

CHAPTER II

LITERATURE REVIEW

A. Communicative

1. Communicative Competence

a. Description of Communicative Competence.

Communicative competence is the student's ability to make communication (here English) with a language as a social reality. Where communicative competence includes the ability to understand parts of speech, tense, phrase, clause, sentence patterns, and how sentences are formed (Richards, 2006:3).

Communicative language teaching sets as its goal the teaching of communicative competence. The meaning of this statement is we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical Communicative Language Teaching Today 3 competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity that is understood by the term communicative competence.

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 are as follows:

- 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).

Cited in (Richards, 2006:3)

To achieve the above-mentioned communicative competence, this study will employ an approach, text-based instruction, also known as a genre-based approach, which treats communicative competence as involving the mastery of different types of texts. 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..

Learning a language is a form of social activity means the text used in teaching language from the social daily context, when it looked the students must have communicative competencies or the learners easy to apply language (English) in daily life. Explicit teaching means teaching and learning will be more effective when the teachers are explicit about what is expected of their students (Pujiastuti et al., n.d., p. 306). The last is Teachers will guide students to help the students to be independent in learning (Aunurrahman et al., 2020b:4).

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 & Hamied, 2015). In this study, the background was UK rural students from primary and secondary education levels. Assuming that students have limited English experience, this study will help increase students' experience by using relevant texts. Exploring the design of texts will be further discussed in section D.

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. There are includes:

1. Village Models. The English model of the Village means that the Village is willing to participate in the English village Programs 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.
2. School Models. The English Village Model of the School means the School is willing to participate in the English village Programs in terms of human resources, facilities, management, and financing. The target schools are elementary schools, where English is not a compulsory subject. Implementation at 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 model of the Pesantren means the Pesantren is willing to participate in the English 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.

Based on the above types of English villages, 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. Teaching Practices Of ELT

1. Characteristics

Teaching practices of ELT means the practices that teachers will use in the classroom. It will influence students understanding of the English materials. Utilizing best practices will affect students' motivation in the study (Soomro et al., 2016:119). According to Perry (2003 (Soomro et al., 2016:119), "Best Practices are the practical

teaching, techniques, tips, strategies, methods, and exercises that result in excellent product for program delivery”. Teaching practices of ELT in this study using a genre-based approach. The procedure using a genre-based approach to teaching practices of ELT includes building knowledge of the field, modeling, joint construction, and independent construction.

According to (Suseno, 2014:23), the explanation of the procedure for teaching practices of ELT using a genre based approach includes:

a. Building knowledge/context

The first stage of this research is building the context. At this first stage, a teacher introduces an authentic social context a text type to students. After that students will explore the cultural context in which the type of text is used and the social purposes of the text-kind are achieved. Afterward, they will explore the context with Investigate text models that have been chosen based on Course goals and learners' needs.

An exploration of register involves:

- 1) Building knowledge of the topic of the model text and knowledge of the social activity in which this text is used, e.g: the social activity in this text is used, e.g: the social activity of job seeing within the topic employment in Indonesia.
- 2) Understanding the roles and relationships of the people using the text and how these are established and maintained, e.g: the relationship between a job seeker and a prospective employer.
- 3) Understanding the channel of communication being used, e.g: using the telephone, speaking face-to-face with members of an interview panel.

Context–building activities include:

- 1) Presenting the context through pictures, audiovisual material, reality, excursions, field trips, guest speakers, etc.

- 2) Establishing the social purpose through discussions or surveys etc.
- 3) Cross-cultural activities.
- 4) Related research activities.
- 5) Comparing the model text with other texts of the same or contrasting type.

b. Modeling and Deconstructing the Text

The second stage of this research is modeling and deconstructing the text. At this stage, students search the structure and features of the model language and compare the model text with other examples of the text type. This stage of the diagnostic assessment helps each teacher to decide how much time to devote to certain language features and what kind of presentation or practice the student needs with each feature. But, what is the importance of this activity is presented about the text - type that is learned, the social objectives that will be accomplished, and the meaning-making.

