

CHAPTER II

LITERATURE REVIEW

A. Teaching Students

Teaching is an activity or process conveying something meaningful such as knowledge and culture, to students. Teaching cannot be interpreted separately from learning. Teaching guides and fulfils education that allows students to understand the material being taught. Teaching foreign languages such as English has been studied and developed in Indonesia in line with the community's need for the importance of language skills in the era of globalization. As a result, English has become a compulsory subject at the secondary level. The function of teaching English is to develop communication skills in both spoken and written language. Therefore, English needs to be taught early (Fikriana, 2020).

Teaching English from an early age has several advantages, one of which is that early childhood will be easier to learn than adults (Permana, 2016). Teaching English involves four skills: listening, reading, speaking, and writing. Therefore, children need to know the basics of English to avoid being surprised when they start learning English someday. In addition, teaching English to children must be interactive because otherwise, they tend to get bored while learning.

Entering the era of globalization, every individual is required to be able to prepare reliable resources, especially in the field of science and technology. Therefore, technology must be considered in teaching English to increase students' motivation and interaction in learning. Santosa, 2017. To see this, a strategy is needed to make students practice English more often. Here the role of English is significant in communication. This is a big challenge for every teacher in teaching English. Using various learning techniques in teaching English can certainly attract students' interest in learning. Many strategies can be used, one of which is translated traditional songs. Applying traditional

songs in learning English is one part of the teaching strategy to introduce simple vocabulary and sentences.

B. Communicative Competence

Communicative competence is a term in linguistics, not only referring to grammatical knowledge of language users but also social knowledge about how and when to use speech appropriately. Communicative competence means having the competence to communicate. These competencies can be verbal, written or even nonverbal. The emergence of the Communicative Language Teaching Approach (CLT) can be considered as a response to formal structural approaches such as audiolingual which focus almost exclusively on rules (Whong: 2013). The important thing in teaching English is communicative competence because achieving communicative competence in a second language is learning the grammatical rules of a language and learning when, where, and with whom to use the language in a contextually appropriate way (Aslam Sipra, 2013). Josée Bloemer, Mark Pluymaekers said that “We define communicative competence as the capacity of an organization and its personnel to communicate effectively in a foreign language and convey information in a manner that is easily understood by foreign customers. (Bloemer et al., 20013). The term communicative competence is knowledge of grammatical rules and rules of language use (Cetinavci, 2012). Communicative competence is the level of language learning in which language users can convey their messages to others and understand other people's messages in certain contexts.

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:

1. Knowing how to use language for a range of different purposes and functions.

2. 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).
3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
4. 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, 2016)

To achieve the Communicative competence above, one approach was used in the research, namely text-based teaching or what is known as a genre-based approach which has been developed under systemic functional linguistics. Text-based teaching is here used in a special sense to refer to a structured sequence of language used in a particular context in a particular way. To be more specific, the genre-based approach (GBA) used falls under the systemic functional linguistics (SFL) movement. Hereafter it will be known as SFL GBA.

SFL GBA rests on three basic principles. The first principle is that language learning is a form of social activity (Emilia & Hamied, 2015b; Martin, 2014). This means that SFL GBA requires a context that refers to social activities. In this study, social activities or social contexts are texts of daily life such as giving instructions, invitations, and asking for permission as required by the national curriculum. The second principle is explicit teaching. Here, language teaching should be explicit where a teacher provides explanations and resources for students to study the social functions, schema structures, and linguistic features of the genre (Aunurrahman et al., 2017; Emilia & Hamied, 2015). The third principle is guidance. Teaching is not just transferring the above knowledge to students. It is also about providing proper guidance or also known as scaffolding which will help students to be independent in learning, especially in constructing their texts individually

(Kuiper et al., 2017; Kusumaningrum, 2015; Nugraha, 2015). Based on (Aunurrahman et al., 2020: 3) Teaching cycle of genre-based approach consisted of:

1. Building Knowledge of the Field

This stage is also referred to as the preparation stage where the researcher acts as a teacher in providing topics in the form of text or images that students will study. The purpose of this stage is to build students' character values and critical thinking skills. In the context of learning, this stage is very helpful for students to learn relevant knowledge and vocabulary.

2. Modelling

At this stage, researcher provide examples. At this stage researcher can use various types of interesting media so that students are interested in the material to be taught. After that, students are asked to practice the expressions that have been given previously. This stage is an activity where the use of simple language structures and vocabulary becomes the focus of learning.

