CHAPTER II
LITERATURE REVIEW

A. Communicative

1. Communicative Competence

Communicative competence means having 'a competence to communicate'. This competence can be oral, written or even nonverbal. Communicative competence is nothing but a 'competence to communicate'; that is, having the ability that allows the person to communicate in order to fulfill communicative needs. Language, according to many researchers, is a means of communication, and it comprises four main skills, listening, speaking, reading and writing. To acquire these language skills, one needs not only to learn grammatical rules but to practice such skills till gets used to all of them. Whenever acquires the skills of the language and manages to use them effectively and appropriately according to the context in which is involved, we can say that has achieved the required level of the communicative competence. (Rambe, 2014)

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 :

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)

(Cited In Richards, 2006)

The approach to be used 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. To be specific, the genre based approach (GBA) used is under systemic functional linguistics (SFL) movement. Hereafter will be known as SFL GBA.

Text-based instruction, also known as a genre-based approach, sees communicative competence as involving the mastery of different types of texts. For example, in the course of a day, a speaker of English may use spoken English in many different ways, including the following:

1) Casual conversational exchange with a friend

2) Conversational exchange with a stranger in an elevator

3) Telephone call to arrange an appointment at a hair salon

4) An account to friend of an unusual experience

5) Discussion of a personal problem with a friend to seek advice

(Cited In McCarthy & Carter, 2006)

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 GBA 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. in the social context, language is not only a means of communication but also it is a means of creating and maintaining social

relationship among speakers of the language. As an illustration, take an example, there are two persons in the waiting room of railway station. At first, they do not know one and another. They, then, begin to make a talk to avoid their boredom. They talk many things. They give information to one and another. This is the function of the language as a means of communication and at the same time as a means of creating social relationship.

The second principle is explicit teaching. Explicit teaching involves directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes. 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 (Emilia & Hamied, 2015)

The third principle is guidance. Guidance is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance where by students are aided in achieving satisfactory adjustment to school and to life. Teaching is more than just transferring the knowledge above to the students. It is also about providing proper guidance or also known as scaffolding that would help the students to be independent in learning especially in constructing their own texts individually (Martina & Afriani,2020; Kusumaningrum, 2020)

The process of learning and teaching can gain its goal by focusing on the two levels in which teachers and students are in collaborative learning process. There are propose 4 stages which must be followed and implemented during the teaching and learning process in genre based approach. First, Building Knowledge of Field students are asked to collect all information related to the topic from the written content. The teacher can share readings on the same topic as the writings that will be written by students and then discussions can be held so that students can share

experiences about the topic. During the discussion, the teacher can help students find or collect vocabulary related to the topic discussed and also the sentence patterns in the reading. (Martina & Afriani,2020; Esterini, 2021)

Second, the stage of modeling or deconstructing the genre or studying the model/deconstruction of the text, there are several activities for teachers and students to do, namely the teacher first chooses a text or reading genre that suits the needs of students. Then, the teacher and students discuss the text through modeling and manipulating the text by rearranging/deconstructing the text. After the modeling is done, students are directed to understand and identify the communicative function and purpose of the text such as the social purpose of the text that is linked to its context. For example, in the activity of writing a procedure text for cooking instant noodles. At the beginning of the activity, students first practice making instant noodles, which means that students are directly involved physically here. After that, students modeled the procedure text, first through discussing the vocabulary, sentence patterns and grammar used to explain the making of instant noodles that they had practiced so that students could understand how the procedure text functions in its context (Estrini, 2021)

Third is joint construction, students enter the text writing stage. It is just that students at this stage have not been released on their own to write. Students are asked to produce texts together in groups and with the help of the teacher (Estrini, 2021). In joint construction involves the teacher and students working together to collaboratively construct a text. The teacher scaffolds the students through questions, thinking aloud, explanations, as they write the text together.

Fourth, Independent Construction of Text (ICOT) it is domination and ability of students to target skills (goals competences) assessed and evaluated. In this phase, students must use their knowledge concerning text type to be able to produce similar text type. At the Independent Construction of Text (ICOT) stage or the independent performance stage (in this case

independent writing), students are asked to produce writing independently. (Martina & Afriani, 2020)

Type based approach is concerned with providing information about the development of effective texts for particular purposes within the context of real, purposeful language use. 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, 2007). 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. The design of texts will be further discussed in section D.

