

THESIS

The Use of the English Song *Count on Me* by Bruno Mars from YouTube to Improve Students' Vocabulary Mastery: A Study on the Eleventh- Grade Students of Sint Carolus Senior High School Kupang



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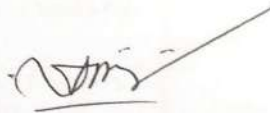
The Use of the English Song Count on Me by Bruno Mars from YouTube to Improve Students' Vocabulary Mastery: A Study on the Eleventh-Grade Students of Sint Carolus Senior High School Kupang

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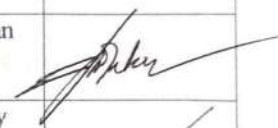
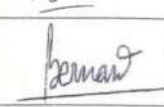
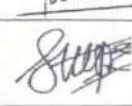
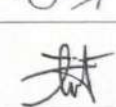
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Anastasia Adriani Eno Pay

MOTTO

So don't worry about tomorrow, because tomorrow will worry about itself. Every day brings its own challenges.

(Matthew 6:34)

DEDICATION

I dedicate this Thesis to:

1. My Father Yosep Ngede, who always works hard to support me in my study to this stage.
2. My Mother Mariana Padamani, who always supports and prays for me every time during the lecture process.
3. My sister Itha, brother Ello, and my sister Nining, who always provide assistance for me.
4. My beloved family who have supported me throughout my study.

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The writer believes and realizes that their help and advice cannot be counted.

May the Almighty God bless them all.

Kupang, June 2025

Anastasia Adriani Eno Pay

ABSTRACT

Anastasia Adriani Eno Pay, 2025. *The Use of the English Song Count on Me by Bruno Mars from YouTube to Improve Students' Vocabulary Mastery: A Study on the Eleventh-Grade Students of Sint Carolus Senior High School Kupang*

This study aimed to investigate the effectiveness of using the English song *Count on Me* by Bruno Mars from YouTube to improve vocabulary acquisition among 16 eleventh-grade B students at Sint Carolus Catholic Senior High School Kupang. The research utilized Classroom Action Research (CAR) with the model proposed by Kemmis and McTaggart (1999), consisting of one cycle. The study was conducted over the course of two meetings, using pre-test and post-test assessments to measure vocabulary improvement, as well as observation sheets to monitor the learning process. The results showed a significant improvement in the students' vocabulary skills.

The pre-test score was 43.5, while the post-test score reached 93.37, demonstrating a notable increase in vocabulary acquisition. The observation sheets also indicated several challenges experienced by the students during the implementation of activities using the song, including unfamiliarity with the lyrics, lack of understanding of class instructions, and low attention to class activities. However, a consistent approach helped students adapt and become more active in the learning process. The treatment was carried out through repetition and supported by fill-in-the-blank activities, which helped students remember, spell, and understand the vocabulary more effectively.

This research concluded that the use of the English song *Count on Me* from YouTube is an effective method for enhancing students' vocabulary skills, providing a fun and engaging way to learn and retain new words. The findings suggest that this approach can be applied in other language learning contexts to improve vocabulary acquisition. It is recommended that teachers incorporate English songs from YouTube into their teaching strategies to create a more dynamic learning environment. Future researchers may also explore the use of different music genres or platforms to expand vocabulary learning techniques.

Keywords: English song, vocabulary, YouTube.

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