

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 emergence of the Communicative Language Teaching (CLT) Approach can be considered a response to formal structural approaches such as audiolingual which focus almost exclusively on rules. 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 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 (Richards, 2006))

Cited In (Richards 2006)

To achieve the Communicative competence above, one approach will 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 the systemic functional linguistics (SFL) movement. Hereafter will be known as SFL GBA.

Based on (Aunurrahman et al., 2020: 3) Teaching cycle of the genre-based approach consisted of:

1. Building knowledge of the field

For the first stage, the researcher acts as a teacher who provides topics in the form of text or images that students will learn. This stage will help researchers know the character of students and help students build their critical thinking skills.

2. Modeling

Then, the researcher can use various types of interesting media so the students can be interested in the learning material. After that, students are asked to practice the expressions that have been given previously. This learning stage is an initial writing exercise activity for teachers where the use of simple language structures and vocabulary is the focus of learning.

3. Joint Construction

This stage is an advanced stage where students have received material that has been explained by the previous teacher in various exercises. Then students are directed to collaborate with other students to compose the text.

4. Independent Construction

At this final stage, students are asked to compose the text with their knowledge while still receiving guidance from the teacher to ensure they can write well and correctly.

SFL GP lies on 3 basic principles, namely:

1. The first principle is learning a language is a style of social activity (Emilia & Hamied, 2015; (Martin, 2014). This implies that the SFL GP needs a social context. during this study, the social activity or the social context in everyday life texts similar to giving instruction, inviting, and asking permission as demanded by the national curriculum.
2. The second principle is explicit teaching. Here, teaching a language must be explicit wherever a teacher provides explanations and resources for the students to be told the social functions, schematic structures, and linguistic options of the genres (Aunurrahman et al., 2017a; Emilia & Hamied, 2015).
3. The third principle is guidance. Teaching is quite simply transferring the data on top of the students. it's conjointly concerning providing correct guidance or also referred to as a system that might facilitate the students to be independent in learning particularly in constructing their texts on an individual basis (Kuiper et al., 2017; Kusumaningrum, 2015; Martin & Rose, 2005; Nugraha, 2013).

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 helps increase students' experience by using relevant texts.

B. 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 English Village 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

The English Village model of the Village means that the Village is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. The number of existing course institutions makes the existing facilities and infrastructure in the English Village increasing (Yuliningtyas, 2021).

2. School Model

The English Village Model of the School means the School is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. Schools develop activities that foster the independence of students (Khoiri, 2017). 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 English Village model of the Pesantren means the Pesantren is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. The pesantren model has similarities to the weaknesses that exist in the school model, which is limited to the pesantren environment. That is, the body, clothes, place of residence, and the environment must be clean. Santa's daily life is the education of cleaning the mind and being born (Syaharuddin, 2020).

Based on the above types of English village, this study will apply the village model. The English Village model of the Village means that the Village is willing to participate in the English Village 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. Therefore, this study will apply the village model. The researcher will further communicate the English village program to the village government in terms of human resources, facilities, management, and financing.

C. Song

1. Definition of Song

Songs are the right source, songs are a good tool to help the process of learning English, and songs are 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 person's composition 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 songwriter's experience.

There are various types of songs that can be used according to your needs class. Songs can be categorized into activity songs, animal songs, counting songs, food songs, learning songs, lullabies, patriotic songs, parody, sports songs, traditional songs, and so on.

2. Characteristic of Song

The characteristic of the song itself is a poetic song that is pronounced according to a certain tone, rhythm, bar, and melody to form harmony. Singing is often also 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 a musical composition that has unity and continuity (contains rhythm). And various tones or rhythmic sounds are also called songs. Singing is reading poetry according to a certain tone, rhythm, and melody to form the harmony.

3. Use of Song for Primary School

Song or the main melody, also means a piece of music to be sung with a certain pattern and form. The songs and chants can be related to classroom functions, daily routines, or communicative situations that are relevant to the age of the students. Songs can be used by a person teacher in the classroom because the song is a very close universal language with

the daily life of students and also following the characteristics of students primary school. Songs can be used as a medium to convey messages and materials for students to make learning fun.

Song media can be applied in learning by changing the learning material into song lyrics which can then be sung to students. With the media, the song is considered effective enough to make learning becomes easier and more fun because learning activities are carried out by singing (learning while singing) so that students will not feel bored and sleepy, but students are expected to be more interested, excited in paying attention to learning and dare to be active during the process learning.

