

CHAPTER II

LITERATURE REVIEW

A. Communicative Competence

Communicative competence is a term in linguistics, that not only refers to a language user's grammatical knowledge but also social knowledge about how and when to use utterances appropriately. The important thing in English language teaching is communicative competence because achieving communicative competence in a second language is both 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). We define communicative competence as the capacity of an organization and its personnel to communicate effectively in foreign languages and to convey information in a manner that is easily understood by foreign customers (Bloemer *et al.*, 2013). The term communicative competence is the knowledge of both rules of grammar and rules of language use (Cetinavci, 2012). Communicative competence is a level of language learning that which language users can deliver their messages to others and understand others' messages within specific 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, 2006

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

Genre Based Approach is an approach which 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 in 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 modelling stage is executed after BKoF. In this context, the majority of the teachers made use of this cycle in the classroom instruction. In teaching listening, speaking, reading, writing and grammar, teachers accomplished the following activities.

In listening, teachers emblemized the classroom teaching as follows: they distributed the listening worksheet and required the students to listen to for comprehension. They played audios or videos in the laptop about the topic two or three times. Sometimes, teachers read the text twice or three times and asked the students to listen to for comprehension. The students listened to the topic/text so that they knew the words, expressions, context, and characters. Students should also answer the given questions about the topic. Teachers then gave feedback and confirmation towards the students' responses.

In speaking, the typical activities teachers undertook in the classroom include the following: they used a laptop and LCD to show the learning materials, examples or videos comprising the models to learn. Sometimes also, they made use of the whiteboard / blackboard to draw or hang the pictures on as a model, or they asked students to see the models of the text in the textbook/worksheet. They then explained or asked students about the topic/text in terms of the communicative purpose, generic structure, and the language features of the text. The students responded to the videos and answered the questions given. The students also had to mention the difficult words found in the text and describe the pictures and their relation to the text being studied. The students repeated the words taken from the text for a better pronunciation. Last, the students got comments or feedback from teachers concerning their responses including the pronunciation. Teachers also re-explained the text being studied for confirmation. In reading, teachers' common classroom activities are presented as follows: they supplied a model of text in the worksheet and or on the screen. They asked students in turn to read a model of text to check the students' pronunciation and modelled how to pronounce the words in the text correctly. They also equipped the text with the information about the communicative purpose and generic structures. In this stage, students were asked to comprehend the text so as to answer

the questions related to, for example, the characters, setting, situation, and specific information and to identify unfamiliar words.

In grammar, teachers embodied their teaching in following procedures: they picked up some grammatical models from the text and asked the students to state whether or not they grammatically flawed. Alternatively, teachers asked the students to look at the examples of grammatical sentences in the worksheet. They also asked students to elaborate the characteristics of the tenses used in the text. After that, they explained the forms and uses and gave examples. The examples varied dependent on the text type and topic of grammar. For example, teachers explained simple past when the text was about story or past experience. The students were also assigned to write sentences by using the relevant tenses. Teachers then gave comments and feedback.

3. Joint Construction of the Text (JCoT)

In listening, teachers instructed the students to work in groups to listen to the expressions and stories. Here, teachers played audios or videos related to particular expressions. Sometimes, teachers also asked the students to retell funny stories available in the worksheet and the other students in the groups listened to. If no technological aid was used, teachers read the dialog loudly so that the students could hear it well. When listening, students took notes to answer the questions provided by teachers. Occasionally, teachers also let each group re-write a story as heard from the audio. Both teachers and students then discussed the audio text and answers.

In Speaking, teachers asked students in groups to practice speaking by using the provided expressions. Sometimes, teachers also requested students to discuss an issue or a problem. After that, each group reported the results of the discussion or practice speaking in the front. Teachers and other groups gave feedback and comments after each group presentation.

In writing, teachers assigned the students (in groups or in pair) to arrange jumbled paragraphs to be a good text or sentences to be a

paragraph, wrote a short essay based on the given pictures or a model shown in the video, or to write either a dialog/conversation, functional text (announcement) based the given expressions or models. Teachers then checked the groups' works of simple writing to score and provide some feedback or demanded the groups to present their writing to get feedback from teachers and students. In reading, teachers asked the students in each group to do reading exercises in the worksheet or read a text loudly and the teacher corrected their pronunciation. In this reading activity, the students analysed the text in terms of the generic structures. Besides, the students also answered the questions, for example, about the thesis, supporting ideas, reasons, type of text, definition of analytical exposition, vocabulary, etc. Teachers also provided feedback and confirmation.