3. Joint Construction

This stage is a transition stage where students have received the material that has been explained by the teacher. At this stage, students are directed to collaborate with other students in group work.

4. Independent Construction

This is the final stage in learning activities. At this stage, students are asked to independently compose the text with their own knowledge while still receiving guidance from the teacher

In a type-based approach, the most important primary element is the use of text. The text here is not limited to written text, but also includes symbols and images with meaning and context (Emilia & Ed, 2005; Halliday, 2007). In this study, the background is English village students, Nyayum village from primary and secondary education levels. Assuming that students have limited

English experience, this study will help increase students' experience by using relevant texts.

C. Concept English Village

Since the enactment of the Curriculum in 2013, primary schools no longer offer English because it is not a compulsory subject but only local content. This rule makes English increasingly foreign to children, especially at the elementary education level while learning English as a Foreign Language at the level of primary education can be a solid foundation for children. The need for English has been higher especially since the enactment of the ASEAN free market in 2015 through the ASEAN Economic Community (AA) (Merdeka.com, 2020). Therefore, the English Village program in West Kalimantan Province is required as part of non-formal education to build children's English communication skills. A high-quality education that includes English Education, will enable children to get better employment opportunities at home and abroad when they mature because they have Foreign Language skills.

The implementation of the English village program as a non-formal education program allows the introduction of English done early on using materials built according to the needs of the village community rather than depending on the National Curriculum which may be less adaptive to the village community. There are 3 models of choice of English Village that can be developed based on the agency that will be involved. The three models of choice are:

1. Village Model

The English Village model of the Village means the Village is willing to participate in the English Village Programmed in terms of human resources, facilities, management, and financing. This model is most expected to be implemented because the village has a great influence on the development of people's lives.

2. School Model

The English Village model of the school means the school is willing to participate in the English Village Programmed in terms of human resources, facilities, management, and financing. The target of the intended school is an elementary school where English is not a compulsory subject. Implementation in schools can be done in the form of local payloads or extracurricular activities. However, this implementation is not easy because schools need to conduct a needs analysis to indicate the urgency of the needs of English subjects. In addition, this implementation may only be limited to learners in the school environment.

3. Islamic Boarding School Model

The English Village model of Islamic Boarding School means 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 to the weaknesses that exist in the school model that is limited to the Islamic Boarding School environment.

Based on the type of English village above, this study applies the village model. Furthermore, the researcher communicated the English village program to the village government in terms of human resources, facilities, management and financing.

D. Song

1. Definition of Song

Song is a collection of beautifully arranged words accompanied by musical accompaniment. Songs are an excellent tool to help the process of learning English. Songs are believed to motivate children to learn. Songs have an important role in learning English as a second language because songs are also a great language package that combines culture, vocabulary, listening, grammar, and many other language skills in just a few rhymes (Futonge, 2015).

The song is based on musical composition and has a rhythm at each tempo so that the listener is immersed in the song's meaning. Experts and practitioners in the language (Suwartono, 2012) argue that the rhythm and originality of songs can be utilized for language learning. Music and songs can create a good learning atmosphere in the classroom (Shtakser, 2012). (Mol, 2012) enriches several types of songs, such as nursery rhymes, contemporary pop music, and songs specifically written to teach English. It can conclude that a song is a person's composition in the form of a series of sung poetry and has a specific tone and meaning. A song made by someone is intended to convey a message or advice and tell the events of the songwriter's experience.

2. Characteristics of Song

The songs characteristics are a song of poetry that is pronounced according to a specific tone, rhythm, bar, and melody to form a harmony. Singing is often referred to as a song which means the artistic composition of styles or sounds in sequence, combination, and temporal relationship (usually accompanied by musical instruments) to produce musical compositions with unity and continuity (contain rhythm). And a variety of rhythmic tones or sounds are also called songs. Singing recites poetry according to a specific technique, rhythm, and melody to form harmony.

3. Translated Traditional Song in English Teaching

a. Definition of Translated Traditional Song

Translation is an activity to mediate the meaning of the source language into the target language. To translate there are translation techniques that can be used. Translation technique is a method used to convey written discourse from the source language according to our personal language but by considering the author's personal language to the original language. Using good translation techniques can help the level of translation quality in determining the form and structure of words as well as expressions and clauses of sentences produced through translation. In addition, using translation can also help in

determining the linguistic equations that are appropriate for the target language.

