

CHAPTER II

LITERATURE REVIEW

A. Communicative Competence

Communicative competence means having 'a competence to communicate'. This competence can be oral, written, or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real-life situations for fulfilling communicative needs. Language, according to many researchers, is a means of communication, and it comprises four main skills; listening, speaking, reading, and writing. According to Hymes (cited in Abdulrahman & Ayyash, 2019), someone's competence not only reflects their knowledge of language forms and structures, but also refers to the way they use language in real social situations.

Based on the above discussion, this study defines the term "communicative competence" as Knowledge of the rules of verbal and non-verbal communication and the skills to use them effectively and appropriately understand knowledge in real life to achieve communication goals.

Communicative competence includes the following aspects of language knowledge:

- a. Knowing how to use language for a range of different purposes and functions.
- b. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- c. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

- d. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

(CITED IN RICHARDS, 2006)

To achieve the above-mentioned communicative competence, this study used employ an approach, text-based instruction, also known as a genre-based approach, which treats communicative competence as involving the mastery of different types of texts. According to (Batubara & Pd, 2013), the genre is a staged, goal-oriented text type resulting from using language. Text here is used in a special sense to refer to structured sequences of language that are used in specific contexts in a specific way. To be specific, the genre-based approach (GBA) used is under the systemic functional linguistics (SFL) movement. Hereafter would known as SFL GBA.

B. Implementation of Genre Based Approach

Genre Based Approach is an approach that should be applied by English teachers in teaching four skills in English; listening, speaking, reading, and writing through the genres (Texts) (Tachia & Loeneto, 2018). Here are the following aspects of GBA:

1. Building Knowledge of the Field (BKoF)

This stage should be done at the beginning of the teaching. The analysis shows that this part cropped up in all patterns with which the English teachers started their teaching of the language skills and language components. Uniquely, the activities teachers did in this stage are comparable as presented in the following: greeting the students, checking the attendance, reviewing the previous topic, and introducing the topic to learn.

2. Modelling of the Text (MoT)

The modeling stage is executed after BKoF. In this context, most teachers make use of this cycle in classroom teaching. In this aspect, the

teacher asks students to listen to the material that would delivered. It aims to train students' listening skills which tested in the next aspect.

3. Joint Construction of the Text (JCoT)

After practicing students' listening skills, the teacher enters the joint construction of the text aspect. In this aspect the teacher works with students in learning to practice students' reading and speaking skills. The teacher asks students to say the correct pronunciation of vocabulary by reading the vocabulary that has been provided on the whiteboard together.

4. Independent Construction of the Text (ICoT)

In the last aspect, the teacher asks students to fill in the provided worksheet without looking at the notes in order to practice students' writing skills. Then the teacher gives an assessment of the worksheet.

SFL GBA lies on three basic principles. The first principle is learning a language is a form of social activity (Emilia & Hamied, 2015; Martin, 2014). This means that the SFL GBA requires a social context. In this study, the social activity or the social context is daily life texts such as giving instruction, invitations and asking permission as demanded by the national curriculum. The second principle is explicit teaching. Explicit teaching means teaching and learning will be more effective when the teachers are explicit about what is expected of their students (Pujiastuti et al., n.d., p. 306). Here, teaching a language must be explicit where a teacher provides explanations and resources for the students to learn the social functions, schematic structures, and linguistic features of the genres (Aunurrahman et al., 2017; Emilia & Hamied, 2015). The third principle is guidance. Teaching is more than just transferring the knowledge above to the students. It is also about providing proper guidance or also known as scaffolding that would help the students to be independent in learning especially in constructing their own texts individually (Kuiper et al., 2017; Kusumaningrum, 2015; Martin & Rose, 2005; Nugraha, 2013).

The genre-based approach has important elements that need to be mastered, namely using text. The text here is not limited to written text but also symbols and images that have meaning and context (Emilia, 2005; Halliday,

2007). In this study, the context is English village students who come from primary and secondary education levels. Assuming students have limited experience with English, this study helped increase students' experience by using relevant texts. The design of texts will be further discussed in the section D.

