

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a language of significant importance for all to learn as a second or foreign language, including in Indonesia (Liando & Tatipang, 2022). Furthermore, English consists of various linguistic elements, such as pronunciation, vocabulary, and grammar. Lengkoan et al. (2019) asserted that, as one of the fundamental elements of the four language skills, vocabulary must be acquired by students. Vocabulary is a crucial element in the development of fluency in any language. This is why lexical competence is regarded as a pivotal aspect of language learning. Additionally, vocabulary plays a pivotal role in language learning as a lack of vocabulary knowledge impedes students' ability to learn a language effectively. By developing their capacity to utilize vocabulary learning strategies, learners can markedly enhance their overall proficiency in English.

Surmanov and Azimova (2020) state that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that learning vocabulary can be problematic because many learners are not confident about best practice in vocabulary learning and at times do not know where to begin in developing an instructional emphasis on word learning.

Furthermore, the researcher's own experience at the junior high school level has led her to conclude that the process of learning vocabulary can be perceived as somewhat tedious and outdated. The researcher notes that the teacher's approach is merely by

asking students to compile lists of word. The method of teaching vocabulary is often to provide a list of words that are frequently used in everyday contexts. Students are then asked to memorize these words and recite them in front of the class. This approach has been criticized by the researcher for being uninspiring and lacking in creativity. It fails to provide an engaging and dynamic learning environment.

Subsequent experience was gained by the researcher during Praktek Pengalaman Lapangan (the Practical Field Experience) process at Sint Carolus Kupang Catholic High School for approximately five months. The researcher found that the majority of eleventh grade students have difficulties in their vocabulary. They lack motivation during learning English in class because they have minimal vocabulary. They also have difficulty on how to write words in English and how to pronounce words. Another problem is that students tend to stick to the dictionary books provided by the school to learn vocabulary, which can make them less interested in the classroom. Because of the above problems, the researcher chose eleventh grade students at Sint Carolus Catholic High School Kupang as the object of research for this paper.

The vocabulary learning method mentioned above is not popular anymore because technology makes everything easier and more fun, including education. Teachers can use technology to make lessons more creative. One way is to use social media. Alhebshi and Gamlo (2022) claimed that without efficient and practical vocabulary learning using effective tools, English language skills cannot be practical.

Olii, (2021) stated that there is a need for more innovative learning media that are tailored to the needs of both the characteristics of the subjects and also the

characteristics of students. The difficulties experienced by students in increasing English vocabulary may be overcome by using learning media.

Nowadays, social media is becoming an increasingly important part of everyday life, and many students use it to communicate inside and outside school (Shin, 2018). It is because there are so many free and simple social media technologies available, such as Instagram, YouTube, Twitter, TikTok, Facebook, and others.

In this research, the researcher used a selected song as a medium for learning English vocabulary. This can be achieved by utilizing the YouTube application as a channel for songs that are used as a medium for learning vocabulary. This technique was employed because songs are a unique learning tool that can attract students' attention and raise enthusiasm in English learning process, especially in efforts to improve students' vocabulary mastery. Another reason for choosing songs, especially pop songs, is that they provide both entertainment and learning benefits. Songs create an enjoyable atmosphere that reduces students' anxiety and increases motivation. The repetitive lyrics make vocabulary easier to memorize, while pop songs are familiar to high school students because they often listen to them in daily life. With easy access through YouTube, songs become an authentic and practical medium that supports vocabulary learning and encourages students to engage actively in the process.

In addition, most learners enjoy singing songs, and songs can often be a variety from the routine of learning the foreign language. According to Zatnikasari in Pradana (2014), songs are also effective to make the students remember the words easily and feel more motivated in the class because they learn in an interesting way. One of the ways in creating an enjoyable learning atmosphere is by using songs as teaching media in the classroom to develop students' vocabulary mastery. By using songs in teaching English

vocabulary, students will feel a pleasant atmosphere. Students can easily remember vocabulary because it is already familiar to their ears and they can learn and understand new vocabulary which comes from songs. Another important reason for choosing songs, particularly pop songs, as a medium is that they provide both entertainment and learning benefits at the same time. Songs create a relaxing and enjoyable classroom atmosphere, which reduces students' anxiety and increases their motivation to learn. Moreover, the repetitive nature of song lyrics helps students to memorize vocabulary more effectively. Pop songs in particular are familiar to high school students because they are often listened to in their daily lives, making them an appropriate and relatable medium for teaching. The accessibility of songs through platforms like YouTube also makes it easier for teachers to provide authentic materials that can be used both inside and outside the classroom. Therefore, using songs as a medium not only supports vocabulary acquisition but also encourages students to engage actively in the learning process.

Another important reason for selecting *Count on Me* by Bruno Mars is that the song is thematically suitable for high school students. The lyrics focus on friendship, trust, and mutual support, which are relevant and meaningful topics for adolescents. These themes make the song more engaging and relatable for students, increasing their motivation to learn. Moreover, the song contains simple yet useful vocabulary and clear pronunciation, which make it appropriate for learners at the senior high school level. The repetitive structure of the lyrics also reinforces vocabulary retention, as students are exposed to the same words and phrases multiple times in a natural context.

Since *Count on Me* is a popular pop song that many students are already familiar with, it provides both an entertaining and authentic learning resource. Therefore, the

choice of this particular song is expected to facilitate students' vocabulary acquisition more effectively than using unfamiliar or overly complex song.

Dale in Gasma (2017) states that songs are good at introducing vocabulary because songs provide a meaningful context for the vocabulary. Listening to music also can provide enjoyment and stimulate cultural interest. It means when students listen to their favorite English songs, they are motivated personally to find out what songs are about, understanding the meaning of a word, and they can get more vocabularies from song's lyrics they heard. It was supported by Cebula in Gasma (2017), who said that the students who participate in learning through songs usually express themselves easily and pick up a lot of new words. Thus, students desire to listening to English songs are expected to improve the students' vocabulary mastery.

Based on the background and the existing problems above, the researcher is interested in conducting a research project entitled **'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'**.

1.2 Research Questions

In light of the aforementioned background, the research questions are formulated as follow,

1. Is there any significant effect of the YouTube song "*Count on Me*" by Bruno Mars in improving students' vocabulary mastery?

2. What are the challenges in the implementation of using the English song “*Count on Me*” by Bruno Mars from YouTube to improve students’ vocabulary?

1.3 Objective of the Study

Reference to the research questions, this study is done to find out

1. To find out whether or not the use of the YouTube song “Count on Me” by Bruno Mars can improve students’ vocabulary mastery.
2. To identify the challenges encountered during the implementation of using the YouTube song “Count on Me” by Bruno Mars in vocabulary instruction.

1.4 Significance of the Study

It is anticipated that this research will be useful for teachers in teaching vocabulary to their students. In other words, it provides inspiration for teachers seeking more effective teaching techniques to assist students in learning their vocabulary in an enjoyable manner. In a broader sense, this research is expected to enhance people’s English knowledge. At the very least, this research is intended to bring numerous advantages to others in the pursuit of English language learning.