Therefore, the similarities found in translating are important and can be applied in different languages. Furthermore, the use of translation techniques will not only produce accurate translations, but also for the minds of readers who are easy to understand and can also easily understand the language being translated.

Traditional song is music or sound art found in various regions of Indonesia that were born and developed and passed down from generation to generation from one generation to the next. Traditional songs have their uniqueness. The uniqueness can be seen from the regional language used, besides that each example of regional songs also has a hidden meaning. According to (Banoë,2011) regional songs in Indonesia are songs from certain regions or certain cultural regions, usually expressed in the verses or lyrics of the region's language (area) both folk songs and new creation songs. Songs are songs that come from an area that become popular and are widely sung by the people of the area and other people (Malatu, 2014).

In this study, researcher used traditional song that were translated into English. The traditional song referred to here are researcher using traditional songs in the surrounding area that are familiar to the ears of the Nyayum village community and changing them by translating traditional song into English. The researcher used the song “Sungai Kapuas” and translated the lyrics into English. While translating traditional song is the activity of translating a song to facilitate the teaching and learning process, where students will better understand the values contained in the song. The Sungai Kapuas song is a traditional song from Pontianak, West Kalimantan.

b. Characteristics of traditional Song

The following are the characteristics of traditional song according to (Rulita, 2017):

1. Learned Orally

Traditional music is music that is passed down from generation to generation. Therefore, the learning process is limited orally. When a generation previously wanted to pass down a traditional musical art to its successor, then what is done is to educate the younger generation directly by word of mouth, as well as when the younger generation has to pass it back to future generations, what it does is oral learning. And so on until finally wealth/inheritance from generation to generation in the form of music which is known as the hallmark of the community. Of course, the process is not easy and will not appear again, each region has its own culture and the learning process is done automatically or continuously.

2. No Notation

This point is very relevant to point number one, where learning makes the perpetrators not have an oral record so that there is no notation written on the paper, score, or the like. From the second point above we must acknowledge the greatness of ancient people who can still maintain traditional arts without notes that should be better support learning from one generation to another. But of course, there is still a bad side, that is, if one-day generations are not able to teach or maintain traditional arts then, then it is certainly what has been maintained from time to time it could be extinct in an instant. The solution is to start fixing the information about the history of the art of traditional music so that later anyone (regardless of from which area he came from) people will be able to help preserve it.

3. Informal

Most of the traditional musical arts that exist today have functions that are not so serious or formal, although there is indeed some music traditionally used for religious activities of a tribe.

However mostly informal because it is usually in an area that creates custom music initialized for entertainment or artwork that can entertain the people.

4. The game is not Specialized

In general, Players or people who play traditional music usually are people who come from the area of origin of traditional music. Although it does not rule out the possibility that other people can play it. And usually, these people don't just learn one type of tool music or one type of music. Many of them can play various musical instruments.

5. Regional Language Song Lyrics

Traditional music generally uses the local language. But not limited to, Traditional Musical Arts usually participate in presenting a melody or strains of music by the character of the region.

6. More Involving Regional Musical Instruments

In general, folk songs are traditional musical arts performed or played with traditional regional musical instruments.

(Cited in Rulita, 2017)

Traditional songs are songs that are used to be heard by the surrounding community. In this case, the researcher used the theme of the traditional song "Sungai Kapuas" to facilitate the learning process with students. This was done by researcher to find out about the Sungai Kapuas, because the Sungai Kapuas is the longest river in Indonesia.

c. Teaching Procedures

In learning activities, there must be a systematic teaching procedure. In this study, researcher used a genre-based approach as a method in the teaching process.

Table 2.1 Song Lyrics

SUNGAI KAPUAS

Traditional Song Version	Indonesia Version	In English Version
Hei...sampan laju Sampan laju dari hile' sampai ke hulu Sungai Kapuas Sungguh panjang dari dolo' membelah kote	Hei perahu yang melaju Perahu melaju dari hilir hingga hulu Sungai Kapuas Sungguh panjang dari dulu membelah kota	Hei... speed canoe speed canoe from downstream to upstream Kapuas river it's been a long time since to divide the city
Hei...tak disangke Tak disangke dolo' hutan menjadi kote Ramai penduduknye Pontianak name kotenye Sungai Kapuas punye cerite Bile kite minom aeknye Biar pon pegi jaoh kemane Sungguh susah nak ngelupakkanye Hei...Kapuas Hei...Kapuas	Hei tidak disangka Tidak disangka dulu hutan menjadi kota Ramai penduduknya Pontianak nama kotanya Sungai Kapuas punya cerita Bila kita minum airnya Biarpun pergi jauh kemana Sungguh susah tuk melupakannya Hei... Kapuas Hei... Kapuas	Hei... unexpected Unexpectedly the forest became a city lots of people Pontianak the name of the city Kapuas River has a story when we drink the water no matter where you go It's so hard to forget Hei... Kapuas Hei... Kapuas

