CHAPTER III
RESEARCH METHODOLOGY

A. Research Methodology

This study used the descriptive case study to achieve the purpose of this research in (Nur'aini, 2020), The case study research method is the right strategy to be used in research that uses how or why research questions, the researcher has little time to control the events being studied, and the focus of the research is on contemporary phenomena, to track contemporary events. This study is to find out how the translate traditional song in genre based approach could be teaching English for students in English Village at Dusun Tauk, Air Besar, Kalimantan Barat, Indonesia.

The characteristics of this case study began using one case, which includes students in English Village at Dusun Tauk, Air Besar, Kalimantan Barat, Indonesia. This case is sufficient because its participation especially in one context and can contribute to the theoretical development (Rowley, 2002; Scholz & Tietje, 2002), it is about a genre-based approach in the English village at Dusun Tauk.

The second characteristic of this case study is using of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study will use a qualitative approach in collecting data that involves field notes and students using Observation, Participant Observation, fieldnotes, Documents, Students' Texts. Then, the last characteristic of this case study is using analysis technique to analyze the textual data obtained (Guest et al., 2011; Travers, 2001).

B. Subject of Research

1. Population

A population was defining the population research as all items in any field of a research study. From the opinion, it can be concluded that population is all of severa individuals that include a member or unit that can be used to obtain data sources based on the research characteristics or Population is the whole object to be studied. The population of this research is the students of the Tauk English Village.

The population of this study were students consist of Junior high school 5 students and elementary school 61 students from 1 grade till 6 grade totaling 66 people from Dusun Tauk.

2. Sample

In this study, the researcher used Purposeful Sampling to choose the sample. Purposeful Sampling is a non-random sampling technique (Palinkas et al., 2013). Sampling is intentional with regards to the research context and the participants involved are thought to be able to provide relevant data (Benoot et al., 2016; Fraenkel et al., 2011). Data were collected using field notes, including audio recordings. Based on the selection of 3 students from the student in Tauk village who will be studied and analyzed related to the text that has been given so that researchers can review from the three predetermined levels. Through English learning activities that aim to improve and assess students' English skills. In essence, through learning activities in the Tauk English village. the English learning process is not only presented in the form of text, students' speaking actions are also recorded and transcribed to review the development of their English skills.

Moreover, using field notes, the documents in the form of student texts will also be chosen intentionally. In this research, 3 students' texts will be chosen for analysis. The researcher aims to specifically analyze the learning strategies used by students of low-achiever, middle-achiever, and high-achiever to improve and assess students' English skills. The texts used here are not only written texts but also speech activities carried out by participants. will also be recorded and transcribed to see the learner's ability in English.
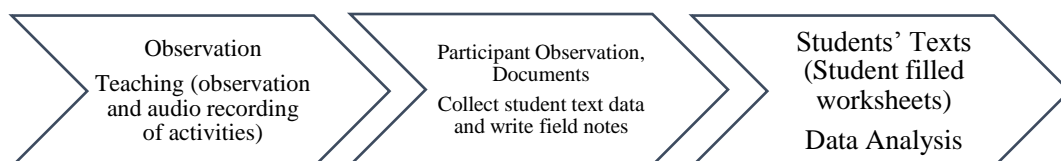
C. Research Setting

The research was conducted at Dusun Tauk, Kecamatan Air Besar, Kabupaten Landak. The location of the research was choosen because the main researcher is a people in the village. So, researcher get easy acces to do research.

D. The Technique and Tools of Data Collection

1. The Technique of Data Collection

Graphic 3. 1 The Groove of Collecting and Data Analysis

Observation	Participant Observation, Documents	Students' Texts (Student filled worksheets)
Teaching (observation and audio recording of activities)	Collect student text data and write field notes	Data Analysis

Graphic 3.1 shows that this study use a participant observation technique that needs field notes and documents within the style of student texts. . Participant observation technique was recorded the teaching and learning activities in the classroom (Aunurrahman et al., 2020). The main or the first researcher acted as an English teacher. The co-researchers or the second and third researchers acted as collaborators. The main researcher prepares field notes to be written when the training activities are completed in every session. The second and third researchers were concerned to help in teaching and mentoring the students, that was followed by writing field notes. Learning activities will be recorded victimisation an audio recorder to assist researchers in writing field notes and also offer necessary information relating to teaching and steerage examples, as well as students' spoken texts.

