

CHAPTER II

LITERATURE REVIEW

A. Communicative

1. Communicative Competence

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 communications goals.

Communicative competence includes the following aspects of language knowledge:

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

- 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)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- 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, p. 3)

Text-based instruction, also known as a genre-based approach, sees communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. For example, in a day, a speaker of English may use spoken English in many different ways, including the following:

- Casual conversational exchange with a friend
- Conversational exchange with a stranger in an elevator
- Telephone call to arrange an appointment at a hair salon
- An account to friends of an unusual experience
- 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). 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, invitations, 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 genre-based approach has three important elements that need to be mastered. First, the genre-based approach uses text. The text here is not limited to written text but also symbols and images that have meaning and context (Emilia, 2005; Halliday, 2007). In this study, the context is English village students who come from primary and secondary education levels. Assuming students have limited experience with English, this study will help increase students' experience by using relevant texts.

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)

Explicit teaching means giving explicit and clear instructions and teaching. The role of the teacher or teacher is to show students what has been and needs to be done in writing a text explicitly, especially when they are in the zone of proximal development. The Explicit Instruction model is a learning model that emphasizes the personal approach of teachers and students so that students can better understand the material being taught with the guidance of the teacher (Suroto, 2015). Showing what has been and needs to be done is also part of the guidance or scaffolding that is needed by students until they get out of the zone of proximal development towards independence. (Aunurrahman dkk., 2017c; Emilia, 2012).

The third principle is guidance. 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 texts

individually (Kuiper et al., 2017; Kusumaningrum, 2015; Martin & Nugraha 2013).

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 dkk., 2017a; Emilia, 2012). These stages are dynamic and can adapt to circumstances because writing is a complex and recursive activity (Emilia, 2005).

Building Knowledge of Field students is 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 and/or collect vocabulary related to the topic discussed and also the sentence patterns in the reading. (Martina & Afriani, 2020).

Second, in the stage of modeling text 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 by 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, at the joint construction stage or guided exercise, students enter the text writing stage. It's 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)

Fourth, 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) (Estrini, 2021).

It can be seen that the genre-based approach emphasizes text because a text has meaning. To produce a meaningful text, schematic structure and linguistic features 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 Kampung Inggris Parit Baru, Kubu Raya.

B. Concept Of English Village

Based on journal (Aunurrahman *et al.*, 2021) Not all levels of formal education have received compulsory English teaching since the emergence of the 2013 Curriculum. Head of Parit Baru Village, Kubu Raya, Musa, S.H.I. Seeing this and realizing English Education in a non-formal way with the emergence of the Parit Baru English Village, which is a collaborative program between Parit Baru Village and IKIP PGRI Pontianak. The Parit Baru English Village Program is a collaborative program between Parit Baru Village, Kubu Raya, and IKIP PGRI Pontianak which will take place in 2020. The head of Parit Baru Village, Mr. Musa, S.H.I., and staff support this activity and invite the surrounding community to participate. The Parit Baru Village Office Hall is used as a place of teaching needed so that this English Village can run well. The English Language Education study program organizes this PKM to build the independence of students in learning English in the 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.

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 researchers carry out wider implementation in villages or schools or Islamic boarding schools that want to join the English Village program to build English communication skills for children in West Kalimantan with the concept of less material, more practice, meaning less material and lots of practice. Communication here is not only limited to verbal communication but also written communication which is very important for the future of children. Of course, the English Village program will be carried out with due regard to the applicable health protocols.

The implementation of the English Village program as a non-formal education program allows an introduction to English to be carried out from an early age using materials that are built according to the needs of the village community rather than depending on the National Curriculum which may not be adaptive for the village community.

There are 3 models of English Village options that can be developed based on the agencies that will be involved. The 3 selected models are:

1. Village Model. The English Village model of the Village means that the Village is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. 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 boarding school means the 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 to the weaknesses that exist in the school model, which is limited to the Islamic boarding school 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. Characteristic

English village uses a genre-based approach with teaching procedures for building knowledge of the field, modeling, joint construction, independent construction, and using the teaching principles of explicit teaching and scaffolding.

