CHAPTER II
LITERATURE REVIEW

A. Communicative Competence

Communicative competence is a term in linguistics, 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 as a response against formal structural approaches such as audiolingual which focuses almost exclusively on rules (Whong: 2013).

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 personel 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 (McCarthy & Carter, 2006a):

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

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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).

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 systemic functional linguistics (SFL) movement. Hereafter will be known as SFL GBA.

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).

Based on (Aunurrahman et al., 2020: 3) Teaching cycle of 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 into 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 own knowledge while still receiving guidance from the teacher to ensure they can write well and correctly.

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 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. The Kampung English model of the Village means that the Village is willing to participate in the Kampung English 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). 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 willing to participate in the Kampung English 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 Kampung English model of the Boarding School means the Boarding School is willing to participate in the Kampung English Program in terms of human resources, facilities, management, and financing. The Boarding School model has similarities in 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. Santri's daily life is the education of cleaning the mind and being born (Syaharuddin, 2020).

Based on the above types of English villages, this study will apply the school 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

Song is composition for voice performed by singing of alongside musicial instrument. According to Hornby (1995: 1133) song is piece of music with words that is sung. 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). Songs are the most captivating and culturally rich resource that can be easily used in language classroom.

It can be concluded that a song is a short piece of music with words that are sung. The song is a short musical work set a poetic text

with equal importance given to music and therefore the words. It's going to be written for one or many voices and it's generally performed with instrumental accompaniment. The song is an opus and contains vocal components that are performed with the human voice and usually feature words or lyrics ordinarily amid another musical instrument.

2. Translated Local Song

   a. Definition

      The translation technique is a method used to send the message from the source language to the target language/translated language, grouping the translation by word, phrase, phrase or sentence level. The use of good translation techniques helps the translation quality level to determine the form and structure of the words, phrases, clauses and sentences that result from the translation. In addition, the translation will also help determine the most appropriate linguistic equivalent in the target language for translation. Therefore, the equivalences found in essential translations can be applied in different languages. Subsequently, the use of translation techniques will not only produce an accurate translation, but also an easy-to-understand mind of the reader who can easily understand the translated language (Simanjuntak et al., 2020).

      Local songs are a collection of songs or music, which grow and develop as a whole in an area, folk songs have different characteristics from one area to another. The difference/characteristic lies in the swaying of the tone and its very popular status so that it can be sung and easily memorized by the people in the area.

      According to Banoe (2011), 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.

Researchers used local songs in the area around the hedgehog that are familiar to the public and changed them by translating local songs into English according to the relevant material. For example, the researcher uses the song "Aek Kapuas" which is already familiar to the ears of the Air Putih Village and will be applied by researchers as learning material for the English village of Air Putih, Kubu Raya, West Kalimantan.

b. Teaching Procedure

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

Table 2.1
Teaching Procedure

In Traditional Song Version	In English Version
"Aek Kapuas"	
Hei sampan laju	Hi-speed canoe
Sampan laju dari ilir sampai ke ulu	Speed canoe from downstream to upstream
Sungai Kapuas	Kapuas river
Sunggoh panjang dari	It's been a long time to split the city

dolo' membelah kote	Hi unexpected
Hei tak disangke	Unexpectedly the forest became a city
Tak disangke dolo' utan menjadi kote	The population is crowded
Ramai pendudoknye	The name of the city is Pontianak
Pontianak name kotenye	The Kapuas River has a story
Sungai Kapuas punye cerite	When we drink the water
Bile kite minom ae'nye	Even if you go far away
Biar pon pegi jauh ke mane	It's really hard to forget
Sunggoh susah na' ngelupakannye	Hi Kapuas 3x
Hei Kapuas 3x	

(https://budaya- indonesia.org/Aek- Kapuas)

Stages	Features of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	Students listen to or watch the song "Aek Kapuas" to identify the song lyrics. 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 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	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	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 Local Song to Teaching Students of English Village at Air Putih Village**

Air Putih Village is a village located in Kubu sub-district, Kuburaya district, West Kalimantan province. The distance from the capital to the village of Air Putih is approximately 3-4 hours by land and water. Air Putih Village is located in an oil palm plantation area, which is one of the sources of livelihood for the local population. Air Putih Village is a lowland area which is located not far from the Kapuas River Basin. There is one palm oil company in Air Putih 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.

The majority of Air Putih villagers work as employees in palm oil companies in the local village. With the English 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 that has been learned in this English village in 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.