(Atika, 2021)

Table 2.2 Teaching Procedure GBA

Stages	Features of Unit Design	Principle Eclecticism Enactment
	a. Peserta didik mendengarkan penjelasan guru tentang lagu "Sungai Kapuas".	Pada tahap ini, guru membangun pengetahuan peserta didik dengan bertanya mengenai lagu tradisional,

Building Knowledge of the Field	<p>b. Setelah peserta didik mendengarkan penjelasan materi dari guru, guru kemudian mengajak peserta didik untuk berdiskusi.</p> <p>c. peserta didik kemudian Bersama-sama dengan guru untuk mengidentifikasi kosakata dalam lirik lagu tersebut.</p> <p>d. Peserta didik akan mendiskusikan makna lirik lagu.</p>	kemudian berdiskusi Bersama mengenai lagu tradisional.
Modeling	<p>a. Guru mempraktekkan kepada peserta didik cara menyanyikan lagu tersebut di depan peserta didik.</p> <p>b. Guru memberikan contoh dalam mengidentifikasi kosakata lirik lagu.</p>	Pada tahap ini, guru menjadi model dalam mengidentifikasi makna, kosa kata yang digunakan dan mempraktekkan secara langsung agar peserta didik dapat dengan mudah memahami lirik lagu.
Joint Construction	<p>a. Peserta didik dapat mengidentifikasi makna dan kosa kata dari lirik lagu.</p> <p>b. Peserta didik dan guru bersama-sama menyanyikan dan mengidentifikasi serta memecahkan masalah yang ada.</p>	Pada tahap ini, guru dan Peserta didik berlatih bersama-sama bagaimana cara menyanyikan lagu yang ada di panduan guru. Pada tahap ini terjadi timbal balik antara Peserta didik dan guru.
Independent Construction	Peserta didik bekerja secara individu/berpasangan/kelompok dalam menemukan makna dan kemudian mempraktekkan lagu tersebut.	Pada tahap ini, siswa mandiri dalam mengerjakan dan mengidentifikasi tugas dalam menafsirkan dan dapat menerjemahkan lagu yang diberikan.

E. Using Translated Traditional Song to Teaching Students of English Village of Nyayum

Nyayum is a village located in Kuala Behe sub-district, Landak, West Kalimantan. English village site in Nyayum village is the village office. The research location was chosen because Nyayum Village is one of the villages in the Landak Regency which will form an English village and cooperate with IKIP PGRI Pontianak. Moreover, there are still students in the village who have a passion for learning but are constrained by the teaching staff, especially the English teacher. Nyayum villagers say that English is a foreign language for the villagers and most people consider it a difficult language to learn, and difficult to pronounce unlike Indonesian and the mother tongue in the village, namely Dayak Belangin. This language is a language that is the typical language of this village. This village is very concerned because there is no English teacher so that elementary school children in this village cannot learn English. Since the implementation of the 2013 Curriculum, Elementary Schools no longer provide English because it is not a compulsory subject only local content. This rule results in English becoming increasingly foreign to children, especially at the elementary level, while learning English as a foreign language at the elementary education level can become a solid foundation for children in Nyayum village.

The implementation of the English village program as a non-formal education program allows introduction the study of English is carried out from an early age using materials that are built according to the needs of the village community rather than depending on the National Curriculum which may not be adaptive for the village community. Through the practices of English village at Nyayum village with the application of a Genre-Based Approach to found achievement students to be able to communicate competence. For this reason, an English Village was held so that children around the village could learn English for free but also to introduce English to the surrounding community.

Through this English village, children will get a variety of vocabulary related to daily life from traditional songs. So that they can apply the

vocabulary that has been in this English village in his neighbourhood. In this English village as well, children will meet new friends from various schools, so they can practice communication skills and add knowledge as they meet new friends.