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., 2017a; Emilia, 2012). These stages are dynamic and

can adapt to circumstances because writing is a complex and recursive activity (Emilia, 2005).

According to (Suseno, 2014, p. 23) the explanation of the procedure for teaching practices of ELT includes:

a. Building of knowledge

The first stage of this research is building the context. At this first stage, the teacher introduces an authentic social context and 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 by investigating text models that have been chosen based on Course goals and learners' needs.

An exploration of the 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 of 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, or 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 deconstructing the text

The second stage of this research is modeling and deconstructing the text. At this stage, students search for 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 on the text modeling of joint construction.

c. Joint 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. 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, or 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, and 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, and guidance to students. Explicit teaching includes four categories, content, design, delivery, and practice (Hughes et al., 2018, p. 216). The explanation of explicit teaching in (Hughes et al., 2018, p. 216) are includes:

- 1) Content
 - a) Focus instruction on critical content.
 - b) Sequence skills logically.
 - c) Break down complex skills and strategies into smaller instructional units.
- 2) Design of instruction
 - a) Design organized and focused lessons.
 - b) Begin lessons with a clear statement of the lesson goals and your expectations.
 - c) Review prior skills and knowledge before beginning instruction.
 - d) Provide step-by-step demonstrations.
 - e) Use clear and concise language.
 - f) Provide an adequate range of examples and non-examples.
 - g) Provide guided and supported practice.
- 3) Delivery of construction
 - a) Require frequent responses.
 - b) Monitor student performance closely
 - c) Provide immediate affirmative and corrective feedback.
 - d) Deliver the lesson at a brisk pace.
 - e) Help students organize knowledge.
- 4) Purposeful practice
Provide distributed and cumulative 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 the

students will have a better understanding and view of English material.

Explicit teaching means giving explicit and clear instructions and teaching. The role of the teacher or teacher is to show students what has been and needs to be done in writing a text explicitly, especially when they are in the zone of proximal development (Kuiper *et al.*, 2017b). Showing what has been and needs to be done is also part of the guidance or scaffolding that is needed by students until they get out of the zone of proximal development towards independence (Aunurrahman *et al.*, 2017b; Emilia, 2012).

2. Teaching materials

There are five components used for teaching and learning activities in practices of the English village: the students, the teacher, materials, teaching methods, and evaluation. All of these components become goals of the learning process (Fitriah, 2015, p. 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.

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

The implementation of English Village in Parit Baru Village will use teaching materials worksheets taught through a genre-based approach to

improve English speaking, listening, writing, and reading skills. skills in using teaching media. such as paper, laptop, cellphone, speaker, Lcd-projector, Power Point Text.

The theme on the worksheet taught in this study has one main theme, namely introduction which is divided into two sub-themes, namely self-introduction and introduction to others. The worksheets taught to the students of English village at Parit Baru have social objectives, schematic structures, and language features. To teach it is not enough just to give the text. This leads to the second and third elements, namely explicit teaching and scaffolding or guidance.

The worksheet as teaching material in English village

Sub Theme 1: Me and My friend

Objectives:

- 1. Students are expected to be able to identify schematic structure and linguistic features to be used to introduce themselves and other**
- 2. Students are expected to be able to introduce themselves and other**

Examples of Self-introduction:

I am Mr. Hotman.

I am Mrs. / Miss / Ayu

You can call me Sir / Mr. Hotman

You can call me Mrs. / Miss Ayu

(no need to use salutation for friends)

I am from Pontianak

I am a student / a housewife / a mother / a college student

Linguistic features:

First person:

I am = *saya*

From = *dari*

You = *kamu / kalian / anda*

Third person:

He is = *dia* (male as a subject)

She is = *dia* (female as a subject)

Salutation:

Mr. = Tuan

Mrs. = Nyonya

Miss = Nona / Mbak

Note:

no need to use salutation for friends

Examples of Introducing others:

Self introduction

I am Ayu Lestari.

