

CHAPTER II

LITERATURE REVIEW

A. Communicative Competence

Communicative competence means having the competence to communicate. This competence can be oral, written, or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real life situations for fulfilling communicative needs. Language, according to many researchers, is a means of communication, and it comprises four main skills; listening, speaking, reading, and writing. According to, there are some statements of communicative competence by experts. 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 (Sipra, 2013). (Josée Bloemer, Mark Pluymaekers, 2013) said "We define communicative competence as the capacity of an organization and its personnel to communicate effectively in foreign languages and to convey information in a manner that is easily understood by foreign customers. Hymes in (Cetinavci, 2012) stated that the term communicative competence is the of both rules of grammar and rules of language use. Hymes in (Saleh, 2013) explained that communicative competence is a level of language learning that which language users can deliver their messages to others and understand others' messages within specific contexts.

Based on the above discussion, this study Defines the term "communicative competence" as Knowledge of the rules of verbal and non-verbal communication and the skills to use them effectively and appropriately understand knowledge in real life to achieve communication goals. Communicative competence includes the following aspects of language knowledge:

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 (Richards, 2006)

This achieves the above-mentioned communicative competence, this study was 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 was be known as SFL GBA.

The SFL GBA is based on three basic principles. The first principle is that learning a language is a form of social activity (Emilia & Hamied, 2015; Martin, 2014). This means that SFL GBA requires a social context. In this study, social activity or social context refers to everyday life texts such as instruction, invitations, and requests for permission required by the national curriculum. The second principle is explicit teaching. Here, teaching a language must be explicit where a teacher provides explanations and resources for the students to learn the social functions, schematic structures, and linguistic features of the genres (Aunurrahman et al., 2017a; Emilia & Hamied, 2015). The third principle is guidance. Teaching is more than just transferring the knowledge above to the students. It is also about providing proper guidance also known as scaffolding that would help the students to be independent in

learning especially in constructing their texts individually (Kuiper et al., 2017; Kusumaningrum, 2015; Martin & Rose, 2005; Nugraha, 2013).

The following describes how the text-based approach is implemented:

1. Building Knowledge of Field

The purpose of this stage is to build up students knowledge or background knowledge about the topic they are about to write about or about its topic. To help students master the topic, teachers teach language skills at this stage, including reading, listening, and speaking. In the context of studying in Indonesia, this stage is very helpful for students to learn relevant knowledge and vocabulary. When the student's vocabulary is very limited, the number of meetings was be allocated as much as possible according to the needs.

2. Modeling

This stage is the managing team provides several genres of writing (persuasive memo, memo directive, and technical memo) to learners as examples. This stage of learning is an initial writing exercise activity for teachers where the use of simple language and vocabulary structures becomes the focus of learning. Learning materials are provided following vocational fields contained in the learning environment with the provision of exercises that are carried out repeatedly.

3. Joint Construction

This stage is a transition stage where the learner has been able to transform the theory of writing that has been described by the previous implementation team into various writing exercises. At this stage, the implementing team is actively involved in helping learners to be able to compose the text more communicatively. At this stage, a collaboration between teachers as learners and the executive team is done so that the social goals of writing (social goals) of English memos can be achieved properly.

4. Independent Construction

This stage is the final stage in writing activities using a genre-based approach where at this stage, learners are given various draft writing exercises with a variety of more varied writing genres. At this stage, each learner and the managing team is expected to provide feedback on the various stages of writing that have been done before. At this stage, the learner is expected to actualize himself more communicatively in composing a text.

This is 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 was help increase students' experience by using relevant texts.

B. Concept of English Village

Since the implementation of the Curriculum in 2013, primary schools no longer offer English because it is not a compulsory subject but only local content. This rule makes English increasingly foreign to children, especially at the elementary education level while learning English as a Foreign Language at the level of primary education can be a solid foundation for children. The need for English has been higher especially since the enactment of the ASEAN free market in 2015 through the ASEAN Economic Community (AA) (Merdeka.com, 2020).

Therefore, the English Village program in West Kalimantan Province is required as part of non-formal education to build children's English communication skills. A high-quality education that includes English Education, was enable children to get better employment opportunities at home and abroad when they mature because they have Foreign Language skills.

The implementation of the English village program as a non-formal education program allows the introduction of English done early on using materials built according to the needs of the village community rather than depending on the National Curriculum which may be less adaptive to the village community.