In grammar, the students worked in groups to answer questions related to grammar found in the text. At first, teachers asked the students to find the examples about the use of because, because of, independent and dependent clauses, noun phrases and noun clauses. The students read the examples so that teachers could make sure that they were grammatically correct. Teachers also asked the students to state the reasons about the examples and to do some grammar exercises. The next was that teachers explained the grammar points: definitions, usage, examples, and additional exercises (e.g. completion and making sentences).

4. Independent Construction of the Text (ICoT)

In reading, teachers requested the individual students to read a text in the textbook. Teachers explained the generic structures and difficult words identified from the text. The students were also instructed to answer the questions related to the text. Teachers then gave feedback and confirmation towards students' responses.

In writing, teachers asked the students to write a draft of a narrative text having the components: orientation (main characters, supporting characters, place, and time), beginning of the story, complication, and resolution before they presented the draft to the class. In this process, each

student displayed the draft and let teachers and other students give comments. Teachers also checked the components, the organization of ideas, and grammar. Each student then revised the draft based on the feedback. Occasionally, teachers also asked students to use words listed to write sentences on the whiteboard.

In speaking, teachers asked the students to describe some words found in the text and answer the questions related to the communicative purpose, generic structures, and language features. In listening, teachers provided a listening worksheet-listening to a monolog text. They used the laptop to play the audio for three times so that the students could answer the questions (e.g. the topic of the text, the purpose, the facts/arguments, and generic structures) based on what they had heard. The students obtained feedback and confirmation afterwards. Besides, the teachers also equipped the classroom learning with a vocabulary focus-usually the students listed and defined the words taken from the text they did not know.

Cited in Suharyadi, 2020

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 GP requires a social context. In this study, the social activity or the social context is daily life texts such as giving instruction, invitation, and asking permission as demanded by the national curriculum. The second principle is explicit teaching. 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 also known as scaffolding that would help the students to be independent in learning especially in constructing their texts individually (Kuiper *et al.*, 2017; Kusumaningrum, 2015; Martin & Rose, n.d., p. 2005)

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, 2005; Halliday *et al.*, 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 help increase students' experience by using relevant texts.

B. English Village

Since the implementation of the 2013 Curriculum, Elementary Schools no longer offer English because it is not a compulsory subject but only local content. This rule causes English to become increasingly foreign to children, especially at the basic education level, while learning English as a Foreign Language at the primary education level can be a solid foundation for children. The need for English has turned out to be higher, especially since the implementation of the ASEAN free market in 2015 through the ASEAN Economic Community (MEA) (Merdeka.com., 2020).

Therefore, the English Village program in West Kalimantan Province is needed as part of non-formal education to build children's English communication skills. A high-quality education that includes English Language Education, enable children to get better job opportunities at home and abroad when they grow up because they have Foreign Language skills.

The implementation of the Kampung English program as a non-formal education program allows an introduction to English to be 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.

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

1. Village Model. The Kampung English model of the Village means that the Village is ing to participate in the Kampung English Program in terms of human resources, facilities, management, and financing. This model is most expected to be implemented because the village has a major influence on the development of people's lives.
2. School Model. The English Village Model of the School means the School is ing to participate in the Kampung English 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. The Kampung English model of the Pesantren means the Pesantren is ing to participate in the Kampung English Program in terms of human resources, facilities, management, and financing. The pesantren model has similarities in the weaknesses that exist in the school model, which is limited to the pesantren environment.

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

C. Songs

1. Definition of Songs

The song is an appropriate resource, the song is a good tool to help the process of learning English, the song is believed to motivate children in learning (University of Tuzla, Bosnia and Herzegovina *et al.*, 2016; Nurhayati (2009: 2). Music and songs can create a good learning atmosphere in the classroom(Shtakser, 2012).

It can be concluded that a song is a composition of someone in the form of a series of sung poetry and has a certain tone and meaning. A song made by someone is intended to convey a message or advice and tell the events of the experience of the songwriter.