C. Concept of English Village

Since the implementation of the curriculum in 2013, primary schools no longer provide English because it is not a required subject but only local content. This rule makes English more and more unfamiliar to children. While learning English as a Foreign Language at the primary education level can be a solid foundation for children. Since the implementation of the ASEAN free market in 2015 through the *Masyarakat Ekonomi ASEAN* (MEA), the need for English has increased.

Therefore, it is necessary to use the English Village Project in West Kalimantan Province as part of non-formal education to develop children's English communication skills. With a high-quality education that includes English Language Education, it would enable children to get better job opportunities at home and abroad when they grow up, because they have Foreign Language skills.

The implementation English village course as a non-formal education course. The researcher used materials made according to the needs of the village community, instead of relying on national courses that may not be suitable and start learning English from a very young age. Adapt to rural communities.

There are 3 models of English Village options that can be developed based on the agencies that involved. The 3 selected models are:

1. Village model. English village model means that the village is willing to participate in the English village project in terms of human resources, facilities, management, and financing. This model is most likely to be

implemented because the village has a major impact on the development of society's lives.

2. **School Model.** The English Village Model of the School means the School is willing to participate in the English village Program in terms of human resources, facilities, management, and financing. The target schools are elementary schools where English is not a compulsory subject. Implementation in schools can be done in the form of local content or extracurricular activities. However, this implementation is not easy because schools need to conduct a needs analysis to indicate the urgency of the need for English subjects. In addition, this implementation may only be limited to students in the school environment.
3. **Islamic Boarding School Model.** English village model of the Islamic boarding School means the Islamic Boarding School is willing to participate in the English Village program in terms of human resources, facilities, management, and financing. The Islamic Boarding School model has similarities in the weaknesses that exist in the school model, which is limited to the Islamic Boarding School environment.

Based on the above types of English Village, this study used village model. The researcher would further communicate the English Village program to the village government in terms of human resources, facilities, management, and financing.

D. Teaching Practices of ELT

1. Characteristic

ELT teaching practice means the teacher's practice of teaching students in the classroom. According to Selvi (cited in Faez & Karas, 2021), English language teaching (ELT) is a border-crossing profession as teachers, and even students, move to different contexts for both work and study. Much of this activity is aimed at improving learning by attempting to put the learner at the heart of the learning process as explained by McGrath (cited in Waters & Vilches, 2012). Teaching practices of ELT in this study

used a genre-based approach. The procedure using a genre-based approach to teaching practices of ELT includes building knowledge of the field, modeling of the text, joint construction, and independent construction. In addition, the implementation of the genre based approach also used explicit teaching and guidance.

2. Teaching Material

Teaching-Learning Materials (TLMs) are the tools that are used by teachers and instructors within schools to facilitate the learning and understanding of concepts among students (Kapur, 2019). According to Sugirin (cited in Devi et al., 2021), teaching materials are an important means to achieve learning objectives because teaching materials help teachers in preparing learning activities and guiding students in learning, both at school and home. To succeed in the English village of Sungai Deras, other researchers used several themes raised in this research. There are using material introducing self, translated local legend, translated traditional song, and translated traditional legend with the genre based approach. In this study, the researcher would act as a tutor to deliver the material introducing self. Here's the material:

Table 2.1 The Material Intodusing Self

THEME : Introducing Self	
The social objective	to tell students how to introducing self
The schematic structure	Hello good morning/afternoon my friend. Let me introduce myself. My name is Riska Junnita, you can call me Riska. I am From Kayong Utara and my hobby is writing and also reading. That all, thank you

language features (vocabulary)	<ol style="list-style-type: none"> 1. Good morning (selamat pagi) 2. Good afternoon (selamat siang) 3. Good night (selamat malam) 4. My (saya) 5. I am (saya) 6. Me (saya) 7. You (kamu) 8. Name (nama saya) 9. From (dari) 10. Can (bisa) 11. Call (memanggil) 12. hobby (hobi/kegemaran) 13. Volley ball (bola voly) 14. Singing (bernyanyi) 15. Writing (menulis) 16. Reading (membaca) 17. Playing (bermain)
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Based on the table 2.1, shows the spoken text that being taught to students in the English village of Sungai Deras. It can be seen that the spoken texts to be taught have different social purposes, schematic structures, and language features. To teach it is not enough just to give the text. This leads to the second and third elements, namely explicit teaching and guidance.