B. Genre-Based Approach

Genre Based Approach or genre/text type based approach is a study that focuses on the relationship between types of text and text (Luu, Tuan Trong: 2011). Approaching this gives opportunities for teachers to display teaching by modeling text and analysis of text features explicitly (Arthur *et al*: 2007). Therefore, learning based on genre leads students to be able to understand and produce texts in a variety of contexts both oral or written. Basically, the genre approach is based on linguistic theory systemic functionalism by Halliday in 1978 and 1994 later developed by Christie in 1992, Mackenhorarik in 2001 and Martin in 2004 (Firkins, Arthur *et al*: 2007). Genre-Based Approach has several characteristics, including the following.

1. The Genre-Based Approach emphasizes the importance of exploring context social and cultural aspects contained in the language used in the writing made. From the context, students can find out the purpose of a reading text, the structure of the text in general is seen from the language features and text feature.

2. Genre-based approach is oriented to "readership" that is target audience of the writing and oriented to the rules of language that spread in the

community (linguistic conventions) so that written produced can be accepted by the reader. For example, in communicate with readers from the English speaking community, students must be able to produce writing that meets the expectations of audience and/or readers from that group by consider the grammar, organization and content of the text.

3. The genre-based approach has a paradigm that writing is a social activity. Therefore, when writing activities in classes are held, students are encouraged to actively participate in exchanging and negotiate thoughts with others or with the teacher. Positive reinforcement through the development of knowledge about language, content and writing ideas can occur when exchanging ideas so that writing activities that often make students feel his mind isolated when doing it alone can be avoided.

4. The genre-based approach to teaching writing is not just a matter of "write". More than that, the genre-based approach encourages the creation of communication from a text to its readers, where the it emphasizes how language should be used so that writing to be coherent and purposeful.

<div align="right">(Cited In Martina & Afriani, 2020)</div>

C. Concept of English Village

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).

The English Village program in West Kalimantan Province is needed as part of non-formal education to build children's English communication skills. With a high quality education that includes English Language Education, it 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 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. 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 English Village Program in terms of human resources, facilities, management and financing. 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 Islamic Boarding School means the Islamic Boarding School is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. The Islamic Boarding School model has similarities in the weaknesses that exist in the school model, which is limited to the Islamic Boarding School environment.

D. Songs

1. Definition

Song is an artistic form of expression based on sound, with distinct pitches, pattern and form, generally consider a complete work, whether musically or lyrically or song is composed by the art of tone or voicing sequence, combination, and the relation of temporal (usually accompanied by a musical instrument) to produce a piece of music having unity continuity (containing rhythm) variety of tone is called song. Songs are important teaching tools in creating a safe and natural ethos and therefore may prove to be helpful in overcoming feelings of shyness and hesitation on the part of the learners. It means songs are important tools in teaching and learning for students. Song is very useful for students to make more interest and can stimulate their brain. According to Jamalus: Music is a work of art in the form of sound in the form of a song or composition that expresses the thoughts and feelings of the creator through the main elements of music, namely rhythm, melody, harmony, and the form or structure of the song as well as expression as a whole. (Parmini, 2020).

2. Translated Traditional Songs

a. Definition

Traditional songs are those which have been passed down by word of mouth perhaps across many generations. The ones that have survived the longest are those which carry the most meaning to the people who have sung them - ritual songs, ballads, work songs, tales of courtship and seduction and of course songs of good company. Some of the characteristics of traditional songs, among others, are as follows:

1) Telling about the state of the environment or the culture of the local community which is strongly influenced by local customs.

2) Contains life values, elements of social togetherness, and harmony with the surrounding environment.

3) Contains unique and distinctive life values

b. Teaching Procedure

This study will use translated traditional song as learning material because that are relevant to context as required by SFL GBA. In table 2.1 will explained about traditional songs will be using in this research.

