CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Basic language skills that must be mastered before mastering English skills are vocabulary. Vocabulary is a collection of words used in a language. Enriching vocabulary can improve one's language and communication skills. There are several definitions of words given by some professionals. According to Sumarsono (2017), vocabulary is a collection of words that are mastered by a person in a language that is used to communicate with others. According to Mulyana and Rohani (2014), vocabulary is a collection of words in a language that is mastered by a person and used in communicating. According to the definition given above, vocabulary consists of all the words that people know and use to communicate with each other in a particular language.

The first and most important component in learning English for beginners is vocabulary. They can communicate effectively both orally and in writing by developing their vocabulary. The use of the right vocabulary is very important in communication both orally and in writing because it can affect the understanding of the message conveyed. In learning English, vocabulary is also not taught separately, but is integrated with other language skills, such as reading, writing, speaking, or listening. Effective language learning should include four main skills: reading, writing, speaking, and listening, and expanding vocabulary and grammatical comprehension (Schumann, 1997).

Good knowledge and broad vocabulary can help a person in improving reading and writing skills in the language learned (Nurkancana, 2021). From the definitions above, it shows that vocabulary is an important component of language.

2. Types of Vocabulary

According to Hurlock (1978) children learn two types of vocabulary, namely general vocabulary and special vocabulary. Common vocabulary is used more often and appears more often in everyday conversation. Therefore, general vocabulary is usually easier to understand and learn by children. Recognition of vocabulary usually occurs in the advanced stages of language learning. Specific vocabulary is often associated with specific areas, such as science, technology, or industry, and is often used in more specific contexts. Special vocabulary also plays an important role in understanding more complex texts, such as scientific articles or technical reports.

According to Yule (2014), general vocabulary is grouped based on words, the grouping of these words is:

a. Nouns

Nouns are words that are used to refer to people, animals, objects, places, or abstract concepts. Examples of nouns in English include "book" (book), "chair" (chair), "love" (love), and "time" (time).

b. Adjective

Adjectives are words that are used to provide a description or adverb of a noun or pronoun in a sentence. Examples of adjectives in English include "beautiful" (beautiful), "happy" (happy), "big" (big), and "tasty" (delicious).

c. Verb

Verbs are used to express the action or state of the subject in the sentence. Examples of verbs in English include "eat" (eating), "run" (running), "sleep" (sleeping), and "study" (learning).

d. Adverb

Adverbs are used to provide additional information about verbs, adjectives, or other adverbs in sentences. Examples of adverbs in English include "quickly" (quickly), "always" (always), "very" (very), and "never" (never).

According to Suwito (2016), special vocabulary consists of several types of vocabulary related to special fields or needs. Several types of special vocabulary that are often used are:

a. Technology vocabulary

Technology vocabulary is related to technology and computers. Examples of technology-specific words include "computer", "software", "hardware", and "internet".

b. Business vocabulary

Business vocabulary is related to the business world. Examples of business-specific words include "management", "strategy", "investment", and "stock".

c. Medical vocabulary

Medical vocabulary is related to the world of medical and health. Examples of medical-specific words include "doctor", "medicine", "disease", and "surgery".

d. Legal vocabulary

Legal vocabulary is related to the world of law. Examples of special legal words include "law", "judge", "advocate", and "civil".

In each field, special vocabulary is usually used by experts or people who work in that field to facilitate communication and clarify the intent or purpose to be conveyed.

3. The Aspect of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado (1972: 1) the vocabulary aspects consist meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms.