The data of nyayum village that contains the number of residents who have studied and have not been able to attend school are represented in the table below:

Table 2.3 Population-Based on Education

Population-Based on Education	
Level Not Yet / Not School	57,35 Soul
Not Finished Elementary School / Equivalent	57,35 Soul
Ended Elementary / Equivalent	114,7 Soul
Ended Junior High School / Equivalent	516,15 Soul
End high school / Equivalent	344,1 Soul
End Diploma / Bachelor	57,35 Soul
Total number	1.147Souls

(Source: Nyayum Village Office)

Explicit teaching means giving clear, unambiguous instructions and teachings. The role of the teacher is to clearly show students what has been and needs to be done when writing texts, especially when they are in the zone of proximal development (Kuiper et al., 2017; Vygotskiĭ & Cole, 1978; Wood et al., 1976). Demonstrating what has been and needs to be done is also part of the guidance or scaffolding those students need before moving out of the zone of proximal development towards independence (Aunurrahman et al., 2017c; Emilia,2012).

Then, the genre-based approach has 4 stages that are often used in Indonesia, such as: (1) building basic knowledge; (2) text modelling; (3) text construction together with the teacher; and (4) individual text construction (Aunurrahman et al., 2017 a; Emilia & Hamied, 2015). These stages are

dynamic and can adapt to circumstances because writing is a complex and recursive activity (Emilia, 2005).

It can be seen that the genre-based approach emphasizes text because a text has meaning. To produce a meaningful text, the structure of the text and linguistic elements including grammar are the keys to success. Of course, the role of the teacher or instructor is also important in guiding students explicitly to produce meaningful texts. In addition, 4 stages of a genre-based approach will also be applied to see how the application of a genre-based approach in teaching English to the students of English Village of Nyayum, Landak, West Kalimantan.

F. Relevant Studies

There have been several studies that have been carried out in the area of systematic reviews. These studies have had a tremendous effect on current research writing and concepts. These are previous studies in the area of systematic reviews:

1. There is research entitled “Pemanfaatan Lagu Tradisional Melayu Kalimantan Barat Untuk Meningkatkan Vocabulary Anak Usia Dini”. This study aims to test the utilization of Melayu West Kalimantan song to increase early childhood vocabulary in maintain local wisdom. This research is classroom action research. The sample of this research is six students in B class of PAUD Aisyiyah 2 Pontianak Utara.
2. The research entitled “Meningkatkan Penguasaan Kosakata Bahasa Inggris Dengan Menggunakan Traditional Song Di Madrasah Ibtidaiyah Jauharul Ulum Situbondo”. This study aims to find out how the using of Traditional song is able to increase the fifth-grade students’ vocabulary mastery at MI JAUHARUL ULUM Locancang Panarukan Situbondo. This research is classroom action research. The sample of this research is fifth grade students. To collect the required data, this researcher uses a checklist of observations, notes, lists questions, and tests.

3. The research entitled “Upaya Meningkatkan Minat dan Keterampilan Menulis Vocabulary Bahasa Inggris di SMP Negeri 5 Meulaboh Aceh Barat”. This study aims to improve writing skills in English by using a cooperative learning model to fill in the gaps in the text of a song. The expected indicator is that students are able to write vocabulary in English. This research method is Classroom Action Research (CAR). The object of this research is writing skills through the cooperative learning model to fill in the gaps in the text of a song while the research subjects are students of class VII/C SMP Negeri 5 Meulaboh.
4. The research entitled “Pemanfaatan Media Lagu Dalam Peningkatan Kosa Kata Bahasa Inggris.” This study aims to examine the use of song media in improving English vocabulary for elementary school (SD) students. Song media is wrong an interesting and fun medium for elementary school (SD) students because they can learn and play at the same time. Elementary school (SD) students in the village Kelambir 5 Silver Overlay Deli Serdang, North Sumatra, do not fully understand and rarely use simple English vocabulary, especially nouns in around them.
5. The research entitled “Penggunaan Media Lagu Anak-Anak Dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa di Paud.” This research aims to improve the young children ability in English Vocabulary. The media used in this activity is children’s English songs for teaching vocabulary. The participants of this activity were 2 teachers and 20 children who live at Cibeurem Cisarua Bogor. The result of this activity was an improved teaching ability of the teachers and the good ability of young learners in catching the learning material.