Explicit teaching means giving explicit and clear instructions and teaching. The role of the teacher or teacher is to show students what has been and needs to be done in writing a text explicitly, especially when they are in the zone of proximal development (Kuiper et al., 2017; Vygotsky & Cole, 1978; Wood et al., 1976). Showing what has been and needs to be done is also part of the guidance or scaffolding that is needed by students

until they get out of the zone of proximal development towards independence (Aunurrahman et al., 2017; Emilia, 2012).

E. Exploring Teaching Practices of Sungai Deras English Village

Sungai Deras Village is a village located in Teluk Pakedai sub-district, Kubu Raya Regency, West Borneo Province. In Sungai Deras village there are 4 backwoods and 22 Rt (Neighborhood Association). Sungai Deras Village is a lowland area that is located not far from the Kapuas River flow. In the area of Sungai Deras Village, there are no signs of communities or indigenous communities. The existing government is only the village government and sub-district government.

According to the 2018 Village Monograph, the total population of Sungai Deras Village is 3,175 people, consisting of 1,525 men and 1,650 women. The number of families in this village is 827 households consisting of 754 male family heads and 73 female family heads. The majority of people in Sungai Deras village work as palm oil workers and farmers.

There is one palm oil company in Sungai Deras village. The palm oil company is owned by foreigners. Therefore, with the existence of an English village in the Sungai Deras village, it is hoped that it can help the children in the Sungai Deras village can speak English. So, these children can compete with foreigners to get a decent job in the company.

Through this English village, children would get various kinds of vocabulary related to everyday life. So that they can apply the vocabulary that is obtained in this English village to their environment. In this English village too, children would meet new friends from various schools, so they can practice their communication skills because they meet new friends.

The data of this village is related to the number of illiterate people, people who go to school (SD, SMP, SMA) are presented in table 2.2 below :

Total Population Based on Education Level	
Not yet/Didn't school	295 people
Didn't finish elementary school/Equal	257 people
Finish elementary school/Equal	1.083 people
Finish middle school/ Equal	465 people
Finish high school/ Equal	1988 people
Finish Diploma/Bachelor	86 people
Total	3.175 people

Source: Profil Desa Peduligambut, Desa Sungai Deras (2019).

F. Previous Studies

Emilia & Hamid (2015) entitled “Systemic Functional Linguistic Genre Pedagogy (SFL GP) In a Tertiary EFL Writing Context in Indonesia” This article reports the results of a study that aims to investigate whether systemic functional linguistic genre pedagogy (SFL GP) can help students develop skills to write them in English and students' opinions about the teaching program using SFL GP. The study was conducted in one semester with 19 student teachers taking a writing course on argumentative texts, at the English Department at a public university in West Java, Indonesia. The texts that are the focus are Exposition, Discussion, and Response to Literary Works, but for the sake of space, the article focused on Exposition. This study uses a qualitative case study research design with data collected from participant observation during 16 meetings, analysis of texts collected during the program, and questionnaires distributed at the end of the program. The results showed that although there are some aspects that still need to be improved, SFL GP, in general, can help students develop their writing skills. Observational data showed an increase in students' writing ability supported by students' texts which described a good control of the schema structure and

linguistic features of the focus texts. Finally, the questionnaire data revealed students' awareness of improving writing skills and positive responses to each activity in the program. Based on the research results, it is recommended that SFL GP be applied in other contexts in Indonesia and other countries.