Table 2.1 Traditional Song

In Traditional version	In Indonesia version	In English version
Dara Muning Ninga' kesah lah delu Sang putri nan cantek jelita Dara Muning lah namanya Bujang Munang nama anaknya Hidup di alam desa Bekawan dengan aoh burong Cinta jom akan terjadi Antara uma dan anaknya Dara Muning di sumpah lah Mambang Mencintai Munang lah anaknya Dara Muning jadi sige batu Sampai pitu jadilah cerita	**Dara Muning** Dengar lah cerita dulu Sang putri yang cantik jelita Dara muning lah namanya Bujang munang nama anaknya Berteman dengan suara burung Cinta tidak akan terjadi Antara ibu dan anak Dara muning di sumpah lah mambang Mencintai munang lah anaknya Dara Muning menjadi batu Sampai sekarang jadilah cerita Hidup di alam desa Berteman dengan suara burung Cinta tidak akan terjadi Antara ibu dan anak Dara muning di sumpah	**Dara Muning** Listen to the story first The beautiful daughter Dara Muning is her name Bujang munang is his son's name Make friends with the sound of birds Love won't happen Between mother and child Dara Muning is sworn in by mambang Love munang her son Dara Muning turned to stone Until now it's a story Living in the countryside Make friends with the sound of birds Love won't happen Between mother and child Dara Muning is sworn in, mambang I love my son

	lah mambang	until now it's a story
	Mencintai munang lah anaknya	Living in the countryside
	sampai sekarang jadilah cerita	Make friends with the sound of birds
	Hidup di alam desa	Love won't happen
	Berteman dengan suara burung	Between mother and child
	Cinta tidak akan terjadi	
	Antara ibu dan anak	
Stages	**Features Of Unit Design**	**Principled Eclecticicsm Enactment**
Building Knowledge of the Field	1. Students listen and read the text of the traditional Dara Muning song to identify the contents of the song text 2. After the students listen and read the story, the students identify the vocabulary in the text of the song. 3. Students discuss the meaning of the song text	At this stage, the teacher builds students' knowledge by listening to/reading the translated song text, identifying vocabulary in the song text. and can find the meaning of the text of the song.
Modeling	4. The teacher gives an example in identifying the meaning of the song text. 5. The teacher gives an example in identifying vocabulary from the song text	At this stage, the teacher becomes a model in identifying the meaning, vocabulary used and practicing directly so that students can easily understand the text of the song.

Joint Construction	6. Students can identify the meaning and vocabulary of the lyrics of the song. 7.Students and teachers together identify and solve existing problems.	At this stage, the teacher and students practice together how to sing the song which is guided by the teacher
Independent Construction	8. Students work individually / in pairs / in groups to find meaning, vocabulary, translate as a whole and then practice the story.	At this stage students independently work on and identify the tasks given by the teacher, and can interpret the songs given.

(Cited In Daraph, 2017)

E. Using Traditional Songs to Teaching Students of English Village of Desa Parit Baru

Parit Baru village is one of the villages located not far from the center of Pontianak. The location for the English Village Parit Baru, Kubu Raya, West Kalimantan, Indonesia is at the village office. The location of this research was chosen because the village of Parit Baru is one of the villages that held the English Village in collaboration with IKIP PGRI Pontianak. In addition, in this village there are still students who have a passion for learning but are still economically constrained. For this reason, this English village was held in addition to providing opportunities for local children to learn English for free, but also introducing English villages to the surrounding community.

In four skills of language there are some elements that people must know to learn language. The elements are pronunciation, grammar, and vocabulary. One of element that very important in the language is vocabulary, because vocabularies are basic elements to learn a language and to make a communication with another people. In teaching and learning vocabulary there are many media, one of the media is song. Teaching vocabulary through song

is not only sing or reading lyric of song and fun so that is make the students passive but also process of the teaching these vocabulary to be applied in activities in a form of communication the students was taught how memorize for a spelling test and pronoun word by word about the meaning.

The researcher suggested using a traditional songs to teaching students. Because traditional song is a song that comes from a certain area and becomes popular sung by both the people of that area and other people. Traditional songs is the integration of local wisdom to instill moral values can be done by including traditional songs that have moral values as part of the learning content (Parmini, 2020). The most important feature of songs is repetition. They contain language patterns, vocabulary, but also develop listening skills, pronunciation and rhythm, and provide a fun atmosphere. Even if the teachers play songs multiple times a day, the majority of students probably would not get bored. In addition, songs are very beneficial types of activities. There are so many aspects of a language that can be delivered and recycled through the use of songs. By using translated traditional song and applying a positive learning process that is useful for forming critical, intellectual, and creative thinking skills. Starting from international academic conferences to news reports and even popular music lyrics using English (Kusuma. 2018). Traditional is sparks of expression of feelings through the tone or sound of a musical instrument so that contains songs or rhythms that are passed down from generation to generation. Because it is a part of their daily lives. As a result, they will have an easier time comprehending the texts or materials message.

Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns and Communicative competence may be defined as the ability to communicate effectively, particularly in English. By taking this into account, the English village program is capable of facilitating effective and useful communication, which has an impact on our cognitive, metacognitive, and communicative

abilities. Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns and word. Through the English village, children can learn in a relaxed and not monotonous way so that children can communicate and voice their thoughts well. English Village is a village with the capacity to use ICT (Information and Communication Technology) systems to improve both natural and human resource potential (Faujiah, 2017). The capacity of the English village to convey the potential resources out of the village of natural resources, and offer knowledge or understanding to manage the potential village by the residents, improve the economics of a community. The ultimate goal of this English village is not only communicating or introducing the English village, but also how the English village program can continue. In table 2.2 will show education level and total population in Parit Baru Village.

Table 2.2 Education level and Total population in Parit Baru Village

Education Level and Total population	
No/not yet school	1.265
Didn't finished elementary school / equivalent	938
Finished elementary school / equivalent	7.898
Finished junior high school / equivalent	4.133
Finished senior high school / equivalent	5.955
Finished D1/equivalent	78
Finished D3/equivalent	365
Finished D4/ Bachelor	797
Finished Magister	53
Finished Doctor	7
Total	**21.489**

Total population in Parit Baru Village	29.091 people

(Source: Parit Baru Village Office)

F. Previous Study

Based on the findings of several studies that focus on and use the SFL GBA method in teaching English. First , (Depalina, 2018) entitled Using Song As Media In Teaching English. In this article The media of teaching and learning process, in this case songs, not only help the teacher to teach English but also provide and interesting way for the students to achieve the learning goals.

Second, (Triayulin, 2012) English Songs As Media To Teach English. In this research using songs as media in teaching-learning process, it should we make planning and choose the Lingua Scientia, song that appropriate with the subject that be taught and the level of students. In the application of this media, we could use many kinds of method, especially audio lingual method. But, this method can be adapted and made a new creation of it.

Third, (Blessy, 2021) Entitled Improving Students' Vocabulary Mastery Through English Songs At The Eighth Grade Of SMP. The objective of this research is to discover the effectiveness of using songs in improving students' vocabulary mastery. Before giving the treatment to the students, the researchers firstly measure their knowledge by giving a pre-test. Then after doing the treatment, the students are required to do a post-test to find out whether the treatment has a significant effect on students' vocabulary mastery or not. Memorizing songs can be utilized in English learning to improve students' vocabulary mastery. Thus, the learning objectives can be reached successfully. Improving vocabulary mastery using songs is not only beneficial but also pleasant for students. They become more interested in studying and not easy to get bored. The relationship between teachers and students also becomes closer because students tend to feel more comfortable asking questions to their teachers about the difficulties or new words they find.

Fourth, (Pratiwi, 2018) entitled Using Song To Enchance Learning In English The Classroom. 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.

Fifth, (Nurfajri,2019) entitled The Effect Of Song In Teaching English. This research presenting 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. Songs can 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

Sixth, (Parmini, 2020) entitled The Integration Of Traditional Balinese Children's Song Lyrics In Indonesian Learning To Instill Moral Education Of Elementary School Students In Ubud. In this article the analysis of traditional Balinese children's song lyrics could be integrated into Indonesian learning to instill moral education. The result of this research indicates that the integration of Balinese children's song lyrics is able to increase the moral values of students. The integration of Balinese children's song lyrics is very well used in the future in learning Indonesian, of course by emphasizing the meaning contained. In addition, it is necessary to implement moral values in local wisdom for everyday life.

Based on previous study above have the differences with this study, this study used translated traditional songs in teaching English to the students of English Village of Parit Baru Village to be implemented in teaching to students. Traditional song used for teaching because makes learning more fun and not monotonous, so students can understand the vocabulary contained in the traditional song. In addition, the used of traditional song make students to keep preserving and not forgetting traditional song.