Before using songs for teaching, it is better to pay attention to several things related to the framework for using songs for language teaching suggested by Brewster (2002).

- a. Create a context, in this case, the teacher needs to explain the purpose and background information.
- b. First, teach the vocabulary that is considered important by using visual aids, actions, reality or artificial objects, dolls, and so on.
- c. Listen to tapes or sing songs so students can listen, demonstrate their understanding and become familiar with rhythms and notes.
- d. Do it with advanced listening.
- e. Pay attention to pronunciation, for example identifying intonation patterns, stressed words, or syllables.
- f. Invite students to listen, repeat and practice singing and learning the song. Encourage them to use body movements, facial expressions, and so on.
- g. Give a written note of the song text. In this regard, the teacher does not necessarily have to provide a complete record of the songs he teaches. Teachers can package it into interesting and learning-oriented activities.
- h. Invite students to compare them with similar types in their mother tongue, or national language.

- i. Show it either together, individually, in groups, or pairs.

4. Translated Local Song

a. Definition of Local Song

Local or regional songs are songs or music that come from a certain area and become popular, sung by both the people of the area and other people. In general, the composer of this folk song is no longer known. Folk songs in Indonesia are songs from certain regions or certain cultural areas, which are usually stated in the verses or lyrics of the regional (regional) language, both folk songs, and newly created songs. The homeland of Indonesia is very rich in folk songs. Malatu (2014) said that folk songs are songs that come from an area that become popular and are sung by the people of that area and other people.

The researcher used the local song from Sambas district which was then translated according to the relevant material. For example, the researcher uses the song “Cik Cik Periuk” which is this song is quite familiar in the area of origin but not familiar to the village of Lubuk Tajau even not at all. Researcher used Local Song “Cik Cik Periuk” as learning material for English Village of Lubuk Tajau, Sekadau, West Kalimantan.

b. Characteristics of Local Song

Ali (2010) describes some of the characteristics of typical folk songs, among others, as follows:

- 1) Telling about the situation environment or culture of the local area which is strongly influenced by local customs.
- 2) It is simple so that learning folk songs does not require good knowledge of music deep enough like reading and writing musical notes.
- 3) The author is rarely known.
- 4) Contains the values of life, elements of social togetherness, as well as harmony with the environment around.

- 5) It's hard for someone to sing who comes from other areas because lack of mastery of dialect or language local so the appreciation is less maximum.
- 6) Contains life values unique and distinctive.

It can be concluded that a folk song is a song that comes from a region certain with the idea of creation based on the culture and customs of a region certain. The song contains a meaning, a message for the community and the atmosphere/condition of the local community, and the language used is local area.

c. Teaching Procedure

This study used translated local song as a learning material that is relevant to the context as required by SFL GBA. Text structure and teaching procedure will be explained in table 2.1

Table 2.1 Teaching Procedure

In Local Song Version	In English Version	
Cik cik periuk belanga' sumping dari Jawe Datang nek kecibok bawa' kepiting dua' ekok Cak cak bur dalam belanga', idong picak gigi rongak Sape ketawa' dolok dipancung raje tunggal, hei!	Cik Cik pot, cleft pan from Java Grandma kecibok came with two crabs Dropped into the pan, nose snub toothless Who laughs first, beheaded the sole king, hey!	
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 "Cik Cik Periuk" to identify the song lyrics. 2. After students listen to or watch the song, students identify the vocabulary in the lyrics of the song. 3. Students discuss the meaning of the lyrics of the song. 	At this stage, the teacher builds students' knowledge by listening to the song and being able to find the meaning of the song.
Modeling	<ol style="list-style-type: none"> 4. The teacher gives an example of identifying the meaning of the song. 5. 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	<ol style="list-style-type: none"> 6. Students can identify the meaning of the song lyrics. 7. 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	<ol style="list-style-type: none"> 8. Students work individually/in pairs/groups in finding meaning and then practicing the 	At this stage, students are independent in working on and identifying tasks in interpreting and can translate the given song.

