying and addressing common difficulties, educators can implement strategies to support students in effectively rewriting English song lyrics, thereby fostering greater proficiency in the language.

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