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

d. Word Classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb. The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

e. Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

B. Singing Activities

1) Definition of Singing

Singing is an activity that involves emotion and expression. Through singing one can express his feelings and emotions more freely and creatively (Yasin, 2013). Singing is one activity that is very beneficial for

children's development. Besides being able to increase children's creativity and imagination, singing can also improve children's language skills and social skills. According to Nurhadi (2015), singing can help children expand vocabulary and develop language skills, as well as improve emotional and social intelligence. In the context of early childhood education, singing is also a common activity. According to the Center for Curriculum and Books (2017), singing is an effective way to improve children's emotional intelligence and social skills. In singing activities, children can learn to communicate well, express emotions appropriately, and develop self-confidence. In addition, singing can also increase children's creativity and imagination. In singing activities, children can express themselves freely and develop their imagination. This is in accordance with the opinion of Kamtini (2005) which states that singing can awaken children's imagination and help develop creativity. An example of singing activities for early childhood is singing children's songs, both simple and moving ones. Apart from that, you can also do song writing activities with your children by involving their imagination and creativity.

a. Definition of Singing Activities

Singing activity is one of the methods used in learning English to improve students' vocabulary skills and speaking abilities. According to several studies, singing activities can increase student motivation, expand vocabulary and help students remember words better (Gatbonton & Segalowitz, 1988; Barcroft, 1999). Vocabulary learning through singing activities is considered effective in improving students' English vocabulary skills. According to a study by Nagasawa and Yoneyama (2014), the use of songs in learning English can improve students' vocabulary skills and understanding of English.

The songs used in singing activities must be chosen carefully and according to the ability level of the students. This is because the use of songs that are not in accordance with the student's ability level can confuse students and make them lose interest in learning English.

Songs that are suitable for children should contain educational elements and positive moral values, so that they can help improve children's cognitive, emotional and social development. For example, children's songs that contain moral messages, knowledge, and skills, such as children's songs about numbers, letters, colors, shapes, names of animals or plants, and so on.

According to Tadjoeddin (2007), a good children's song must meet the following criteria:

a. Easy for children to understand and memorize.
b. Contains positive and educational moral values.
c. It is accompanied by movements or dances that are easy to follow.
d. Generating children's creativity and imagination.
e. Contains elements of healthy humor.

b. The Effect of Singing Activities on Vocabulary Learning

Singing activities have the unique ability to influence students' emotions and motivation. According to Juslin and Västfjäll (2008), singing activities can create a more enjoyable experience and evoke positive emotions in students. This can increase learning motivation and vocabulary recognition because students are more motivated to engage in fun activities. Not only that, singing activities involve repeating vocabulary in a distinctive melodic and rhythmic context. According to Rauscher, Shaw, and Ky (1993), repetition through songs can strengthen the association between vocabulary and musical elements. This can improve vocabulary comprehension and strengthen students' long-term memory of these words.

The influence of music on vocabulary has become an interesting topic in learning English. Singing activities have been recognized as an effective method of increasing vocabulary comprehension and use. Based on existing theories, repetition, rhythm, and melody in songs can strengthen brain connections related to vocabulary processing. Salasoo and Tõnso (2013) explained in their research that singing can be an

effective tool in learning English vocabulary and singing activities can help students remember and internalize vocabulary better. Al-Jumaily and Al-Ali (2014) also found similar results in their research on the use of songs in learning vocabulary for EFL students. It can be concluded that the results of their research indicate that singing activities can improve students' vocabulary comprehension and retention. Thus, singing activities can be an interesting and effective approach to increasing vocabulary among English students.

Singing activities also involve the use of sensory variations such as hearing, sight, and body movement or what is called the theory of multimodal enrichment. According to Hickey and Lipscomb (2008), the use of multiple modalities in learning, including through music and physical movement, can help strengthen neuronal connections in the brain associated with vocabulary. By presenting vocabulary through various sensory stimuli, students can more easily remember and associate words with multi-sensory experiences.

2) Learning Strategies Through Singing

Learning strategy through singing is a learning method that uses songs or chants as a means to introduce certain concepts or topics. This method combines elements of music and education to facilitate the learning process and increase students' understanding of the subject matter.

According to Kurniawan et al. (2018), learning strategies through singing are an effective method for increasing students' interest and motivation in learning and can improve understanding and retention of information. According to Wilson and Houska (2018) also shows that the use of songs or singing in the learning process can increase student participation and help remember information better.

