

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Communicative Competence**

Communicative competence is a person's ability to communicate in accordance with the topic, area, field to who the other person is talking to. Communicative competence includes the knowledge that speakers and listeners have about what underlies appropriate and correct language behavior or speech behavior, and about what constitutes effective language behavior (Astriani, 2018).

According (Richards, 2006: 3) Communicative competence includes the following aspects of language knowledge:

- a. 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).
- b. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
- c. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

To achieve Communicative ability above, one approach are dispensed during this research, particularly text-based instruction or what's referred to as a genre-based approach that has been developed below general purposeful linguistics. Text-based instruction here is outlined as a genre-based approach and communicative competence possessed by a language user not solely in language skills however mastery of varied sorts of texts.

The SFL GBA is based on three basic principles. The first principle is that learning a language is a form of social activity (Emilia & Hamied, 2015; Martin, 2014). This means that SFL GP requires a social context. In this study, social activity or social context refers to everyday life texts such as instruction,

invitations, and requests for permission required 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., 2017a; 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).

#### **B. The Genre-based Approach (GBA)**

The Genre-based Approach (GBA) Genre-based approach, which has been adopted in the Indonesia curriculum for teaching English since 2004, is based on the the view of Systemic Functional Linguistics theory (Emilia,2010). Callaghan and Rothery (1988) also suggest the three main phases in the TLC namely, Modelling, Negotiation, and Constructing. However, in Indonesian context, the TLC consists of four main stages; the building knowledge of field, modelling of text, joint construction of text and independent construction of text. Its aims is to provide supports and scaffolding for learners as they learnin each stage of the cycle (Astaman, 2007). *Journal of English and Education* 2013, 1(2), 65-71 67

The building knowledge of field stage aims to build up a shared experience and cultural context about the topic of text. To achieve the aims, teacher can use some useful activities involve note-taking, listening, speaking and reading (Gibbons, 2002; Emilia, 2011). In relation to this issue, Hyland (2004: 131) proposes some useful context-building activities, which were used in this study like presenting and discussing the context through pictures, films, songs documentaries, journalist materials, realia, site visits and excursions, guest speakers, etc.

Modelling of Textfocuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. It aims to build up students' understanding of the purpose, overall structure, and language features of the particular text types the class is focusing on (Gibbons, 2002: 64). During this stage, teacher can find some model text, demonstrate it to the students, and analyze the schematic structure of the text and the linguistic features (Emilia, 2011). This stage was also used in this study.

In the joint construction stage, the teacher and students work together to learn how to read and practice the vocabulary contained in the story text. However, Hyland (2004) also stated that students still need help with scaffolded assignments and teacher guidance.

students are ready to work independently to answer the worksheets that have been provided by the researcher, where at this stage they must complete the words in the blank space based on the content of the stories they have learned together.

### **C. Concept of 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, will 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 will be involved. The 3 selected models are:

1. Village Model.

Model Village English Village means a village that actively participates in the English Village program in terms of staff, facilities, management and funding. The number of existing facilities will augment the existing facilities and infrastructure of the English Village (Yuliningtyas, 2021). This is the most expected model because craft villages have a great impact on the development of people's.

2. School Model.

The school's English village model means that the school is willing to participate in the English village program in terms of human resources, facilities, management and funding. Schools develop activities that promote student autonomy (Khoiri, 2017). Target schools are elementary schools where English is not a compulsory subject. Done in schools or extracurricular activities. However, this is not easy because schools have to conduct needs analysis to show the urgency of the need to learn English. Furthermore, this implementation can only be limited to students in schools.

3. Islamic Boarding School Model.

Islamic boarding school model. Boarding English Village model means that the boarding school is willing to participate in the English Village program in terms of human resources, facilities, management and funding. The boarding school model has similarities in that the remaining weakness of the high school model is the limited boarding environment.

That is, the body, clothing, housing and environment must be clean. Santri's daily life is learning to clear the mind and be born (Syaharuddin, 2020). Based on the above English village types, this study will apply village mode. The researcher will inform more about the English Village program to the village government regarding human resources, facilities, management and funding.