2. Characteristics of Songs

Characteristics are something that naturally attached to a person which includes age, gender, race/ethnicity, knowledge, religion/belief (Caragih, 2013). The characteristics of song itself is a song of poetry that is pronounced according to a certain tone, rhythm, bar, and melody to form a harmony. Singing is often referred to as a song which means the artistic composition of tones or sounds in sequence, combination, and temporal relationship (usually accompanied by musical instruments) to produce musical compositions that have unity and continuity (contain rhythm). And a variety of rhythmic tones or sounds are also called songs. Singing is reciting poetry according to a certain tone, rhythm, and melody to form a harmony.

3. Translated Traditional Song

Traditional songs are 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 music usually uses the language, style, and traditions of the region of origin. Regional 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).

While translating traditional songs is the activity of translating a song to facilitate the teaching and learning process, where students better understand the values contained in the song.

4. Characteristics of Traditional Song

Traditional song is one form of culture that has a characteristic that distinguishes one region from another, both in terms of language, instruments and language the values contained in the song itself (Ahmadian

& Safwanda, 2017). In each traditional song also has its own characteristics. In this case, the characteristics of traditional songs are as follows:

a. 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 generations 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.

b. 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.

c. 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.

d. 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.

e. Regional Language Song Lyrics

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

f. 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

Based on its understanding and characteristics, traditional songs are songs that are usually listened to by the surrounding community. In this case, using the theme of the traditional song "Aek Kapuas" to facilitate the learning process with students.

5. Teaching Procedure

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

Table 2.1 Aek Kapuas Traditional Song Lyric

In Traditional Song Version	In English Version
Hei sampan laju	Hi-speed canoe
Sampan laju dari ilir sampai ke ulu	Speed canoe from downstream to upstream
Sungai Kapuas	Kapuas river
Sungguh panjang dari dolo' membelah kote	It's been a long time to split the city
Hei tak disangke	Hi unexpected
Tak disangke dolo' utan menjadi kote	Unexpectedly the forest became a city
Ramai penduduknye	The population is crowded
Pontianak name kotenye	The name of the city is Pontianak
Sungai Kapuas punye cerite	The Kapuas River has a story
Bile kite minom ae'nye	When we drink the water
Biar pon pegi jauh ke mane	Even if you go far away
Sungguh susah na' ngelupakannye	It's really hard to forget
Hei Kapuas 3x	Hi Kapuas 3x

Cited in Atika, 2021

Table 2.2 Ampar-ampar Pisang Traditional Song Lyric

In Traditional Song Version	In Indonesian Version	In English Version
Ampar ampar pisang	Susun-Susun pisang	Arrange bananas
Pisangku belum masak	Pisangku belum masak	My bananas are not ripe
Masak sabigi dihurung bari-bari	Masak sebuah, dipenuhi bari-bari	Ripe a banana, surrounded by small fly
Masak sabigi dihurung bari-bari	Masak sebuah, dipenuhi bari-bari	Ripe a banana, surrounded by small fly
Mangga lepak mangga lepok	Manggalepak, manggalepok	Manggalepak, manggalepok
Patah kayu bengkok	Patah kayu yang bengkok	Broken crooked wood
Bengkok dimakan api, apinya canculupan	Yang bengkok dilalap api, apinya hampir padam	Crooked burned-out by fire
Bengkok dimakan api, apinya canculupan	Yang bengkok dilalap api, apinya hampir padam	Crooked burned-out by fire
Nang mana batis kutung Dikitip bidawang	Siapa kaki yang bunting dimakan bulus	Who's leg is stump means it's eaten by freshwater turtle
Nang mana batis kutung Dikitip bidawang	Siapa kaki yang bunting dimakan bulus	Who's leg is stump means it's eaten by freshwater turtle

Cited in Aditya Gradianto, 2020

Table 2.3 Teaching Procedure

Stages	Features Of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	<ol style="list-style-type: none"> 1. Students listen to or watch the song "Aek Kapuas/Ampar-ampar Pisang" to identify the song lyrics. 2. After students listen to or watch the song, students identify the vocabulary in the lyrics of the song. Students discuss the meaning of the lyrics of 	At this stage, the teacher builds students' knowledge by listening to the song and being able to find the meaning of the song.