You can call me Ayu

I am from Pontianak

I am a student / a housewife / a mother / a college student

Introducing others

He / She is Ayu Lestari.

You can call him/her Mr/Mrs/Ms. Ayu

He/She is from Pontianak

He/She is a student / a housewife / a mother / a college student

Linguistic features:

First person:

I am = *saya*

From = *dari*

You = *kamu / kalian / anda*

Third person:

He is = *dia* (male as a subject)

She is = *dia* (female as a subject)

Him = *dia* (male as an object)

Her = *dia* (female as an object)

Salutation:

Mr. = Tuan

Mrs. = Nyonya

Miss = Nona / Mbak

Task 1. Fill the blanks with your personal information:

I am

You can call me

I am from

I am a

Task 2. Fill the blanks with your friend's personal information:

He / She is

You can call him / her

He / She is from

He / She is a

Drill game

Students take turn introduce themselves.

Examples:

Teacher: I am Brian

First student: He is Brian and I am Nia

Second student: He is Brian. She is Nia. I am Gio
... Until the last student

More complex information:

Teacher: I am Brian. I am from Pontianak

First student: He is Brian. He is from Pontianak and I am Nia. I am from Parit Baru.

Second student: He is Brian. He is from Pontianak. She is Nia. She is from Parit Baru and I am Gio. I am from Sungai Kakap

... Until the last student

D. Exploring Teaching Practices Of Parit Baru Village

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.

Table 2.1 Total population-based-on education level

EDUCATIONAL LEVEL	
No/not yet school	1.265
Have not finished elementary school/ Equal	938
Finished Elementary school/ Equal	7.898
Finished Junior High school/ Equal	4.133
Finished Senior high school/ Equal	5.955
Finished DI/Equal	78
Finished D3/ Equal	365

Finished S1	797
Finished S2	53
Finished S3	7
JUMLAH	29.091

(Source: Parit Baru Village Office)

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. 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 of natural resources out of the village, and offer knowledge or understanding to manage the potential village by the residents, indirectly improves the economics of a community. The ultimate goal of this English village is not only to communicate or introduce the English village but also to how the English village program can continue.

E. Previous Study

Based on the journal (Aunurrahman *et al.*, 2021) showed that that the study program of english language education of IKIP PGRI Pontianak conducted a community service program of building interest in learning English language of the students of English Village of Parit Baru. 137 students participated in the program. The program was conducted from 22, 29 Pebruary, 7 and 4 March, 2020 at the office of the government of Parit Baru, Kubu Raya. The field notes that had been analyzed thematically showed that singing activities that involved physical movements were not only useful for learning English language but also building the students' interest in learning English

language. Curiosity that occurred by giving variations in the learning materials also helped to build the students' interest. It can be concluded that this community service has successfully helped to build the students' interest in learning English language.

Second, based on the journal (Mufliharsi & Nurani, 2016) showed that the purpose of the study is to find out the effectiveness of genre-based approach in reading English text comprehension for seventh grade student so that it can improve the student's reading skill specially in summative tests 2013/2014. The method that is used in this research using correlation analysis. The hypotheses that tested is genre based approach effective increasing VII grade students English text comprehension. The instruments of this research are pretest and post test equivalent with English Summative Test. This hypothesis is tested using Pearson Product Moment Correlation. The population is 35 students. The genre-based approach is derived from the concept of the SFL GBA approach (functional systemic linguistics genre-based approach). This approach was first developed in Australia and popularized by Halliday. This approach emphasizes the importance of teacher intervention in the student learning process in the classroom. The concept of this approach includes the introduction of text and context, the characteristics of the text, which is good, and intertextuality. The SFL GBA implementation model used refers to, 1) The importance of building knowledge about the topic to be written; 2) The importance of modeling; 3) The importance of cooperation in the construction of a text through joint construction activities; 4) The importance of independent construction.