The collaborator's function is to provide reflection and feedback to ensure better teaching and learning and also to reduce bias in participants' observations (Fraenkel et al., 2011). The main researcher writes fieldnotes of the observation after discussion with the co-researchers. Discussions take place after class has ended to provide feedback and reflection. The participants' observations were made in 4 meetings over two weeks.

2. The tools of Data Collection

The data collection process involves more than just gathering information. This section discusses how researchers collect primary data

from participants. The data obtained is very dependent on the original data. This study used some tools of data collection, including Fieldnotes, Interview In-Depth. Therefore, the data collection process does need to be carried out, namely in an ethical way for individuals and the research location to be determined.

a. Field Notes

Field notes are written observations that are recorded during or immediately after participant observations in the field and are considered critical for understanding the phenomena encountered in the field. Field notes and also offer necessary information related to teaching and tutoring examples, as well as student spoken texts.

b. Interview In-Depth

An in-depth interview is a process of getting information for research purposes by way of question and answer while face to face between interviewers with informants or interviewees, with or without the use of guidelines (guide) interview, where the interviewer is involved in the social life of the informant.

E. Validity

In this study, to test the validity of data the researcher used test credibility as a research qualitative method. Seven tools that can use to test the credibility of data in this qualitative research are prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy checks, dan member checking .Because tools of collecting data in this study used more than one data collection technique and also looked at as a data credibility test tool before, the researcher used triangulation as a test tool in this study. Triangulation has concepts that can be seen in some way. It means verification of the validity of the data using various data sources and various data collection methods (Auliya et al., 2020). In this study, researcher used field notes, including audio recordings to obtain data from various respondents such as sources of data from students in the Tauk English village.

F. The Technique of Data Analysis

The data analysis technique that would be carried out is text analysis using a thematic analysis. Text analysis of students' texts using this framework allowed the main researcher to see the extent of students' English proficiency. In this study, 3 student texts were selected for analysis. There are three criteria will be taken for analysis. They are high, middle, and low.

Thematic analysis will be carried out to analyze the field notes. The thematic analysis allows researchers to code field notes inductively by paying attention to frequently occurring and significant themes from textual data (Thomas, 2006). The procedure of thematic analysis began with finding important themes in the field notes. The themes were mainly related to the teaching and learning activities. Then, the results of the two analyzes will later be triangulated to validate the accuracy of each analysis result (Creswell, 2012; Mathison, 1988).

The following there is a six-phase framework for doing a thematic analysis as follow:

1. Become Familiar with The Data

    The first step is getting to know the data. It is important get a through picture of all the data that has been collected before starting to analyze each item. This involves transcribing the video, reading the text and taking initial notes, and generally looking through the data to get used to it. At this stage the researcher looked for a comprehensive picture of all the data that has been obtained, the researcher saw the video results obtained, read the results of the student worksheets obtained and made the initial notes needed to go to the next stage.

2. Generate Initial Codes

    Next, encode the data. Encoding means highlighting parts of our text - usually a phrase or sentence - and appearing with an abbreviated label or "code" to describe the content. At this stage the researcher made a code from the research results that wad used to describe the data obtained.

3. Search for Themes

Next, examine the code that has been generated, identify patterns in between, and start creating themes from the coded data. At this stage the researcher examined each code that has been generated and identified each code and created a theme from the coded data.

