CHAPTER II
LITERATURE REVIEW

A. Communicate

    1. Communicative Competence

        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). Communicative competence is an aspect of competence that allows us to convey and interpret messages between individuals in certain contexts. Communicative competence focuses on the function of language in practical communication rather than mastering the forms and rules of language. These language rules are used to control only one form of speech (Astriani, 2018). Communicative competence is the ability of language users who can understand and use language appropriately by paying attention to the rules for forming a sentence and its use in language communication.

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

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

b. 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)

c. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

d. 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 competence above, one approach have been carried out in this study, namely text-based instruction or what is known as a genre-based approach that has been developed under systemic functional linguistics by looking at communicative competence as the ability to master the language in various types of texts (Richards, 2006: 3).

B. Systemic Functional Linguistics

1. Definition

A text that expresses a message or an event in a single sentence. The components of the message are connected in a logical manner across the entire text. Additionally, there are undoubtedly societal contexts and a purpose for the writing that was generated. Every every circumstance has a certain type of verb that serves as the text's developer. Situation type and verbal realization are referred to as genre jointly. Martin (2012) claims that genre is a goal-oriented communication activity. Then, Swales (2012) defines genre as an event of communication in which each participant has a specific aim in mind. While, Bex (2013: 137) claims that genre is an aggregation of communicative events that achieves a general social function, Swales (2012: 58) claims that "a genre constitutes a class of communication events." The communicative event is one "in which language both significantly and inescapably plays a role." It is also a nuanced idea that encompasses not only the speech but also its function, as well as the context and culture in which it is used. Therefore, the genre is strongly associated with a discourse that serves a certain communication aim. Given the explanation above, it can be claimed that a genre is a method

of communication in which each member has a predetermined objective. Genre is a matter of communication event by social context. Consequently, the different social context then, tends to lead to different genre.

2. Basic Principles of SFL GBA

SFL GBA lies on 3 basic principles. 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 is everyday life texts similar to giving instruction, invite and asking permission as demanded by the national curriculum.

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., 2020; Emilia & Hamied, 2015).

The third principle is guidance. Teaching is quite simply transferring the data on top of to the students. it's conjointly concerning providing correct guidance or also referred to as 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).

3. Procedure of SFL GBA

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

a) 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 is the initial steps taken by the teacher and students to direct their thoughts into the main issues that will be discussed in

each lesson. Also, this stage help researchers know the character of students and help students build their critical thinking skills.

b) Modeling

This is a stage in which teacher familiarize students with the material discussed. Teachers can use various types of interesting media so the students can be interested in the learning material. Teachers can play the song used audio taken from youtube channel that show how to sing a song. To foster students to sing, teachers facilitate students with transcript of the audio. Teachers demand to activate listening skills in order that can help them to absorb the rhythm of the song.

c) 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 sing the song.

d) Independent Construction

At this final stage, students are asked to complit the text with their own knowledge while still receiving guidance from the teacher to ensure they can answer correctly.

A. 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 English Village program as a non-formal education program allows an early introduction to English 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 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 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 aducation of cleaning the mind and being born (Syaharuddin, 2020).

D. 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. Songs are the most captivating and culturally rich resource that can be easily used in language classroom. Griffe (2001: 10) says, " Song is part of music that you sing through words. It closely related to speaking, because speaking is an action of having a communication with the others in using oral language.

From the definition of song above the researcher concludes that 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 a opus and contains vocal components that are performed with the human voice and usually feature words or lyrics ordinarily amid another musical instrument.

E. Translated Traditional 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

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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). Traditional songs are music or sounds traditionally sung by people in an area that is part of their culture and passed down from generation to generation. Traditional music usually uses the language, style and traditions of the region of origin.

The song Aek Kapuas is a traditional song from Pontianak-West Kalimantan. It is done by the author to tell about the Kapuas River. The Kapuas River is the longest river in West Kalimantan, even including the longest river in Indonesia. Malay as the identity of cultural actors in West Kalimantan is divided into five main cultural areas, namely the Malay culture of Pontianak, Sambas, Ketapang, Sanggau, and Hulu Kapuas. The five Malay cultures are administratively divided into 12 districts and 2 cities with an area of 146,807 km² stretching along the coast and along the Kapuas River, the longest river in Indonesia (Effendi, 2006).