	the song.	
Modeling	3. The teacher gives an example in identifying the meaning of the song. The teacher practices with the students how to sing the song in front of the class.	At this stage, the teacher becomes a model in identifying the meaning and practicing directly so that students can easily understand the lyrics of the song.
Joint Construction	4. Students can identify the meaning of the song lyrics. Students and teachers together identify and solve existing problems	At this stage, the teacher and students practice together how to sing the song guided by the teacher. At this stage, feedback occurs between students and teachers.
Independent Construction	Students work individually/pairs/groups in finding meaning and then practicing the song.	At this stage, students are independent in working on and identifying tasks in interpreting and can translate the given song.

D. Using Translated Traditional Song to Teaching Students of English Village of Sungai Deras

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

Through this English village, children get various kinds of vocabulary related to everyday life. So that they can apply the vocabulary that is obtained in this English village in their environment. In this English village too, children 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 the table below:

Table 2.4 Total Population Based on Education Level

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 Peduli Gambut, Desa Sungai Deras (2019)

Based on the data above, this study design learning materials related to the context required by SFL GBA. The theme of this research is traditional songs. Social objectives, text structure, and linguistic elements be explained in table 2.3.

Table 2.5 Traditional Songs to be taught in English Village

	Traditional Songs
Social Objective	To introduce one of the traditional songs in West Kalimantan

Linguistic Characteristic	Pronoun, Conjunction and Simple Present
Text Structure	<p>*Verse</p> <p>“Aek Kapuas”</p> <p>Hi-speed canoe</p> <p>Speed canoe from downstream to upstream</p> <p>Kapuas river</p> <p>It's been a long time to split the city</p> <p>Hi unexpected</p> <p>Unexpectedly the forest became a city</p> <p>The population is crowded</p> <p>The name of the city is Pontianak</p> <p>The Kapuas River has a story</p> <p>When we drink the water</p> <p>Even if you go far away</p> <p>It's really hard to forget</p> <p>Hi Kapuas 3x</p>
Media	<p>The media that be used to teach traditional songs is the audio/video “Aek Kapuas”.</p> <p>Link:</p> <p>https://www.youtube.com/watch?v=mjqOKrtujUw</p>

Cited in Alfahri, 2015

	<p>*Verse</p> <p>“Ampar-ampar Pisang”</p> <p>Arrange bananas</p> <p>My bananas are not ripe</p> <p>Ripe a banana, surrounded by small fly</p> <p>Ripe a banana, surrounded by small fly</p>
--	---

	Manggalepak, manggalepok Broken crooked wood Crooked burned-out by fire Crooked burned-out by fire Who's leg is stump means it's eaten by freshwater turtle Who's leg is stump means it's eaten by freshwater turtle
Media	The media that be used to teach traditional songs is the audio/video "Ampar-ampar Pisang". Link: https://www.youtube.com/watch?v=zrK64NxC38

Cited in Shunrei, 2019

Table 2.3 shows the written text taught to the students of Sungai Deras English Village students. As can be seen, the written texts to be taught have different social goals, text structures, and linguistic elements. Just providing text is not enough. This leads to the second and third elements, which are explicit teaching and scaffolding or guidance.

Explicit teaching means giving clear, unambiguous instructions and teachings. The role of the teacher or 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 that 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, namely: (1) building basic knowledge; (2) text modeling; (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 also be applied to see how the application of a genre-based approach in teaching English to the students of Sungai Deras English Village, Kubu Raya.

E. Previous Related Studies

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows;

1. Using English Songs in Improving Listening Skill by Cindiyana Muryani Putri, 2018. This research is aimed at improving students' listening skill in Class Eleven Multimedia of Vocational High School Mandiri Pontianak in Academic Year 2017/2018. This research used English songs as technique in teaching listening. This research was done by giving students Fill in the Blank song lyrics. The method of this research was classroom action research, which consisted of 2 cycles. The subject of this research was students of Class Eleven Multimedia of SMK Mandiri Pontianak in academic year 2017/2018. The research was conducted to solve the problem encountered by the students in listening. Most of the students were not able to listen well because they lacked of vocabulary. The technique of data collecting for this research was observation and test. The tools of data collecting were listening test, observation checklist, and field note. The result of this research showed that English songs improved students' listening skill by Filling in the blank song lyrics. The students' individual score in listening also improved in teaching learning process. From this result, it can be concluded that students' listening taught by English songs had improved. In another word, this media can help students in listening.