4. Review themes

Now make sure that our theme is useful and is an accurate representation of data. Here, the researcher returns to the data set and compares existing themes. If the researcher encounters a problem with the theme, the researcher divides it, combines it, discards it, or creates a new one, whatever makes it more useful and accurate. At this stage the researcher ensured the necessary themes are obtained from accurate data, the researchers divided, combined and created new themes that made the theme more useful and accurate.

5. Define themes

Now that you have a final list of themes, it is time to name and define each one. Defining a theme involves formulating exactly what each theme means and figuring out how that helps make sense of the data. At this stage the researcher gave a name to each theme and defined each theme. The themes obtained are formulated appropriately by giving the right meaning so that they can understand the theme correctly.

6. Writing up

Writing is an integral element of the analytic process in thematic analysis and most qualitative research. Writing-up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature.

(Braun & Clarke, 2012)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Overview

In this preparatory activity, first, the researcher visited the village to meet with the village chief named Filoren on January 17, 2022, to ask for permission to hold an English village program for 8 meetings and for village profile data from the village. After explaining the good goals and the existence of the English village program to the village party. He received a good response and allowed the implementation of this English village program. The researcher got permission from the village chief Filoren to hold the English village program in Tauk village. In addition, the researcher asked the village chief Filoren to facilitate the English village program, in the form of a place and coordinate the participants who will participate in the activities.

Afterwards discussing the facilities needed during research activities, the village chief Filoren recommends activities in the SDN 14 Tauk elementary school, because the village does not have adequate facilities. We are use elemantary school of SDN 14 Tauk because the teacher allow the researchers to teaching and also the students school holidays. So, the program for the Tauk English Village activity can be held using a village model where the village chief Filoren is willing to help researchers to communicate with the school. The following is village data which will be explained in table 4.1

Table 4. 1 The Profile of Dusun Tauk

Total Population Dusun Tauk 2022	
Male	319
Female	260
Total	**579**

Total Population Based on Education Level	
Not yet/Didn't school	35
Didn't finish elementary school/Equal	228
Early childhood education program	23
Finish elementary school/Equal	181
Finish middle school/ Equal	57
Finish high school/ Equal	55
Total	**579**

The Age People of Dusun Tauk	
0 – 1	46
2 – 4	35
5 – 14	108
15 – 44	260
45 – 64	130
Total	**579**

The Profession People of Dusun Tauk	
Housewifery	79
Students	110
Pensionary	1
PNS	2
Farmer	300
Honorary Employee	1
Other Profession	86
Total	**579**

(*source: Dusun Tauk 2022*)

Table shows that the level of education in Tauk village is still relatively low, it can be seen from the total population who graduated from school is decreasing and it can prove that there are problems that must be addressed immediately. Therefore, to overcome this problem, the researchers collaborated with the village to hold an English village program that had been implemented. This village program received a positive response from students, seen from the enthusiasm of students in participating in the activities that had taken place. It is hoped that this program will continue in the future so that the new Tauk Village has excellent potential in the field of education. With innovation to raise awareness of the village community about the importance of education for the their children.

The researcher also conducted interviews with Filoren as Chief village Dusun Tauk before the English Village program was carried out. The following are the results of the interviews that have been conducted:

Table 4. 2 Interview Between The Researcher and Chief Village Before English Village Program Will be Held

Questions	Chief Village Responses
Apa pandangan anda terhadap Bahasa Inggris?	*Menurut saya sih bahasa inggris itu sangat penting sekali untuk di kalangan masyarakat khususnya di dusun Tauk.*
Sejauh mana desa memerlukan Bahasa Inggris?	*Sangat perlu, karena disini kan kawasan konservasi sering di kunjungi orang luar, turis asing jadi kami sangat membutuhkan yang bisa bahasa inggris*
Apa harapan anda terhadap program kampung inggris?	*Harapan saya program ini jangan berhenti disini saja, kalau emang program ini baik dan bagus untuk masyarakat alangkah lebih baik di*

