

CHAPTER I

INTRODUCTION

A. Research Background

English is a foreign language used by people in the world to communicate, express, and also express ideas and innovations. Having the ability to speak English also helps people, especially in Indonesia, to study and work with a better income (Paskalia, 2019). However, English is still not used as the language of daily communication by the Indonesian people, so the ability to use English is still relatively low (Fitriana, 2012). Teaching English as a foreign language in Indonesian language education, determine whether they are formal or informal. The purpose is to understand the languages that students need to know, but how to use the languages, when and where to use those phrases (English), to whom. Also need to be known. Students must have communicative competence. Communicative competence is the students' ability to make communication (here English) with a language as a social reality. Where communicative competence includes the ability to understand parts of speech, tense, phrase, clause, sentence patterns, and how sentences are formed (Richards, 2006: 3). In the village of Air Putih, English language skills are also still relatively low because learning English is only accepted at the junior and senior high school levels, and plus there are no facilities for learning English. However, English is not spoken as a daily language of the Indonesian people and it causes a low ability to use the English language (Fitriana, 2012).

In order to facilitate this need, the Air Putih Village government, Kubu Raya in collaboration with IKIP-PGRI Pontianak held The English Village Program. 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. To make this Air Putih English Village a success, the researcher provides an innovation through translated local legends 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 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 legends improve students' ability to predict vocabulary meaning and local cultural values (Apriliaswati & Susilawati, 2016). By reading local legend text, it is easy for the students to comprehend the narrative text and they are interested in reading narrative text (Salam, 2013). Local legends can be used as a teaching materials to improve students' reading comprehension (Markus, 2013). The use of local legends can be an option in the approach to teaching English because the structure of the language used is very simple and easy to understand (Damayanti, 2014). This findings is in line with previous research by, Royani (2013, 132) stated that giving the texts based on local culture can make students easier in learning because the structure of the language used is very simple.

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 Air Putih. Therefore, this study needed to search want to know how the implementation translated local legend and how is the classroom situation after using translated local legend to teach English village students in a non-formal context.

B. Research question

1. How is the implementation translated local legend in teaching English to the students of English village at Air Putih?
2. How is the classroom situation after using translated local legend to teaching students of English Village at Air Putih?

C. Research Purpose

Based on the formulation of the problem above, the objectives of this study are as follows:

1. This study aims to find out how to implementation translated local legend in teaching English to the students of English Village Air Putih.
2. This study aims to find out how is the classroom situation after using translated local legend to teaching students of English Village at Air Putih village

D. Scope of the Research

1. Research Variable

A research variable is anything that will be the object of research observation. Sugiyono (2018: 63) states that "research variables are attributes or traits or values of people, objects or activities that have certain variations set by researchers to be studied and then drawn conclusions' in addition, a variable is central to reseacrh because the title of research is made up of it, and it is also the fokus of this study (Oyebanji, 2017) In this research, there is only a single variable. The single variable in this study focuses on the Using Translated “Local Legend” to Teaching Students of English Village of Air Putih Village”

2. Research Terminology

The researcher provides affirmations on several terms to describe clearly and not cause misinterpretation in this research. The following are the terms contained in the title of the research, namely:

a. Local legend

Local legends are usually rumors or stories based on true, twisted, or fictitious events that occurred near their own area. In this study, researchers used a genre-based approach to teaching English in the form of local legends.

b. English village

In this study, the English village program is one of the collaborative programs between IKIP PGRI Pontianak and the Air Putih village government which will be carried out by 5 students of the English education study program at IKIP PGRI Pontianak. English Village program in West Kalimantan Province Required as part of non-formal education to build children's English communication skills. With a high quality education that includes English Language Education, it will enable children to get better job opportunities at home and abroad when they grow up because they have Foreign Language skills.

E. Significance of the Research

The significance of this study can be viewed from both theoretical and practical aspects, as described below:

1. Theoretically

From a theoretical perspective, a genre-based approach can enrich the literature on genre-based approaches which are still limited in non-formal education.

2. Practically

Viewed from a practical perspective, this research is expected to help readers to understand more closely the theories and learning principles used in the genre-based approach.

a. For IKIP PGRI Pontianak

Especially for English Education Department as an educational institution that educated English teacher to be, this research can be used as a reference to plan and to develop the programs that suitable with the society needs, including english village program.

b. For Village

The researcher contributes to improving students' English skills in air putih village through the English village program.

c. For students

Improve students' English skills by translate local legend in English village program. And can be used as an evaluation reference for students who will take part in English village frogram in the next year.

d. For researcher

To increase knowledge as input and reference in further research, especially in implementing the English Village Program