F. Process of Translation Text

In this research, the researcher used literal translation method to translated traditional song Aek Kapuas. The source language is translated literally with an emphasis on form and structure, with no additions or subtractions to the target language. Grammar structures in the source language are translated to their closest equivalents in the target language, but vocabularies are translated separately. Vinay and Darbelnet (1995) state that this translation technique is word-by-word translation because it is most commonly used in the same linguistic culture.

Source Language	Target Language
"Aek Kapuas"	"Kapuas River"
Hei sampan laju	Hi-speed canoe
Sampan laju dari ilir sampai ke ulu	Speed canoe from downstream to upstream
Sungai Kapuas	
Sunggoh panjang dari dolo' membelah kote	Kapuas river
	It's been a long time to split the city
Hei tak disangke	
Tak disangke dolo' utan menjadi kote	Hi unexpected
	Unexpectedly the forest became a city
Ramai pendudoknye	
Pontianak name kotenye	The population is crowded
Sungai Kapuas punye cerite	The name of the city is Pontianak
Bile kite minom ae'nye	The Kapuas River has a story
Biar pon pegi jauh ke mane	When we drink the water
Sunggoh susah na' ngelupakannye	Even if you go far away
	It's really hard to forget
Hei Kapuas 3x	
	Hi Kapuas 3x
(https://budaya-indonesia.org/Aek-Kapuas)	

G. 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.

Teaching Procedure
Table 2.1

Stages	Features Of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	Students listen to the song "Aek Kapuas" to identify the song lyrics.	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 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	1. Students can identify the meaning of the song lyrics. 2. 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.

H. Previous Related Studies

Based on the search results regarding relevant research, the authors found several previous studies. There have been many researchers who have researched using song to teaching English. The researcher takes reviews of the related studies as references and to add value to sources to collect information.

Fransischa & Syafei (2016) research entitled "Using Songs to Teach English to Young Learners". They concluded that Using songs to teach English to young learners is the best way to make the classroom activity be alive and also can improve the young learners to learn English. It helps them to sing, to talk and to express their ideas through learning by playing and learning by doing. Then, it makes the young learners can be more interested and active while they singing a song. When they sing a song they will be enjoyable and helps them to memorize new words easily. In addition, teaching is not only giving a million of exercises but, also creating activities that would make the young learners become more interested. This findings is in line with previous research, using song to enchance learning in english the classroom (Pratiwi, 2018) she concluded learning through song can be

recommended for teachers to enchance learning English. Because of learning through song will make the atmosphere in the classroom more comfortable to learn English and easily understandable. Students can understand a short and simple sentences by using song.

Then, Yüksel (2016) with the research entitled "Using Songs in Teaching English to Very Young Learners" The purpose of this study was to contribute to the literature on whether the use of songs within the language classroom increased the very young learner's vocabulary acquisition. Through using songs did it affect their motivation when learning and using the English language and when using songs did it raise their cultural awareness of the target language. The results of this study confirm that when songs were used within the classroom for teaching purposes the participant's attitude was highly positive. Their anxiety levels where down and the participants felt confident when producing the language.

The next researcher is Husein (2019) with his research entitled "Meningkatkan Penguasaan Kosakata Bahasa Inggris Dengan Menggunakan Traditional Song di Madrasah Ibtidaiyah Jauharul Ulum Situbondo". He concluded that using traditional songs can stimulate students' interest and make them more active. This increase is due to the involvement of students in each learning process. It helps students quickly memorize new vocabulary in English. Therefore, it can be concluded that traditional songs are precious and helpful in improving students' vocabulary master. The same research equation was also carried out by Maulina et al (2020) but the difference is, Maulina et al uses West Kalimantan Malay Traditional Songs to Improve Early Childhood Vocabulary.

Finally, Ridhayatullah et al (2020) in research titled "The Influence Of Using English Songs On The Students' Achievement In Pronouncing English Words". They suggest that it is better for English teachers to use songs on their teaching-learning process since songs have a very big benefit for the students. Songs can be implemented when a teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. English teachers use the

English songs in teaching English pronunciation to EFL learners. The difficulties faced by the students in learning English could be handled well. Teachers should motivate the students to learn English and provide them more group room activity by using English songs. English songs should also solve the students' problem in learning pronunciation.

I. 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).