	kembangkan kembali dan di lanjutkan lagi

Based on the interview table 4.2 above from that conducted with representatives of the chief village government. English is very important learning nowadays because he says that Dusun Tauk is conservation area and many tourist came here. So, we are very needed English Village program. However, very few primary schools in the new trenches have not learned basic English. Even though this is the basic knowledge of students who will continue to a higher level, at least they have basic knowledge of English. Therefore, the English Village program that is being implemented is a very appropriate moment for both the villagers and students who are participating in this program. Representatives from the village also hoped that the English Village program would continue in the future. The continuation of this program can help elementary school children to learn basic knowledge that can help them to continue their education to a higher level. In order for the sustainability of this English village program to take place properly, it is necessary to have support from the village.

After the English village program was completed, the researcher also conducted interviews with Filoren as Chief Village, here are the results of the interviews that have been conducted.

Table 4. 3 Interview Between The Researcher and Chief Village After English Village Program Will be Held

Questions	Chief Village Responses
Apa pendapat anda tentang program Kampung Inggris yang sedang berjalan atau sudah berjalan? Apa ada kritik dan saran untuk kami?	*Kalau pendapat saya sih, untuk saat ini sangat bagus ada pun kritik dan saran. Kalau untuk saran aja kedepannya. seandainya kampung inggris bisa terlaksana di dusun Tauk kedepannya nanti alangkah baik untuk mekanisme pelajaran nanti bukan hanya di tingkat anak-*

	anak tapi keseluruhan jadi tingkat dewasa, orang tua siapa pun yang mau terlibat nanti kita dari program libatkan semua
Apa memungkinkan jika suatu hari ini program ini dapat diadakan secara berkelanjutan di dusun dengan memanfaatkan bahan ajar dari Prodi Pendidikan Bahasa Inggris IKIP PGRI Pontianak dan SDM dari dusun dimana SDM tersebut akan kami latih?	*Pendapat saya sih sangat memungkinkan untuk kedepannya nanti, kami selaku pemerintah akan memfasilitasi dari Desa. Seandainya program kampung inggris ini bisa berjalan di dusun Tauk akan kita dukung dengan anggaran yang di anggarkan dari anggaran dana desa. Yang penting ada koordinasi dari pihak kampus dan pihak desa*

Based on table 4.3 of the interviews obtained after this village incident, it can be illustrated that the English village program is very useful for English village students, from the village side we really appreciate and are grateful for the English village program. The chief village recommended that mechanism teaching from the tutors not just teach a student but all people in Dusun Tauk. Also, in the future it is very possible english village program will be held. The chief village will budget from the village fund budget. The important thing is there is coordination from the campus IKIP PGRI Pontianak and Dusun Tauk Village.

Following the completion of the interviews with chief village, the researcher asked to Paulinus Bambang as public figure Dusun Tauk. here are the results of the interviews that have been conducted.

Table 4. 4 Interview Between The Researcher and Public Figure of Dusun Tauk Before English Village Program Will be

Questions	Responses
1. Apa pandangan anda terhadap Bahasa Inggris?	*Pandangan saya terhadap bahasa inggris itu, bagaimana yah kalau bahasa inggris ini kan bahasa asing ya istilahnya. Tapi, namun pun demikian kita sangat perlu bahasa inggris ya supaya mempermudahkan kita untuk bercakapan dengan turis asing yang berdatangan di daerah kita, alangkah baik kalau kita bisa menguasai bahasa inggris bahkan bahasa mandarin, bahasa jerman dan lain sebagainya kalau kita mampu yah. Itu saja pandangan saya.*
2. Sejauh mana dusun tauk memerlukan Bahasa Inggris?	*Yah kalau di dusun sekiranya sangat perlu juga sih, kadang kita berhadapan dengan kadang-kadang turis itu turun naik keluar masuk ya bisa mempergunakan bahasa inggris ya silahkan, yang tidak bisa menggunakan bahasa inggris itu mereka mau tak mau harus bahasa indonesia. Jadi bahasa inggris itu sekiranya bolehlah sangat di perlukanlah sekiranya kalau ada kemampuan di situ*
3. Apa harapan anda terhadap program	*Kalau program inggris misalnya sangat di*