There are 3 models of choice of English Village that can be developed based on the agency that was be involved. The three models of choice are:

1. Village Model

The English village model of the Village means the Village was 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 great 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 Programs in terms of human resources, facilities, management, and financing. The target of the intended school is an elementary school where English is not a compulsory subject. Implementation in schools can be done in the form of local payloads or extracurricular activities. However, this implementation is not easy because schools need to conduct a needs analysis to indicate the urgency of the needs of English subjects. In addition, this implementation may only be limited to learners in the school model.

3. Islamic Boarding School Model

English village model of the Islamic boarding School means the Islamic Boarding School is was to participate in the English Village program in terms of human resources, facilities, management, and financing. Islamic Boarding School model has similarities in 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 was apply the village model. The researcher was further communicate

the English village program to the village government in terms of human resources, facilities, management, and financing.

C. Teaching Practices of ELT

Teaching practices of ELT is the teaching of English to people whose first language is not English. ELT is an abbreviation for 'English Language Teaching. In this regard, the Teacher plays a very prominent role in attracting the student's attention by creating interest among the students. A Tutor should play various roles such as student, Facilitator, Assessor, Manager and Evaluator.

1. Characteristics

English village uses the Genre-Based Approach with teaching procedures building knowledge of the field, modeling, joint construction, independent construction and uses the principles of explicit teaching and scaffolding, among others, as follows:

a. Building Knowledge of Field

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This Stage student:

- 1) Introduce the social background of the real model of the specific type of text being studied
- 2) Explore the characteristics of the general cultural background in which such texts are used and the social goals to be achieved
- 3) Explore the context of the current situation by checking the register of the selected example text.

Register exploration includes:

- 1) build knowledge about the topic of the model text and knowledge about social activities in which the text is used, for example, social activities looking for work within the employment theme;
- 2) understand the roles and relationships of the people who use the text and how they build and maintain relationships, for example, the relationship between a job seeker and a potential employer; and
- 3) Understand the communication channels used, for example by telephone, talking face to face with fellow members of the interview panel, and so on.

Context building activities include:

- 1) Presenting context through pictures, audiovisual materials, real, excursions, field trips, guest speakers, etc.;
- 2) Setting social goals through discussions or surveys, etc.;
- 3) Carry out cross-cultural activities;
- 4) Carry out related research activities; and
- 5) Compare the model text with other texts with the same or different types of text, for example comparing a job interview with a conversation between friends.

This stage, tutors must carry out activities to help students understand the content of the text, including the role of relevant personnel, the purpose of the text, the function of the text, and the type of situation. Understanding activities can range from simple activities (finding information about "what") to more complex activities (reasoning questions). The questions can be in the form of multiple-choice, complement, or description depending on the level of learning (Madya, 2013). This stage can be carried out in multiple meetings because the intensive accumulation of knowledge was enable students to truly understand the topic to be written or discussed. This was make it easier for students to write or talk about topics in the same type of text. The

longer time in this phase can be compensated by reducing the time allocated to the next phase.

b. Modeling of Text

This stage the tutor provided a text model to explain Including its organizational structure and language characteristics. Tutors can also demonstrate to students writing certain types of essays in front of the class so that students also know how the tutor writes, revises, and edits his essays.

The analysis and discussion are conducted on how and why examples of texts from certain types of texts are arranged to express meaning. Through text deconstruction, students can analyze the components of the text. (Madya, 2013) mentions examples of questions that tutors can use to help students, for example:

- 1) What is the social function of the text?
- 2) Who uses it?
- 3) Why?
- 4) What is the topic?
- 5) Who are the participants?
- 6) How do they relate to each other in the situation?
- 7) Is the language spoken or written?
- 8) What is the function of each part of the text?
- 9) What are the language features?
- 10) How can we find out what the text is about?
- 11) What is the relationship between the writer and the reader?

This stage students study the structural patterns and language features of the model text and compare the model text with other examples of the same type of text. At this stage, it is recommended that tutors use diagnostic principles to determine how much time to invest in specific language features and the type of display or practice that each student needs to demonstrate or practice for each feature (IBID.). The

activities of giving examples and disassembling texts are carried out at the level of discourse, sentence, and expression.