2. Using Songs Effectively to Teach English to Young Learners by Neil T. Millington, 2011. Songs play an important role in the development of young children learning a second language. A testament to this is the frequency with which songs are used in English Language Teaching classrooms all over the world. This paper begins by looking at why songs can be considered valuable pedagogical tools. In particular, it will discuss how songs can help learners improve their listening skills and pronunciation, and how they can be useful in the teaching of vocabulary and sentence structures. The author will also discuss how songs can reflect culture and increase students' overall enjoyment of learning a second language. The author will then attempt to show, through practical examples, how songs can be used as language tasks. Finally, the paper aims to explore how classic songs for children can be adapted to suit a particular theme or part of the curriculum a teacher might wish to teach.
3. Transformation of The Song "Kacang Dari" Into A Chamber Music by Komang Wira Adhi Mahardika, Hendra Santosa & Ni Wayan Ardini, 2020. This article aims to reveal the transformation process of a traditional lullaby entitled Kacang Dari into chamber music so that the song can rise from the of extinction. The problems discussed in this article are focused on the rapid development of technology that has indirectly made the legacy of traditions, especially traditional songs, increasingly abandoned. One of the traditional songs that is on the verge of extinction is Kacang Dari. Kacang Dari is a traditional song originating from Pujungan Village, Pupuan, Tabanan-Bali. This song is a lullaby that is rarely sung now, even very few children in Pujungan Village know about the song Kacang Dari. In order to approach this problem, the researcher uses the theory of transformation and composition theory to represent the song into a new form, namely chamber music. In this transformation process the researcher uses the creation method which refers to the method offered by Alma Hawkins consisting of the exploration, improvisation, and formation stage. This creation concludes that a traditional song that is getting extinct and not sung by the song can be

picked up and transformed into a new form so that it can maintain its existence and attract the public's interest to be able to re-enjoy the song.

4. Utilization of Traditional Melay Song West Kalimantan to Improve Vocabulary Children In West Kalimantan Melayu to Improve Vocabulary Early Children by Iin Maulina, Hermanto and Ufi Ruhama, 2020. This research is motivated by the benefits of songs as a medium of learning for children, especially for early childhood because early childhood will recognize various words from the song that is sung, especially if the song is always listened to and always sung by them so that it can enrich vocabulary (vocabulary) in early childhood. The purpose of this study was to examine the use of traditional Malay songs from West Kalimantan to improve early childhood vocabulary in maintaining local wisdom. The research approach is qualitative in the form of Classroom Action Research, which includes four stages: Planning, Implementation, Observation, and Reflection. Therefore, the researcher states that the West Kalimantan Malay Traditional Song, namely "Sungai Kapuas" can increase the Vocabulary of Early Childhood.
5. The Meaning and Cultural Value Contained in the Evav Regional Song in Southeast Maluku the Study of Literature Antropology by Petronela Renyaan, Risa Amalia Muzrifah, and Fitri Herawati, 2020. Literary works are imaginative works that use the language of literature. The language used is different from everyday life because the ambiguous nature and expression of this causes the language of literature tends to influence, make and eventually change the attitude of the reader. The problems to be discussed in this study are (1) describing and classifying lingual unit forms of cultural terms contained in kei song lyrics, (2) describing and classifying the meanings of cultural terms contained in Kei song lyrics. This research has benefits, namely theoretical and practical. The method used in this research has a qualitative method used because the data obtained in the form of sentences are not numbers. Data and data sources are derived from lyrics of kei songs, data collection techniques use listening techniques, note

techniques, data analysis techniques using dressing techniques. and the value of the song evav. The mandate contained in the lyrics of evav songs in terms of overall, how to just be humble to parents and humble days to anyone and always remember themselves wherever and whenever.

Based on the previous research above has similarities and differences with this research. The similarity is that songs helps in the teaching and learning process in formal context. In this study, researcher focus on discussing and researching in learning using translated traditional song as new material innovations in Sungai Deras English Village.