Third, based on the findings of this study (Aunurrahman *et al.*, 2020) reveal that SFL GP provides flexible basic principles and teaching procedures that could cope with the needs of the 21st century. This allows the study to utilize SFL GP to teach what the students' needs, which are not only about the schematic structures and linguistic features of the daily texts but also how the students learn to be critical, specific, accurate, and meaningful in providing reasons and information and constructing daily life texts. The students also

learned to collaborate as they worked as a team before they can work independently and creatively. Certainly, this could not be achieved without an important role of a teacher that is not only to teach but also to guide the students to reach independence. Nevertheless, this study also has a limitation. The limitation of this study is that this study only utilized SFL GP in a class that consisted of 36 students and only focused on writing as the students learned better through writing. This means that this study is not intended for a generalization. Future studies could be conducted in a different context and emphasize different skills such as listening and speaking, which are still limited.

Third, based on the findings of this study (Aunurrahman *et al.*, 2020) showed that the descriptive qualitative study aims to find out how a genre pedagogy is used to teaching the English language. A class consisted of thirty-six students of a public Islamic junior high school was selected purposefully as participants. The data collection involved participant observation, field notes, and documents, in this case, the students' works. The participant observations were conducted in four meetings. During the observations, this study collected the students' works purposefully. The data analysis used two techniques, namely the thematic analysis to analyze the field notes and functional grammar framework to analyze the students' independent construction texts. The findings of the study reveal that the students could practice daily life texts in pairs and write a daily life text independently, critically, and creatively as they managed to work on their own and to use specific information, expressions, and contexts in their texts as demanded by the government and the 21st century. This could be achieved as the researcher applied genre pedagogy teaching procedures, explicit teaching, and scaffolding to ensure the students could do the work effectively. This study suggests teachers apply genre pedagogy teaching procedures and principles to ensure the students could learn English better.

Fourth, based on the journal (Aunurrahman *et al.*, 2022) showed that This case study aimed to find out the implementation of a genre pedagogy

under systemic functional linguistics (SFL) framework or under Sydney School to teach the English language to young English as a Foreign Language (EFL) learners of English Village of Parit Baru, Kubu Raya, West Kalimantan. Fifty-two young EFL learners were involved in this study. The data collection used two instruments, namely participant observations and documentation. The data analysis reveals that genre pedagogy elements could help the young EFL learners in constructing and communicating their texts independently. Also, the learners' texts are following the schematic structures and linguistic features of the spoken genres the learners learned. To help the learners to cope with the teaching activities, songs and games activities were used to build their interest in the English language, new vocabulary, and practices to communicate their texts. This means that a genre pedagogy under the SFL framework could be integrated with joyful activities that not only provide guidance but also promote enjoyable learning in building the English language capacities of the young EFL learners in a non-formal educational context.

Fifth, based on the journal (Hamonangan, 2021) showed this paper aims to find the attraction that is the aspect of making people come to Pare English Village for learning languages while there are many places to learn languages besides bitter melon. The findings of this study are significant because they can be used as a reference for taking considerations in the field of education, especially language. By knowing the research results then we understand what makes people come to learn languages and understand what to do. The study was conducted using the ethnographic method for six months, January-June 2020. Taking the data is carried out from primary and secondary sources. Primary data which is direct data from sources obtained by qualitative methods by being in the field using field notes and conducting interviews. Secondary data which is finished data, such as: brochures, journals, books, etc., uses library research. After the data is collected, reduction is carried out, namely sorting the data relevant and irrelevant. After the relevant data is obtained, the data display is carried out, namely: presentation/grouping according to sections in themes. The elements of the theme are then processed with a realist

ethnographic approach. That is objective exposure based on direct information that then ends with a conclusion. From the research, it is known that the factors that attract Pare as the purpose of language learning, namely: for study, seeking scholarships, and as a stopover. In addition, it is also known that in addition to English there are other elements, namely there are language lessons Arabic, Mandarin, Japanese, German and Dutch. Further, there is guidance study/academic potential for preparation for college and prospective civil servants/employees. It was also found that the spiritual side is accommodated in Pare, not only for Islam, but also for Muslims Christian. This makes Pare has things that become its own attraction. It's not just English and limited to language learning