It is at this stage that the tutor can use various techniques to deal with the grammar and structure of the text. However, all activities and teaching points are handled about the type of text being studied, the social goals to be achieved, and the meaning to be generated. Cited by Madya (2013), Flowerdew (2000) suggests to tutors to expose several texts with the same genre to students so that they see that there are variations in similar texts.

c. Joint Construction of Text

This stage provides opportunities for students to implement their understanding and ability to produce texts from the type of text being taught. At this stage, students begin to contribute to the preparation of all examples of the type of target text and the tutor gradually reduces his contribution to the preparation of the text while students are increasingly able to control the writing of text types independently (Feez & Joyce, 1998). To make students confident in producing texts, the principles of scaling and the zone of proximal development are visible because teachers or peers are more proficient in providing real assistance to individual students. At this stage even though the dominance of the teacher is reduced, the teacher must ensure that the students continue to work. Because if student participation is reduced or passive.

The purpose of this stage cannot be achieved. In the Indonesian context where the average number of students in the class is a large class, the tutor's attention to the participation of each individual must be a top priority. If the essence of this stage is not met, this approach was be useless. It is important for the teacher to carry out a diagnostic assessment because the teacher must determine whether students are ready to move on to the next stage or whether they still need to do additional tasks in the previous two stages.

d. Independent Construction of Text

The learning activities in this stage are the same as those in the previous stage, except that the students write texts independently at this stage. Through the opportunity to write texts independently, students gain opportunities for oral and writing skills that are just starting in the early stages. Learning activities at this stage include:

- 1) Listening tasks, such as comprehension activities of recorded materials or real (direct) materials, such as doing homework, checking (✓) or marking a line on a worksheet, answering questions, etc.
- 2) Speech assignments, such as oral reports before classes, community organizations, etc.
- 3) listening and speaking tasks such as role-play, real dialogue, or dialogue simulation
- 4) reading tasks such as comprehension activities in response to written material such as completing an assignment, sorting pictures, numbering sequentially, putting a tick (✓) or underlining worksheets, answering questions
- 5) writing assignments that require students to draft and present the full text. The situation permits in learning activities can be continued until the Linking to Related Texts stage as suggested by Feez and Joyce (2002).


2. Teaching Materials

The teaching materials that can be adopted in this research have one theme. There are five important components in the teaching process, namely; students, tutors, teaching materials, teaching methods and evaluation. Teaching materials are one of the most important components for the smooth teaching and learning process and can help tutors, researchers and students. The development of teaching materials is very important to improve students' skills from low to higher.

What Tutors need to do is develop material that moves students from the lowest or lowest ladder to the high or top ladder regardless of their

ability level. (Burkill and Eaton, 2011) what That means, the quality of this material directly affects the quality of teaching. In this study, there is one theme, namely introduction of oneself whose purpose is to improve students' communication skills which was be explained in Table 2.1 intoduction oneself

Table 2.1 An example of a text that was taught in English Village.

	Teks Perkenalan diri	Teks Perkenalan orang lain	Teks perkenalan keluarga
Tujuan Sosial	Untuk memperkenalkan diri	Untuk memperkenalkan orang lain	Untuk memperkenalkan keluarga
Struktur skematis	<p>I am Mr. Aril Sandira. I am Mrs. / Miss / Pitiana (Nama lengkap)</p> <p>You can call me Sir / Mr. Aril You can call me Mrs. / Miss Piti (Nama panggilan dan salam)</p> <p>I am from Nyayum (asal)</p> <p>I am a student / a housewife / a mother / a college student (status atau pekerjaan)</p>	<p>He / She is Aril. (Nama Lengkap)</p> <p>You can call him/her Mr/Mrs/Ms Aril (Nama Panggilan dan salam)</p> <p>He/She is from Nyayum (asal)</p> <p>He/She is a student / a housewife / a mother / a college student (status atau pekerjaan)</p>	 <p><i>(adapted from Prawny, 2015)</i></p> <p>This is me. (Introduce oneself)</p> <p>This is my mother. Her name is Marika. (Introduce a family member - his/her mother)</p> <p>This is my father. His name is Afrian. (Introduce a family member - his/her father)</p>