#### **D. Local Legend**

##### **1. Definition local legend**

Local legend is often intended to pass on cultural traditions or beliefs. 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 researcher found that local legend increase students' pretension to read. A Local legend is usually a rumor or story based on a true, twisted, or fictional event that happened near one's own area. By reading local legend text, it is easy for the students to comprehend the narrative text and they are interested in reading narrative text because the students ever read in Indonesian form and they will learn the stories in English. Besides, they would appreciate their local stories and their local wisdom. (Salam, 2013). From Sang *et al.*, (2003), students often have an easier time reading information texts when they can use their knowledge of the topic. Furthermore, Royani (2013, 132) stated that giving the texts based on local culture can make students easier in learning the material because they have previous knowledge about it. If the students interested in the topic presented in their class, they will understand more what the teacher talking about. Students' interest in reading will affect the speed of the reading comprehension. Royani (2013) asserted that local culture text offers an interesting text involving the students' local culture which make the students are more interested with the text. Based on the result, researcher found that students' prior knowledge about local legend improved students' ability in comprehending the detailed information of narrative text. The

familiarity of the word are used in local legend improved students' ability in predicting the meaning of vocabulary of narrative text. And the environment of local culture values of local legend improved students' ability in drawing conclusion about moral value of narrative text.

## 2. Characteristic of local legend

Legend (Latin: Legere) could be a people prose story thought-about by the owner of a story as one thing that happened. Legend is a story that reflects the life and culture of the native community. Legend features a shut respect to the past life history despite the amount of truth often not pure (Retna Ningrum, Harjito, Ngasbun Egar, 2018).

Native Legend is a story that's passed down from generation to generation, from the previous generation to the new generation orally. traditional knowledge may be understood as a style of expression of a culture that exists in society through speech, that features a direct relationship with numerous aspects of culture and also the composition of the social values of the community itself.

Characteristics of Local Legend:

1. Local Legend is conveyed orally.
2. Passed on from generation to another generation.
3. Who made it first is unknown.
4. Lots of high values.
5. Traditional.
6. It has cliché forms in its arrangement or way of expression.
7. It has many versions and variations (Nugroho, 2021).

## E. Teaching Procedure

Table 2.1 Text of teaching materials taught in English village

In Indonesian version "legenda Batu Menangis"	In English version
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Dahulu kala terdapat sebuah desa terpencil yang terletak di daerah Kalimantan Barat. Di dalam desa tersebut dikisahkan seorang janda hidup bersama anak gadisnya bernama Darmi. Dia adalah gadis desa yang cantik jelita tetapi dia mempunyai sifat yang buruk yaitu sifat pemalas dan manja. Sifat malas dan manja itu dibawanya dari kecil, karena sewaktu kecil Darmi selalu dimanjakan kedua orang tuanya dan permintaannya selalu terpenuhi. Sehingga saat dewasa Darmi tidak mau membantu ibunya bekerja di sawah karena ia berpikir bahwa yang seharusnya bekerja hanyalah ibunya sedangkan Darmi hanya menikmati hasil jerih payah ibunya.

Tidak hanya itu Darmi adalah anak yang durhaka terhadap ibunya. Dia tidak mau mengakui ibu kandungnya sendiri. Dalam keseharian, Darmi tidak mau membantu ibunya mencari nafkah kebiasaan dia hanya mempercantik diri dan memamerkan kecantikannya tersebut kepada warga kampung. Pada suatu hari sang ibu mengajak Darmi untuk ikut pergi ke pasar. Dan seperti biasanya, Darmi selalu menyuruh ibunya agar membelikannya alat-alat kecantikan. Tetapi karena sang ibu tidak tahu alat kecantikan yang dimaksud, ibu memaksa Darmi agar mau pergi ke pasar. Akhirnya dengan terpaksa, Darmi pun mau menemani ibunya pergi ke pasar. Tetapi dengan satu syarat yaitu ibunya harus berjalan di belakang Darmi, selayaknya sebagai pembantu dan tuan putri. Darmi malu dengan keadaan ibunya sendiri sehingga ia tidak ingin berjalan bersampingan dengan ibunya. Dengan berat hati sang ibu pun menyetujui permintaan anaknya sendiri. Sesampainya di pasar kedua ibu dan anak itu pun sekejap menjadi pusat perhatian warga pasar.

Tentu saja karena penampilan ibu Darmi dan Darmi yang sangat berbeda, bukan seperti ibu dan anak. Darmi yang cantik jelita

Once upon a time there was a isolated village located in the area of West Kalimantan. In the village, there is a story about a widow living with her daughter, Darmi. She is a beautiful village girl but she has a bad trait, namely lazy and spoiled. The lazy and spoiled nature she brought from childhood, because as a child Darmi was always pampered by his parents and her requests were always fulfilled. As an adult, Darmi did not want to help her mother work in the fields because he thought that only his mother should work while Darmi only enjoyed the results of her mother's hard work.