Here are the sample activities in this cycle:

- 1) Presentation activities using devices, such as OHTs, charts, big books, board work, etc.
- 2) Sorting, matching, and labeling activities: sorting sets of texts, sequencing jumbled, stages, labeling stages, etc.
- 3) Activities focusing on cohesive devices such assets of related lexical items, conjunction, modality, reference e.g: semantic maps, vocabulary networks, cloze, transparency overlays, etc.
- 4) Presentation and practice activities relating to the grammatical features of the text.
- 5) Oral-aural, pronunciation, decoding, spelling, handwriting, or typing practice as needed for the use of the text type.

Diagnostic assessment is critical at this stage as the teacher must decide whether students are ready to move to independent functioning or whether they need to undertake further work at the text modeling of joint construction.

c. The third stage of this research is the Join Construction of Text

After listening, students enter the third stage called Join Construction of Text (JCOT). In this students begin to contribute to the construction of whole examples of the text type the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

Join construction activities include:

- 1) Teacher questioning, discussing, and editing whole class construction, then describing on to board or OHT.
- 2) Jigsaw and information gap activities
- 3) Skeleton texts
- 4) Jigsaw and information gap activities.
- 5) Small group construction of texts.
- 6) Dictation.
- 7) Self-assessment and peer assessment activities.

d. The fourth stage of this research is the Independent Construction of Text.

After having the experience of collaborating with friends, they enter stage four called Independent Construction of Text (ICOT). At this stage, students are expected to work independently with the text.

Independent construction activities include:

- 1) Listening tasks e.g: comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, answering the question.
- 2) Speaking tasks e.g: spoken presentation to the class, community organization, workplace, etc.

- 3) Listening and speaking tasks e.g. role plays, simulated or authentic dialogues.
- 4) Reading tasks e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking, or underlining material on a worksheet, answering questions.
- 5) Writing tasks that demand that students draft and present whole tasks.

The procedure teaching practices of ELT in this study also used explicit teaching and scaffolding principles. Explicit teaching is a way to teach by providing sufficient support, clarity, guidance to students. Explicit teaching includes four categories, content, design, delivery, and practice (Hughes et al., 2018:216). The explanation explicit teaching in (Hughes et al., 2018:216) are includes:

1) Content

- Focus instruction on critical content.
- Sequence skills logically.
- Break down complex skills and strategies into smaller instructional units.

2) Design of instruction

- Design organized and focused lessons.
- Begin lessons with a clear statement of the lesson goals and your expectations.
- Review prior skills and knowledge before beginning instruction.
- Provide step-by-step demonstrations.
- Use clear and concise language.
- Provide an adequate range of examples and non-examples.
- Provide guided and supported practice.

3) Delivery of instruction

- Require frequent responses.
- Monitor student performance closely
- Provide immediate affirmative and corrective feedback.
- Deliver the lesson at a brisk pace.
- Help students organize knowledge.
- Provide distributed and cumulative practice.

4) Purposeful practice

The scaffolding principle is a teaching strategy that teaches a new skill by encouraging students to do more difficult tasks and giving them greater responsibility in the learning process so that students will have a better understanding and view of English material. According to Lawson (2002) in (Kurniasih, n.d., p. 118). “Scaffolding in an educational context is a process by which a teacher provides students with a temporary framework for learning.”

2. Teaching materials

Five components are used for teaching and learning. they are students, a teacher, materials, teaching methods, and evaluation. All of these components become goals of the learning process (Fitriah, 2015:42). Teaching material is all such that teachers used to deliver or facilitate their students. The focus is that the students can understand the instructions that the teacher explains before. Definition of teaching materials as follows: Materials are used to refer to anything which is used by teachers or learners to facilitate the learning of a language. Materials could be cassettes, videos, CD- Rom, dictionaries, grammar books, readers, workbooks, or photocopied exercises. In other words, they are anything that is deliberately used to increase the learners’ knowledge or experience of the language (Fitriah, 2015:43).

Based on the definition above can infer that teaching material is a tool that is used to help students understand instruction in the learning process. The material that will be used should achieve impact, Material

should help learners to feel at ease, Materials should help learners to develop confidence, Materials should require and facilitate learner self-investment, Materials should provide the learners with opportunities to use the target language, Materials should take into account that the positive effects of instruction, Materials should take into account that learners differ styles, Materials should take into account that learners differ in affective attitudes, Materials should permit a silent period at the beginning of instruction, Materials should not rely too much on controlled practice, Materials should provide opportunities for outcome feedback (Fitriah, 2015). Therefore, when choosing a teaching Material, it required the following considerations.