			<p>This is my younger sister. Her name is Ani (Introduce a family member -his/her sibling)</p> <p>I love my family (expression of love or appreciation)</p>
Fitur Bahasa	<p>I am = saya (first person) From = dari You = kamu / kalian / anda</p> <p>(Third person) He is = dia (untuk laki-laki - subject) She is = dia (untuk perempuan- subject)</p> <p>Salutation: Mr. : Tuan Mrs. : Nyonya Miss: Nona / Mbak (no need to use salutation for friends)</p>	<p>I am = saya (first person) From = dari You = kamu / kalian / anda</p> <p>(Third person) He is / He's = dia (untuk laki-laki - subject) She is / She's = dia (untuk perempuan - subject) Him = dia (laki-laki – object) Her = dia (perempuan – object)</p>	<p>This = ini (demonstrative pronoun)</p> <p>My (possessive determiner) My father = ayah saya My mother = ibu saya My younger sister = adik saya My family = keluarga saya I love my family = Saya cinta / sayaing keluarga saya</p> <p>Family related vocabularies: Husband = suami Wife = istri Son = anak laki-laki Daughter = anak perempuan Cousin = sepupu</p>
	Stages	Features Of Unit Design	Principled Eclecticism Enactment
	Building Knowledge of the Field	<p>1. Students get a worksheet in which there are several examples in the form of pictures about introducing myself</p> <p>2. Students introduce themselves then students identify the</p>	<p>At this stage, the tutor builds students' knowledge by introducing themselves then students identify vocabulary in the student text and students are asked to</p>

	vocabulary in the student text 3. After that the students answered what the tutor asked related to the material and worksheets that had been given, then they practiced the material introducing myself.	practice it.
Modeling	4. The tutor provides repeated examples of how to express in introducing myself	At this stage the tutor becomes a model in identifying the meaning, vocabulary used, and practicing directly so that students can easily understand the material.
Joint Construction	5. Students re-exemplify how to express expressions in introducing myself 6. Tutors and students together practice how to express these expressions and the tutor helps them in speaking English	At this stage, the tutor and students together practice how to express these expressions and the tutor helps students in speaking English
Independent Construction	7. Students practice introducing myself orally	At this stage students independently practice introducing myself orally given by the tutor.

The Genre-Based Approach has 4 stages that are often used in Indonesia, namely: build basic knowledge, text modeling, the construction of text bin peace with the teacher; and the construction of individual texts (Aunurrahman et al., 2017a; Emilia, 2012). It can be seen that the Genre-Based Approach

strongly emphasizes text because a text has meaning. To produce meaningful text, schematic structures and linguistic features including grammar are key to success. Of course, the role of the teacher or teacher is also important in guiding students explicitly to produce meaningful texts. In addition, a 4 stage genre-based approach was also be applied to see how the application of a Genre-Based Approaches in English language teaching to students of English Village at Nyayum village Landak, West Kalimantan.

D. Exploring Teaching Practices of English Village a Case Study at Nyayum Village

Exploring Teaching Practices of English Village a Case Study at Nyayum Village had be applied with a Genre-Based Approach in teaching English to students at nyayum village and the achievement of English village practice among students in communication competence with a Genre-Based Approach in teaching english to students at Nyayum village, especially to students in grades IV, V, and VI in the English Village at Nyayum Village.

Nyayum Village is one of the villages located in the district of Kuala Behe, Landak district, West Kalimantan, Indonesia. English village site in Nyayum village is the village office. The research location was chosen because Nyayum Village is one of the villages in the Landak Regency which was form an English village and cooperate with IKIP PGRI Pontianak. Moreover, there are still students in the village who have a passion for learning but are constrained by the teaching staff, especially the English teacher. Nyayum villagers say that English is a foreign language for the villagers and most people consider it a difficult language to learn, and difficult to pronounce unlike Indonesian and the mother tongue in the village, namely Dayak Belangin. This language is a language that is the typical language of this village. This village is very concerned because there is no English teacher so that elementary school children in this village cannot learn English. Since the Implementation of the 2013 Curriculum, Elementary Schools No Longer Provide English Because It Is Not a Compulsory Subject Only Local Content.

This rule results in English becoming increasingly foreign to children, especially at the elementary level, while learning English as a foreign language at the elementary education level can become a solid foundation for children in nyayum village.

Therefore, the English Village program in the nyayum village, Landak Regency, 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 was 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 introduction The study of English is 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. through the practices of English village at Nyayum village with the application of a Genre-Based Approach to found achievement Students to be able to communicate competence. For this reason, an English Village was held so that children around the village could learn English for free but also to introduce English to the surrounding community.