Not only that, Darmi is a child who is disobedient to her mother. She doesn't want to admit his own biological mother. In everyday life, Darmi doesn't want to help her mother earn a living. Her habit is just to beautify herself and show off her beauty to the villagers. One day, her mother invites Darmi to go to the market. And as usual, Darmi always told his mother to buy him beauty tools. But because the mother did not know the beauty tool in question, Mother forced Darmi to go to the market. In the end, Darmi was forced to accompany her mother to go to the market. But with one condition, namely that her mother must walk behind Darmi, as a maid and princess. Darmi is ashamed of her own mother's condition so she doesn't want to walk side by side with her mother. With a heavy heart the mother agreed to her own daughter request. Arriving at the market, both mother and child immediately became the center of attention of market residents.

Of course, because the appearances of Mrs. Darmi and Darmi are very different, not like mothers and children. Darmi who is

<p>mengenakan pakaian yang sangat bagus dan rapi bak seorang putri, sedangkan Ibu yang sangat tua hanya mengenakan pakaian yang kotor, dan sangat kumul. Dalam perjalanan ada seseorang mendatangi Darmi dan bertanya kepadanya tentang orang sedang berjalan di belakang Darmi. Dengan angkuh Darmi mengaku bahwa orang yang berda di belakangnya adalah pembantunya. Dan lebih banyak pertanyaan mengenai Ibunya, Darmi pun merasa kesal. Tetapi tiba-tiba Ibu Darmi berhenti dan memohon kepada Tuhan agar Darmi mendapatkan hukuman yang setimpal atas perbuatannya. Ibu Darmi tak kuasa menahan penderitaan yang selama ini di alami Ibu Darmi. Dalam sekejap langit menjadi mendung. Petir menyambar-nyambar dan hujan turun deras. Tuhan telah mendengar doa sang Ibu. Seketika badan Darmi berubah menjadi batu. Darmi pun tak kuasa menahan air mata karena sesuatu terjadi terhadapnya. Sambil meneteskan air mata Darmi meminta maaf kepada Ibunya atas perbuatannya selama ini. Namun apa mau dikata semua telah terjadi. Seluruh tubuh Darmi berubah menjadi batu. Dan sampai sekarang batu tersebut dipercaya bias mengeluarkan air mata, sehingga batu tersebut diberi nama “Batu Menangis”.</p>	<p>beautiful and beautiful wears very nice and neat clothes like a princess, while the very old mother only wears dirty clothes, and is very old. On the way someone came to Darmi and asked him about people walking behind Darmi. Darmi arrogantly admitted that the person behind was his assistant. And more questions about her mother, Darmi was annoyed. But suddenly Darmi's mother stopped and asked God to give Darmi the punishment he deserved for her actions. Mrs. Darmi could not endure the suffering that had been experienced by Mrs. Darmi. In an instant the sky became cloudy. Lightning flashed and it rained heavily. God has heard the mother's prayer. Instantly Darmi's body turned to stone. Darmi couldn't hold back her tears because something happened to her. While shedding tears Darmi apologized to her mother for her actions so far. But what can I say, everything has happened. Darmi's whole body turned to stone. And until now the stone is believed to shed tears, so the stone was given the name "Crying Stone".</p>
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*(Kupdf.Net\_cerita-Rakyat-Batu-Menangis.Pdf, n.d.)*

stage	Features Of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	<ol style="list-style-type: none"> <li>1. Students listen and read the legend of “crying stone” to identify the content of the story.</li> <li>2. After students listen and read the story, students identify the vocabulary in the story.</li> <li>3. Students discuss the meaning of</li> </ol>	<p>this stage, the teacher builds students' knowledge by listening/reading stories, identifying vocabulary in stories. And find the meaning of the story.</p>



	the story.	
modeling	4. The teacher gives an example in identifying the meaning of the story. 5. The teacher gives an example in identifying vocabulary from the story.	this stage, the teacher becomes a model in identifying the meaning, vocabulary used and practicing directly so that students can easily understand the story.
Joint Construction	6. Students can identify the meaning and vocabulary of the story. 7. Students and teachers together identify and solve existing problems.	Students can identify the meaning and vocabulary of the story.  Students and teachers together identify and solve existing problems.
Independent Construction	8. Students work individually/pairs/groups in finding meaning, vocabulary, translating as a whole and then practicing the contents of the story.	At this stage students are independent in working on and identifying tasks in interpreting, and can translate the stories given

### A. Flashcard

Flashcards is a set of picture cards which are equipped with a word. It is introduced by Glenn Doman, a brain surgery from Philadelphia, Pennsylvania. The pictures on the cards can be classified into animal, fruits, clothes, color, shapes, and numbers. The contents of the flashcards can be modified according to the level of students, whether they are basic, intermediate, or advanced. Flashcard is effective media to teach vocabulary because it can be modified in accordance to what the students need. Flashcard is effective in maintaining the students' interest and motivation in learning, because it is designed colorful and well-structured. Legend short story is able to attract the students' motivation to involve effectively in teaching and learning process. (Al-Lisan, 2019). In this research, flashcards were used as illustrated teaching media, where researchers used flashcards as media in describing stories about the legend of the "crying stone