- a. Noticed the age and needs of the students.
- b. Noticed where is the meaningful and relevant for the students.
- c. Noticed earnestly before the material is chosen, especially regarding the instruction, and the identification of the purpose and goals.
- d. Consider the materials suitable for all categories of the intellect and that can be used for the different varieties of skills and concepts of learning.
- e. Choose the materials that promote exploration and inquiry.
- f. Choose the appropriate material for children, especially according to their physical circumstances.

Cited in (Suharjo, 2014:11)

In implementing the implementation of English village at Temajuk village. This study will explore the practice of teaching materials. The theme to be taught in this study is an introduction to English from basic. The teaching materials “Introducing others”. Below is a sample text from introducing others :

Teacher	: I am Jamal. I am from Pontianak
First student	: He is Jamal. He is from Pontianak and I am Diana. I am from Parit Baru.

Second student : He is Jamal. He is from Pontianak. She is Diana. She is from Parit Baru and I am Awi. I am from Sungai Kakap

... Until the last student

D. Exploring Teaching Practices Of Temajuk Village

Temajuk village is far from urban areas so there is a lack of knowledge about English and limited learning facilities such as English books, and very limited internet, besides that Temajuk village is located on the border between Indonesia and Malaysia. Temajuk Village will be designated as a tourist village so that many visitors come to Temajuk Village, including tourists from abroad. Therefore, it is necessary to know English in the village of Temajuk so that researchers are interested in researching the village of Temajuk. With the holding of the English village, it makes the children more enthusiastic to learn English because in this English village activity there will be various learning activities so that it makes the children interested and regularly learn English. In addition, the children will be more familiar with the words English, thus making English a fun learning.

In Temajuk village 3 people are illiterate and 110 elementary school students, 95 junior high school students, and 62 high school students.

E. Previous Study

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows;

The previous studies about English Village has been conducted by some researchers. First of all, a study from Subhana (2020) entitled "Meningkatkan Kemampuan Speaking Melalui Teknik Drama Di Jampang English Village Bogor" it was found that the English language training method with a mentoring approach, technical training in role playing and the practice of drama entitled "Red Riding Hood" had a positive impact on students' confidence and comfort in speaking English in public.

Secondly, a research conducted by Zamrodah (2016) entitled "The Use Of Communicative Language Teaching (Clt) Approach Through English Village For Improving An Transactional Language Function Of Speaking Skill" the results of research conducted using the CLT approach very significant impact on students' skill in transactional function of speaking after following English community using CLT approach.

Another research was conducted by Sari (2021) entitled "Peningkatan Kemampuan Siswa SD dalam Teknik Bercerita, Berpuisi, dan Berpidato untuk Mengikuti Kompetisi Bahasa Inggris di Jampang English Village Bogor" The method used is the Total Physical Response (TPR) approach which prioritizing the use of body language in providing tips or strategies in dealing with English competition, the results of the findings are able to improve the ability to speak and correct pronunciation in each say.

Another research was "Communicative Visual Media-Based Speaking Instructional Methods At Peace Kampung Inggris Pare" carried out by Pratiwi (2021) The teaching methods or approach are varied, broad, and challenging. The variation of the topics avoids boredom in the learning, in teaching speaking, tutors in English Village Pare utilize a variety of media and integrated language skills, for example, by using visual media in the form of images. This method or approach can lead students to become successful language learners.

Another research was conducted by Mulyadi (2020) "Pendekatan Sosiokognitif Melalui Storytelling Untuk Meningkatkan Keterampilan Membaca Di Jampang English Village (Jev), Zona Madina, Parung Bogor" learning with a socio cognitive approach through story telling using puppets. With this approach, the learning atmosphere becomes very interesting and fun. Students can also have new vocabulary through stories they enjoy. In addition, in the application Socio cognitive, students can take positive messages and behaviors from the two stories presented.

The previous studies have a English village in educational context. Researchers found various approaches that were applied in the English village, in this study the focus was on the approach used in the English village in Temajuk.