CHAPTER I
INTRODUCTION

A. Background of Study

English is one of the languages that some people find complex to learn but it is essential. A universal language is known as English, because it is the most frequently spoken language and one that is required to be learned all over the world. In education, students from elementary school until university must learn English (Maduwu, 2016). Education is learned not just at school but also in the community, family, and society. Education is divided into three forms under statute no. 20 of 2003 on national education: formal, informal, and non-formal education. Formal education is a systematic, gradual education that includes elementary, secondary, and university education. Informal education is education obtained through the family and the community. Non-formal education, on the other hand, is structured and established outside of school or official education. English courses and acting lessons are two instances of non-formal admissions (Faujiah, 2017).

The problem experienced by Parit Baru students is that there is no English lesson for the elementary school level. These problems can be solved by flexible and relaxed activities outside of school activities, such as non-fomal education. Non-formal education needs to continue to seek human resources to freely teach, then the facility of instruction that has not been officially given, then a means of education or non-formal education can be a village hall, house, or anyplace. That is why a non-formal education is more difficult than formal education (Faujiah, 2017). One example of non-formal education is English village.

The English Village is a program that attempts to teach English in a non-formal education context. English village is conducted in a village to help students comprehend and learn English in a joyful and relaxed learning environment. Researcher employs a translated local legend to

facilitate the requirement for activities carried out by Parit Baru village and collaborate with IKIP PGRI Pontianak and assist students in learning English.

Local legend is a legend that tells about a history related to the formation of a place followed by a supernatural thing and miracle (Nurmia *et al*., 2016). The local legend has characteristics that are believed to be an event that really happened, contains life value, traditional and hereditary. The use of local legend in teaching is an essential thing because local legend contains grammar that is easy to understand so that students can easily improve the English vocabulary that is relevant to daily life. It is also predicted that translated local legend will boost the   of each student's English lessons at school by applying entertaining learning techniques, as well as taking in some resources based on the level of ability of the students and materials at their official schools and employing translated local legends.

The purpose of learning activities that use more leisurely and entertaining ways of formal education is to keep students from becoming bored and repetitive with English learning. Local legend to education have been widely used across the world, especially in Indonesia to improve students' ability to understand texts. From elementary school to college, such as narrative text (Nurmia *et al*., 2016) and improve students' ability to read narrative texts (Markus *et al*., 2013). Not only aiming to understand the text, local legends can also be used in developing students' language awareness and preserving local wisdom (Soelistijowati & Erwanto, 2016). Local legends can also be used to develop students' critical learning skills (Yoedo & Mustofa, 2022). In addition, the local legend can be used as alternative and engaging teaching material (Rukmana, 2014).

Previous studies mostly employed translated local legend, in the formal education context. In the meanwhile, only a few studies have been conducted in the context of non-formal education. Accordingly, this

research used translated local legend as framework to build materials for the English village program in the Parit Baru village. As a result, the assessment of this research would want to know how the implementation of a translated local legend and how is the students' response after the implementation of the translated local legend to teach English to English village students in a non-formal context.

B. Research Problems

Based on the research background above, the researcher determines that the research problem of this study were:

1. How is the implementation of a translated local legend in teaching English to the students of English Village at Parit Baru?
2. How is the response of students after using translated local legend to teaching students of English village of Parit Baru?

C. Research Purposes

Based on the research problems above, this research aimed to:

1. To find out how is the implementation of a translated local lgend in teaching English to the students of English Village at Parit Baru Village.

2. To find out how is the response of students after using translated local legend to teaching students of English village of Parit Baru.

D. Scope of Research

There are two main points that will be explained below, namely research variable and operational definition. In order to minimize ambiguity and misinterpretation, it is necessarry to restrict the scope of research.

1. Research Variable

There was only a single variable in this research. The single variable in this study focuses on using genre-based approach through translated local legend to teach students of english village of Parit Baru village.

2. Research Terminology

Research terminology from this English teaching was learning English language skills using a method or approach in English village.

a. Teaching English as a Foreign Language

Teaching English as a Foreign Language means considering how to build abilities in using English in a context-appropriate and acceptable manner based on the context and circumstances of students' everyday lives. (Wijaya, 2015). Teaching English as a Foreign Language also include developing English language skills through a method or approach.

b. Genre-Based Approach

The Genre Based Approach is a method that English teachers should use to teach four abilities in English: listening, speaking, reading, and writing, through the use of genres or texts (Tachia & Loeneto, 2018).

c. English Village

English village is an example of a non-formal education organized as a tool for students to learn English outside of school (Faujiah, 2017). Many English Village programs have been established in Indonesian villages, especially in West Kalimantan. In this research, the English Village program was implemented in

Parit Baru Village, Kubu Raya, West Kalimantan. The students participating in the English village are the students who live in the surrounding strip. Applying a pleasant teaching method can prevent students from feeling monotonous and dull about studying English.

d. Local Legend

Local legend is a story about the location, a village history, or a product of tradition such as folklore (Nurmia *et al*., 2016). Local legends sometimes involving the supernatural things and are passed down from generation to generation by word of mouth or in writing.

E. Research Significant

The implementation of this research is expected to bring benefits that can be seen from a theoretical and practical perspective.

1. Theoretical Benefits

From a theoretical perspective, a genre-based apprroach through translated local legend can enrich the literature on a genre-based approach that is still limited to non-formal education.

2. Practical Benefits

This study is intended to make a significant addition to the field of English teaching and learning, particularly for:

a. Teachers

This study might provide a new method for teachers to undertake learning activities, particularly in teaching English.

b. Students

The researcher expects that this research will give a positive contribution to the students in learning English by used translating local legend because local legend has a simple and easy to understand language structure so it can help develop students'

vocabulary in daily life because the local legend is authentic and relevant to us.

c. Further Researcher

This study may be used as a starting point for further research into English learning methods, particularly the translated local legend for teaching English.