According to Suryadi, A. (2017) the learning strategy by singing consists of four steps, namely:

a. Selection of the right song

b. Recognize and understand song lyrics

c. Vocal practice and movement according to the song

d. Application to appropriate learning situations

Choosing the right song is an important first step, because the song chosen must be appropriate for the child's age and interests and can develop the skills you want to teach. Then, children need to know and understand the lyrics of the song in order to understand the meaning of the song. Furthermore, vocal exercises and movements according to the song are carried out to improve children's vocal and motor skills. The final step is to apply the lessons learned from singing in appropriate learning situations.

3) Benefits of Singing for Children

Singing has great benefits for children in their learning and development process. Some of the benefits of singing for children include (Caruso, 2014):

a. Improve reading and spelling skills: Through singing children can learn to read and spell words more easily and fun. Nursery songs that have simple lyrics and easy-to-remember rhythms can help children remember vocabulary and word pronunciation better.

b. Develop language skills: singing can help children develop language skills, including acquiring new vocabulary, improving speech skills, and increasing fluency.

c. Improves math skills: many nursery rhymes use numbers and patterns in the lyrics, so they can help improve a child's math skills.

d. Improving coordination and motor skills, singing can also help improve children's coordination and motor skills, especially in songs that require body movements or dance.

4) Singing Function

Singing has many important functions in human life, especially in child development. Here are some functions of singing according to experts:

a. As a tool to express emotions and feelings

Musician, Levitin (2006) states that singing can help someone express emotions and feelings that are difficult to express verbally. When someone sings, he can express his feelings through melody, rhythm, and song lyrics.

b. As a learning medium

According to education experts, Pramitasari (2015), singing can also be used as a learning medium. In the context of children's education, singing can help children memorize, understand, and master subject matter more easily. Educational songs that contain moral values and knowledge can motivate children to learn better.

c. As a means of social development

Psychologist, Rickard (2012), states that singing can help in a person's social development, especially in children. Singing can strengthen the relationship between children and adults, as well as strengthen the relationship between children and their peers. Group singing can also help children build a sense of community and mutual support.

d. As a relaxation tool

Singing can also function as a relaxation tool. Musicians and neuroscientists, Blood and Zatorre (2001), stated that when a person sings, endorphins are released in the brain which can have a positive effect on a person's mental and physical health. Singing can help relieve stress, improve mood, and improve sleep quality.

5) Relationship between Singing Method and Children's Vocabulary

The relationship between the singing method and children's language vocabulary is that the singing method can help increase children's language vocabulary because there are several factors involved in the process of learning to sing. One such factor is the repetition of the words in the song. When children sing, they often repeat the same words over and over. This helps children remember words and strengthens connections between words and their meanings in their brains (Faulkner and Wood, 2011). In addition,

when children learn new songs, they was learn new words they may never have heard before. This can help increase the vocabulary of the child's language vocabulary. According to Strickland and Maurer (2014), songs can help expand a child's vocabulary because songs often contain vocabulary that is different from vocabulary that is often used in everyday conversation. Additionally, when children sing, they use their brains to process lyrics and follow melodies. This can help stimulate the mind and strengthen the brain connections needed to learn languages (National Association for Music Education, 2018). Finally, songs often teach vocabulary in meaningful contexts, which can help children understand what words mean and how to use them in sentences. This can help children expand their vocabulary better (Faulkner & Wood, 2011).

C. Independent Study Program

The Independent Study Program is one of the flagship programs of the Merdeka Campus launched by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). This program provides opportunities for students to study independently outside the formal curriculum and helps them broaden their horizons and improve their competence and abilities in areas of interest.

The Independent Study Program aims to provide opportunities for students to choose programs or courses according to their interests and needs, develop skills and abilities, and expand networks and connections outside the campus environment (Saputra et al, 2021).

1. Objectives of the Independent Study Program

The Independent Study Program aims to provide flexibility for students to choose courses that suit their interests and needs. Thus, this program can help students gain additional knowledge and broaden their horizons in different fields (Ministry of Research, Technology and Higher Education, 2018).