Indrayatti (2015) entitled "Effectiveness of Application of Type-Based Approach in Writing Argumentative Texts". This study aims to identify four research problems related to the application of the Genre Based Approach in learning to write argumentative texts. The formulation of the research problem is the application of the Genre Based Approach in learning to write argumentative texts, the effectiveness of the application of the Genre Based Approach in improving students' writing skills, students' writing skills after the application of the Genre Based Approach, and students' opinions and suggestions about the application of the Genre Based Approach in learning to write texts. argumentative. This study used a pre-experimental design with one group pre-test post-test. Data was collected using written tests and questionnaires. The subjects of this study were students in the fifth semester of the 2012/2013 academic year from the French Education Department, Universitas Pendidikan Indonesia. It was found that by using the Genre Based Approach, students read argumentative texts to enrich their knowledge, studied examples of argumentative texts, wrote argumentative texts in groups, then wrote argumentative texts individually. The average post-test score for writing argumentative texts increased by about 26% (from 50.2 in the pre-test to 63.35 in the post-test). After applying the Genre Based Approach, students can write more vocabulary, can identify events and experiences clearly and more structured, and can make better arguments by explaining facts or experiences to support an argument. Based on data analysis, this study concludes that the Genre Based Approach is effective in improving students' competence in writing argumentative texts. This research is expected to enrich the study of the Genre Based Approach, and this approach can be applied in learning to write all types of texts in the classroom.

Zurdianto (2016) entitled “Genre-Based Approach to Teaching Narrative Writing”. This study aims to determine the process of writing narrative texts at the junior secondary level (SMPN 4 Pekanbaru, Riau Province). The researcher was assisted by an English teacher as a collaborator to conduct classroom action research to observe the teaching and learning process. This research was conducted in two cycles where each cycle consisted of modeling, joint construction, and independent construction. Four instruments consisting of observation sheets, field notes, interviews, and tests were used to collect data in Cycle 1. Five instruments consisting of observation sheets, field notes, interviews, tests, and questionnaires were used to collect data in Cycle 2. Research results show that the three steps of writing narrative texts to improve students' learning atmosphere and improve students writing achievement include (1) students determining important information from the text; (2) students sharing ideas about their work with their friends; and (3) students present the text in class and discuss it with their classmates. The genre-based approach has been shown to increase a pleasant learning atmosphere and improve students' writing achievement inline text. Another finding is that all participants usually go through the basic phases of the narrative text writing process: prewriting, compiling, revising and most of them only know terms such as the general structure of the text.

Aunurrahman et al (2017c) entitled “A Joint Construction Practice in Academic Writing Course in Indonesian University Context”. This study aims to explore students' writing and critical thinking capacity in the practice of co-construction in an academic writing course. This course applies a genre-based approach to teaching academic writing and critical thinking to first-year English as a Foreign Language students from a private university in Pontianak, West Kalimantan, Indonesia. A combination of explicit teaching, group discussions, and online review sessions was used in the joint construction practice for three meetings. The source of data collection is co-built text. The texts were selected from thirty-six students working in groups. Each group consists of low achievers, medium achievers, and high achievers

in writing. The text was analyzed using functional grammar. The analysis shows that the students have obtained good control of the genre exposition with its linguistic features. Thematic progress and logical connectors at the text level and circumstances (adverbs) at the clause level have manifested critical thinking and dispositional skills. Some grammatical and lexical errors of improper choice were identified but did not interfere with the purpose of text. The findings show that having more meeting classrooms would make explicit teaching and group discussion effective before students start writing independently. In addition, online review sessions can support student learning but with limitations.

Hidayat et al (2018) entitled "GBA To Write Recount Texts on Mount Darul Ulum Karangpandan, Pasuruan". Writing is a difficult subject for MTs students. Darul Karangpandan Pasuruan. This can be seen from the results of a preliminary study that shows the ability of class VIII MTs students. Darul Ulum Karangpandan in writing paragraphs is still lacking. The research aims to improve students' ability to write recount texts through the Genre Based Approach (GBA) in class VIII MTs Darul Ulum Karangpandan. The research design of this research is action research. The instruments used in this study were interviews, observation checklists, and tests. The study results show that the average score of students gradually increased from 56.51 in the pre-test to 71.31 in Cycle I and to 77.82 in Cycle II. This achievement proves that the application of a genre-based approach has succeeded in improving students' ability to write recount texts.