E. Related of Study

In this study, the researcher took a review of related literature from other theses for comparison. There are researchers who apply English village to improve communication achievement in language:

1. This study examines the communication patterns used between traders and buyers, teachers and students, and the community in Pare village or English village, Kediri Regency, East Java by Suzy Azeharie, 2015. The methodology used is a qualitative methodology with data collection techniques through interviews , direct observation to the village of Pare, and through literature studies. The theories used are the theory of verbal and non-verbal communication, interpersonal communication, acculturation

theory and cultural assimilation. The conclusion of this study is that the communication pattern of traders with buyers, teachers with students, and the community in Pare village takes place primarily, meaning face-to-face and using English.

2. This paper reveals learners' initial perceptions of the English language and analyzes the need for participation in an English immersion program. (2020) 24 participants from six English language institutions contributed to this qualitative study. Data was collected through participant observation and semi-structured interviews for three months in Kampung Inggris Pare(KIP), Kediri, East Java, Indonesia. Most of the students had a negative perception about English before participating in this immersion program that they found this language difficult. This perception is associated with negative experiences during the process of learning English at school. However, their awareness of low self-confidence and poor speaking performances in the face of globalization invited them to participate in village immersion English at KIP. This paper concludes that the needs, shortcomings, and desires of students underlie the needs analysis to follow the English language immersion program at KIP.
3. This study aims to determine participation, interaction, community coordination and agglomeration of businesses and services in English Village by Candra, B. E., Kuspriyanto, D., & Kes, M. 2015 This type of research is qualitative using a case study method. The procedure for data collection was carried out by observation, in-depth interviews and documentation, while the subjects in this study were people in the English Village area who had businesses or services. The objects of this research are community interaction, coordination between communities, and agglomeration of service businesses in English Village. The results of this study indicate that community participation in English Village is a major factor in the development of English Village to become what it is today. The interaction that occurs in the community does not only occur because there is an English Village but has occurred since the village was not yet known

as an English Village. The service business in its distribution started from around the BEC course and spread to the area around other course institutions.

4. The research in this article aims to determine the learning adaptation strategies of Kampung English students in the new normal era by Sholihah, S.M., Wahyuningtyas, N., & Ruja, I.N. (2022). supporting factors for student learning and strategies for learning English to survive in the new normal conditions. The method used is a qualitative method with a case study approach. Data collection techniques were carried out by observation, interviews and documentation. The results of this study indicate that there are factors that influence students to survive in the learning process in Kampung Inggris in the new normal conditions, namely internal (motivation and aspirations) and external factors (learning environment, quality of tutors, and learning facilities). Then, the English learning strategies used by students in surviving the adaptation stage are cognitive strategies and social strategies. Recommendations that can be given to further researchers are to examine the development of more efficient and innovative language learning in the new normal conditions to support the implementation of English village students' learning strategies.
5. This study is intended to explain the cross-cultural communication activities that occur among immigrant students and the people of Pare by Putera, A. S. (2019). This study uses an ethnographic method of communication with a qualitative research approach, supported by the constructivism paradigm. The theory used is the theory of global communitarianism. The data were obtained from the results of participatory observations conducted by researchers at the research site, and supported by the results of in-depth interviews. Then the results of the data were analyzed using ethnographic thematic analysis techniques of communication. The results obtained, namely the communicative situation in cross-cultural communication in English Village, Kediri Regency. Research shows that the discovery of the

English village has the same important role to produce communication achievement in language.

Based on the previous research above, all of them focus on the English village in teaching English. The values that were most often found in previous research were communication patterns, namely verbal and non-verbal communication theory, analyzing the need for participation in English language immersion programs, service businesses in English Village, learning adaptation strategies for English Village students in the new normal era, and communicative situations in the English village. cross-cultural communication in the English Village.

From the results of previous studies, it turns out that all previous studies have focused on English villages in teaching English. The values that were most often found in previous research were communication patterns, namely verbal and non-verbal communication theory, analyzing the need for participation in English language immersion programs, service businesses in English Village, learning adaptation strategies for English Village students in the new normal era, and communicative situations in the English village. cross-cultural communication in the English Village. Meanwhile, limited studies have been conducted in the context of non-formal education. Therefore, the difference with previous research is that this research does not focus on participation in the English village program in student text but the researcher aims to achieve communication in language. Researchers have applied the practice of Kampung English in teaching English in non-formal education. Therefore, researchers are interested in conducting this research on how the practice of the English village can be resumed in order to improve the achievement of communication in learning English. And also this research has not applied the practice of the English village to the participants of the English Village of Nyayum Village who came from various hamlets. Therefore, this research has been applied in teaching English to students in teaching English in Nyayum village, Landak, West Kalimantan.