2. Implementation of Independent Study Programs

The implementation of the Independent Study Program at every tertiary institution in Indonesia is regulated by the Ministry of Research and Technology/Head of the National Research and Innovation Agency (BRIN) through Regulation of the Minister of Research and Technology/Head of BRIN Number 6 of 2016 concerning Higher Education (Permenristekdikti 6/2016). Universities are required to provide independent study programs for their students (Ministry of Research, Technology and Higher Education, 2018).

3. Requirements to Join the Independent Study Program

To take part in the Independent Study Program, students must meet the requirements set by the college where they study. These requirements are usually in the form of minimum credit requirements, minimum GPA, and other requirements set by universities (Ministry of Research, Technology and Higher Education, 2018).

4. Limitations of Independent Study Program Subjects

The number of courses that can be taken through the Independent Study Program is usually limited. Each tertiary institution has a different policy regarding the number of courses that can be taken through this program. However, usually the number of courses that can be taken through independent study programs does not exceed 20% of the total credits that must be taken by students (Ministry of Research, Technology and Higher Education, 2018).

5. The Process of Selecting Subjects for Independent Study Programs

The process of selecting courses through the Independent Study Program usually varies in each tertiary institution. However, generally the course selection process is carried out through procedures set by the tertiary institution. Students can choose courses from various study programs in tertiary institutions, and then apply to take these courses through an independent study program (Sari, 2021).

6. Benefits or advantages of the Independent Study Program

The advantages or benefits that was be obtained after participating in an independent study program are:

a. Increase the insight and knowledge

The Independent Study Program allows students to take courses outside their study program. Thus, students can add insight and knowledge in different fields of their study program. This can improve the quality and competence of students as university graduates (Sari, 2021).

b. Increase competitiveness in the world of work

By adding insight and knowledge in different fields, students can have an advantage in the world of work. They can have more skills and can be applied in various fields of work. In addition, students can also demonstrate the ability to study independently and take initiative in seeking opportunities to develop themselves (Ministry of Research, Technology and Higher Education, 2018).

c. Support future career development

Courses taken through the Independent Study Program can help students prepare themselves to develop careers in the future. The courses taken can help students understand the needs and demands of the desired field of work, and can help them build networks and relationships with people who work in that field (Sari, 2021).

D. Previous Studies

This study contains several previous studies that have characteristics similar to that study. These similarities can be in the form of significant similarities in efforts to improve students' English vocabulary mastery through the use of singing activities. Previous research which became a reference in writing this research is as follows:

The first research by Farida, R. (2019) is entitled "The Effectiveness of Singing Activities in Improving Students' Vocabulary Mastery". The results

showed that the use of singing activities made a significant contribution in increasing students' vocabulary mastery.

The second research by Sari, N. R., & Yulianto, A. (2018) is entitled "Improving Vocabulary through Singing Activities for Young Learners". The results showed that the use of singing activities could improve students' vocabulary skills significantly.

The third research by Assegaff, H. (2017) is entitled "The Effectiveness of Singing as a Means to Improve Students' Vocabulary Mastery". The results showed that the use of singing was effective in increasing students' vocabulary mastery.

Another study was conducted by Sumarsono, T. (2016) entitled "Improving Vocabulary Mastery through Song". The results of the study show that the use of songs can improve students' vocabulary mastery significantly.

From the several studies above, it can be concluded that the use of singing activities or songs is very effective in increasing students' vocabulary mastery. Based on the explanation of the previous research above, the researcher intends to implement Singing as a method of teaching students in English Village Parit Baru. This study has a more specific focus, namely on the use of singing activities in improving English vocabulary mastery for students in Parit Baru village. In addition, this research can also make a specific contribution to the development of English learning in Parit Baru village. Therefore, the use of singing activities in the research "Improving English vocabularies by using singing activities to students of English Village of Parit Baru" is expected to make a positive contribution in increasing students' vocabulary mastery and by focusing on this special environment, this research can provide an overview more detailed and accurate information regarding the effectiveness of using singing activities to improve students' English vocabulary mastery in this area.