D. Using Translated Local Song to Teaching Students of English Village of Lubuk Tajau

Lubuk Tajau is one of the names of a village located in Nanga Taman sub-district, Sekadau Regency, West Kalimantan province, Indonesia. This village has an area of 64.25 km² with a population in 2020 of 1,914 people and a density of 27 people/km². From the educational data obtained, there are still many children who have dropped out of school and are illiterate, while this affects the low public awareness of the importance of education.

The states that there are at least six factors that cause school dropouts, especially at the basic education level, namely economic factors, low interest in going to school, lack of parental attention, unsupportive learning facilities, cultural factors and location or location. distant school. With the existence of the English village of Lubuk Tajau, it is hoped that it will be able to reduce the number of children dropping out of school and be able to motivate non-formal students to study hard, and provide opportunities for children who have economic difficulties to get non-formal education in Lubuk Tajau village.

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 2.2 Total Population Based on Education Level

Dusun	PENDIDIKAN								
	SD	SMP	SLTA	DIPLOMA I/II/III	Strata I	Strata II	Anak Sekolah	Putus Sekolah	Buta Huruf
Lubuk Tajau	60	50	30	4	15	0	60	20	10
Kibang	40	30	25	0	1	0	35	10	10
Seraya	40	35	30	3	5	0	65	5	5
Kenore	50	30	12	4	4	1	60	2	14
Jumlah	190	145	97	11	25	1	220	37	43

Cited In (Adrianus 2022)

Based on the data above, this study will 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 will be explained in table 2.3.

Table 2.3 Local Song to be taught in English Village

Local Song	
Social Objective	To introduce one of the Local songs in West Kalimantan
Text Structure	Cik cik pot, cleft pan from Java Grandma kecibok came with two crabs Dropped into the pan, nose snub toothless Who laughs first, beheaded the sole king, hey!
Linguistic Characteristic	1. Pronoun 2. Conjunction 3. Simple Present
Media	The media that will be used to teach local songs is the audio/video "Cik Cik Periuk" Link: https://youtu.be/HFaT5PbsXCU

Table 2.3 shows the written text that will be taught to Lubuk Tajau 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 will also be applied to see how the application of a genre-based approach in teaching English to the students of Lubuk Tajau of English Village, Sekadau.

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. Ida Vera Sophya entitled "English Learning Through Songs in Early Childhood" discuss how to teach English to children as well as an assessment of the benefits of songs as a medium for learning English for students in early childhood. In addition, does the teaching that is carried out pay attention to aspects of teaching English at an early age such as the implementation of the program teaching, teaching and learning activities, teacher abilities, and the use of and availability of facilities and infrastructure or the availability of other learning resources (Sophya, 2018).
2. Prakasita Perwitasari entitled "penerapan lagu sebagai media pembelajaran bahasa inggris pada siswa TK Semesta Bilingual School Semarang" which discuss about children aged 3-5 years, tend to like things that are "colorful" and fun. Then from That's English learning through the media this song tends to be fun, and children are easier to catch and memorize verbs or words and increase vocabulary through

songs. But in addition to fostering the spirit of learning, and singing activities in English this is to introduce language vocabulary in Simple English in a fun way. Circle time activities take place every day from 08.00 – 08.15 WIB, and the song is sung also varies so that children also get to know various things Kinds of simple English vocabulary (Perwitasari, 2020)

3. Using English Songs in Improving Listening Skill by Cindiyana Muryani Putri, 2018. This research is aimed at “improving students' listening skills in Class Eleven Multimedia of Vocational High School Mandiri Pontianak in Academic Year 2017/2018”. This research used English songs as a technique for 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 the 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 vocabulary. The technique of data collecting for this research was observation and test. The tools for data collecting were listening tests, observation checklists, and field notes. The result of this research showed that English songs improved students' listening skills by Filling in the blank song lyrics. The student's score in listening also improved in the 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 (Putri, 2018).
4. Neil T. Millington entitled "Using Songs Effectively to Teach English to Young Learners" discuss 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 the 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 (Millington, 2011).

5. Sulastri Manurung entitled “Learning English using Songs For Elementary Students at Kavling Seroja” discuss this PKM activity intended to help elementary school students in Seroja Lot learn English in a more fun way, namely by song usage. Results of the implementation of PKM activities in RW 16 Kavling Seroja received a positive response from students. This is proven by the enthusiasm of students during learning, an increase in student motivation in learning, and improvement of students' skills in English as well as in vocabulary pronunciation, reading, and hearing (Sulastri Manurung, 2018).