## **B. Using Translated Local Legend to Teaching Student of English Village of Air Putih Village**

Data from the Population and Civil Registry Office of Kubu Raya Regency states that the total population in Kubu Raya in 2019 was 579,331 people with an increase of 1.47% growth rate (Pemerintah Kabupaten Kuburaya, 2021). Air Putih Village is a village located in Kubu District, Kubu Raya Regency, West Kalimantan Province. The distance from the capital city to the village of Air Putih is approximately 3-4 hours by land and water. Air Putih Village is a lowland area located not far from the Kapuas River Basin. The majority of Air Putih villagers work as oil palm employees.

Air Putih Village is located in an oil palm plantation area which is one of the livelihoods of local residents. Air Putih Village is slightly distant from urban zones so there's not much need for information around English and restricted learning offices such as English books, and exceptionally constrained web. in an oil palm company in the local village. English Village is a nickname for an English-based village that is quite famous on the island of Java and even in Indonesia (Yuliningtyas, 2021). With the English Language Village in Air Putih Village, it is hoped that it can help the community, especially children in Air Putih Village, to have English language skills which can help improve English language skills in the future. Through this English village, children will get various kinds of vocabulary related to everyday life. So that they can apply the vocabulary they have learned in this English village to their environment. In this English village too, children will meet new friends from various schools, so they can practice their communication skills because they meet new friends. English village is very helpful in improving the economy of the surrounding community, which used to be just an ordinary village that is quiet now because of the English village education tour (Yuliningtyas, 2021). How the English village can build children's communication skills (With the English village in the Air Putih village, it is hoped that it can help the community, especially the children of the Air Putih village to have English skills which can help improve the English language skills in the future).

### **C. Previous Study**

The previous research that became a reference in writing this research was as follows;

Salam( 2013) with the title “Improving The Student’s Ability In Reading Narrative Text By Using Folk Tale (Local Legend)” This research is based on the problems found in the teaching and learning process of narrative texts to students in class VIII of Yos Sudarso Parindu Junior High School. The conclusions are developed on the basis of research analysis and findings taken from reading comprehension test, field note and observation sheet. The researcher found out that the implementation of Reciprocal Teaching Strategy in teaching reading hortatory exposition texts could improve students’ reading comprehension. Damayanti (2014), with the title The using Of Folk Stories (Folklore) In English Teaching this research analyzes folklore or the use of local legends in teaching English. The main discussion of this research is the attractiveness of using folklore for students compared to with non-story material. The results of the analysis of the process of teaching English experience for approximately ten years show that learning English requires more interactive teaching materials, such as the use of folklore, poetry, and short stories as teaching materials. Folklore can be an option in the approach to teaching English because the structure of the language used is very simple and easy to understand. Royani (2013) with the title “The Use Of Local Culture Texts For Enthusiastic English Reading Teaching” this study o offers an interesting text involving the students’ local culture which make the students are moreinterested with the text. Besides, the use of localculture text will be effective for the studentslearning because they have a previous knowledgeabout the topic which can trigger them to be moreactive in the reading class. In another word, usinga local culture text is helpful for the students tostart enjoying reading because the text is more understandable than the “authentic” one. Nurmia, Rahayu Apriliaswati, Endang Susilawati (2016) with the title “Improving Students’ Reading Comprehension Using Local Legend” The purpose of this research was to answer the problems about how

does local legend improve students' reading comprehension in comprehending the detailed information, finding the meaning of words, and drawing the conclusion about moral value of narrative text to the eighth grade students of SMPN 3 Sungai Raya Bengkayang. And the result of the serearch Local legends improve students' ability to predict vocabulary meaning and local cultural values in the surrounding environment and can improve students' ability to draw moral conclusions from narrative texts by providing opportunities to discuss and conclude lesson.

Based on the previous study above, all of them focus on the use of local legend texts in teaching English,the knowledge about the material,The values most often found in previous studies were abilities, reading skills, improved learning outcomes. The difference with previous research is that this research is not only focused on students' knowledge of the material, moral values contained in the material, improving student learning outcomes, but this research can be a facility for students in learning English,can be a fun and interesting learning for students,and can be means to practice vocabulary properly and correclly.

The results of this study are not without drawbacks. The weakness of this research is the limited time where the teaching and learning process can only be done 4 times because students will take the final school exam. Therefore, the researchers only used two data collection tools, namely field notes, and worksheets. However, both data from field notes and student texts were triangulated to validate the findings of this study. In addition, this study also involves peers as collaborators to reduce bias.