Ahmad (2018) entitled "Implementation of a Genre-Based Approach in Improving Students' Descriptive Writing Ability Through Sidney Sheldon's Novel *Rage of Angels* as a Role Model" this research relates to the Genre-Based Approach applied to high school students. The purpose of this research is to improve students' descriptive writing skills by applying theory. This study only focuses on descriptive text using the novel *Rage of Angels* by Sidney Sheldon as a role model. There are two research problem statements: What is a descriptive role model? Does the text in the novel improve students'

writing ability? And how does the Genre-Based Approach improve students' descriptive writing skills? This article uses qualitative research by giving several tests and questionnaires to students. The results showed that the application of the Genre Based Approach significantly improved students' writing skills. The students' writing skills also improved after they tried to study the novel as a role model for understanding descriptive texts. They become more confident and enthusiastic in writing practice. His approach and novels are good tools to have a successful target for students' writing skills.

Nahid (2018) entitled “Genre-Based Approach To Teaching Speaking Of Descriptive Text” This study aims to test the effectiveness of the Genre-Based Approach in teaching students to talk about descriptive texts and to investigate the improvement, if any, of junior high school students in speaking about genres descriptive. To achieve this goal, both quantitative and qualitative research are used. In particular, a quasi-experimental design with only a post-test was chosen to achieve the first objective, while case studies were used to address the second research objective. To collect data, non-participant observations and student speaking tests were conducted. The observational data were then analyzed using inductive analysis, while the students' speaking test was continued with statistical calculations through a t-test and also analyzed using descriptive text genre framework analysis. The results showed that GBA was effective for developing students' speaking descriptive texts and improving students' views of the social function, text organization, and linguistic features of the text. In addition, this study suggests that EFL teachers use GBA to teach other types of texts.

Nurani (2018) entitled "Application of a Genre-Based Approach in Writing English Memos". The objectives of this community service activity are as follows: 1) improve the ability to write English memos for teachers through the application of a genre-based approach; 2) improve the ability to understand the meaning of functional texts (memos) in English according to the context and function of daily use; and 3) provide new learning experiences to teachers which in the end can transfer the understanding of the material to

students to increase students' motivation in learning English, especially learning to write (writing). The implementation of this community service activity adopts the framework of groups the stages of writing through a genre-based approach (Genre Based Approach) into three steps of implementing activities, especially in learning to write, including: 1) modeling, 2) joint construction, and 3) self-construction. This activity is expected to provide valuable insight into improving teachers' writing skills (Cope, B., & Kalantzis, M., 1993).

Nagao (2019) titled "The SFL Genre-Based Approach to Writing in an EFL Context." This study investigates changes in the psychological attributes of English as a Foreign Language (EFL) learners in relation to awareness of lexicogrammatical features and the generic structure of discussion genre essays. This is achieved by applying a genre-based approach to text-based writing lessons over a 15-week course. The learning procedure is carried out as follows: stage (1): modeling and deconstructing the text, stage (2): writing the target text, stage (3): peer essay genre analysis, and stage (4): writing reflection analysis. The results show a specific increase in genre-based writing, especially among low-ability English learners. The results showed that their understanding of "interpersonal meaning" such as modal verbs improved. Improvements in the use of modal auxiliaries were also noted, as the word "should" does not appear in the prewriting of the text; However, the frequency increases in post-writing texts, especially in the last paragraph, which contains the author's opinions and suggestions.

Based on the previous research above, all of them focus on the application of a genre-based approach to learning English. The values most often found in previous studies were students' metacognitive abilities and writing skills in various types of texts. The difference with previous research is that this research does not focus on students' writing skills but explores the practice of implementing a genre-based approach used under the systemic functional linguistics movement. In addition, previous research was mostly

carried out on formal education. Therefore, the researcher is interested in exploring the implementation of SFL GBA in non-formal education.