Table 2.2

Local Song to be taught in English Village

	Local Songs	
Social Objective	To introduce one of the local songs in West Kalimantan	
Text Structure	***Verse** **"Aek Kapuas"** Hi-speed canoe Speed canoe from downstream to upstream Kapuas river It's been a long time to split the city Hi unexpected Unexpectedly the forest became a city The population is crowded The name of the city is Pontianak The Kapuas River has a story When we drink the water Even if you go far away It's really hard to forget Hi Kapuas 3x	The media that will be used to teach traditional songs is the audio/video "Aek Kapuas". Link: https://www.youtube.com/watch?v=mjqOKrtujUw
Linguistic Characteristic	• Pronoun • Conjunction • Simple Present	

Table 2.2 shows the written text that will be taught to Air putih 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 Air Putih English Village, Kubu Raya.

E.   **Related Studies**

In this study, the researcher takes reviews of the related literature from the other similar studies for comparison, which are as follows:

1. Folk Songs Do Magic in Teaching Speech and Grammar Patterns in EFL Class, conducted by Yarmakeev, et al. (2016). In this study it was hypothesized that folk songs significantly stimulate and encourage students to learn more lexis and grammar they encounter in lyrics. Materials and study instruments aiming at the solution of the outlined problem are investigated with regard of the roles that the song genre fulfills. An experiment conducted by the authors with the aim in view to prove that the repeated playback of a song expands students' vocabulary and helps them to better assimilate grammar, was chosen as a leading research method in this study. The research made it possible for the authors to empirically prove that folk songs can do magic in EFL class contributing to the comprehension of the foreign language in the context of culture, transforming a monotonous memorization and reproduction of language material into creative work, solving the problem of multiple repetition of a single model. The findings of the study can serve as a general guideline for university and high school faculty and pre-service teachers.

2. Using Songs Efectively to Teach English to Young Learners by Millington, 2011. The first purpose of this study is to state a case for developing songs from activities into language learning tasks. The second purpose is to highlight how, with a little initiative, teachers can adapt children's songs to better suit their teaching goals. The result reveals that songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Unfortunately, despite these advantages, simply singing songs will not teach learners how to communicate in another language. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Adapting existing

children's songs is one method that teachers can use to increase their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts.

3. The Use of Song in Teaching English Pronunciation, carried out by Rais, Pranowo, & Sari (2020). This paper discusses how to improve pronunciation through song on the third-grade students of SDN Cangkringan 2 by using the classroom action research method. Total of the students in this class is 21 students on the beginner level. The researchers conduct a cycle in this study, which consisted of reconnaissance, planning, enacting the plan and observing, and reflection. The result of the study showed that songs could improve students' pronunciation and confidence. Even, one of the very shy students in the class is enjoying the lessons; she can pronounce the vocabulary correctly and confidently.

4. A Case Study of Using Songs in Teaching English Vocabulary to Young Learners by Ma'rifat, 2017. The research was an attempted to investigate the song-based activities and stages in teaching English vocabulary through song. Furthermore, it was intended to find out students' responses towards the use of song in learning English vocabulary. This study was qualitative in nature and used a case study as its research design. Furthermore, this study employed three instruments in obtaining the data namely observation, interview and written documents. The participants of this study were twenty students of grade one in one private elementary school in Bandung. The results showed that there were four stages implemented by the teacher: opening, main, follow up and closing stage. In addition, the students showed positive response towards the used of song in learning English vocabulary. The students felt happy and enjoyed during the teaching learning process. Also, by using song, it aided them in understanding English vocabulary even better.

5. A study entitled "The Use of Song in Teaching English for Junior High School Students" from Hadi (2019). The aim of this study is to investigate in detail the use of song in teaching English for Junior High School student. This study is action researches conducted at Dharma Karya UT Junior High School class VII with participant number are 25 students. Data obtained from the result of test in each cycle. The findings showed that the learning process using song makes the students become more active in their interaction, it is showed by their participation level during the teaching is increased. Another finding also revealed that there is a significant improvement in the student's English language skills using song from preliminary to cycle II stage in the research process. The average score of students at the preliminary stage is only 60 then it increased to 68 in the first cycle and increased significantly in cycle II with the amount of 80. It can be concluded that action research is done by using song in teaching English for Junior High School significantly helps the students in increasing their English language skills. This study recommends the continuation of using various teaching media and tools for Junior High School student in order to improve their English language skills.

Based on the aforementioned related studies, majority of them focuses on the use of songs to teach English to students. The songs being used in the previous studies were English children's song. However, the study on incorporating local songs to teaching and learning process is still underexplored. As a result, the researcher wanted to fill the gap from previous related studies. This research aims at revealing and emphasizing how to apply a genre-based approaches uses local song to teach English to English Village students in Air Putih.