kampung inggris?	*harapkan sekali supaya dapat menunjang anak-anak yah, generasi-generasi muda agar bisa berpacu kepada bahasa inggris selain bahasa inggris juga bahasa mandarin dan lain sebagainya yah. supaya untuk harapan saya anak anak muda sekarang ini. Jadi selain dari bahasa kita atau bahasa indonesia dan juga bahasa asing, itu saja yah*

Based on the interview table 4.4 above from that conducted with public figure of Dusun Tauk. English is very important because he says that make easy communication with tourist. Also, we must be able to master english and even other language. He hopes english village program can increase student knowledge. So, the younger generation can speak english.

After the English village program was completed, the researcher also conducted interviews with Paulinus Bambang as Public Figure Dusun Tauk, here are the results of the interviews that have been conducted.

Table 4. 5 Interview Between The Researcher and Public Figure of Dusun Tauk After English Village Program Will be Held

Questions	Responses
1. Apa pendapat anda tentang program Kampung Inggris yang sedang berjalan atau sudah berjalan? Apa ada kritik dan saran untuk kami?	*Kritik dan saran, saran kami harapkan dari kalian itu supaya bisa berjalan baik dengan membimbing masyarakat-masyarakat di kampung terutama di dusun yah agar bisa mengenal apalagi menambah pendidikan yaitu dari bahasa indonesia selain bahasa indonesia harus ada bahasa asing terutama bahasa inggris agar bisa menambah perubahan*

	untuk beradaptasi dengan turis-turis yang datang. Jadi kalau dengan demikian jika kita tidak merasa minder, ini harapan kami. Kritikannya tu, saya rasa kritikan itu tidak ada sih hanya sah-sah saja jika itu berjalan dengan baik dan benar. Hanya itu saja
2. Apa memungkinkan jika suatu hari ini program ini dapat diadakan secara berkelanjutan di dusun dengan memanfaatkan bahan ajar dari Prodi Pendidikan Bahasa Inggris IKIP PGRI Pontianak dan SDM dari dusun dimana SDM tersebut akan kami latih?	*Bisa-bisa, sangat bisa sekali misal darimana tenaga-tenaga pengajarnyakan jadi kalian tu bisalah menjadi pengajar untuk daerah kami disini. Itu sangat perlu sekali rasa-rasanya apalagi untuk kalangan anak-anak muda sekarang, untuk zaman sekarang saya rasa sangat penting untuk menambah wawasan kita untuk berhadapan dengan turis asing bercakapan sehari-hari setidaknya harus bisa itu.*

Based on table 4.5 of the interviews obtained after this village incident, it can be illustrated that the English village program is very useful for English village students. Hopefully, the program can run well and can increase the education of Dusun Tauk. Also, the society are not inferior in communicate with tourists who came to the village. In addition, he hope the tutors can be the teacher in Dusun Tauk.

Following the completion of the interviews with public figure of Dusun Tauk, the researcher asked whether the students who participated in the English village program had learned English in school and whether English was difficult for them. The responses below are from students who participated in the English village program.

Table 4. 6 Interview Between Students and Researcher

Questions	Students Responses
Adik-adik apakah kalian pernah belajar bahasa inggris di sekolah atau kursus?	Belum pernah belajar bahasa inggris
Kenapa belum pernah belajar bahasa inggris di sekolah?	Di sekolah tidak ada bahasa inggris
Sulitkah belajar bahasa inggris?	Tidak sulit

Based on the interview above, the researcher can describe as follows: Learning English according to students in Tauk village, is not difficul. they just don't have English lessons at school. The students in Tauk Village are excited and enthusiastic to be able to take part in the English Village program. Students learn English in a comfortable and relaxed environment and make student spend the time with pleasure lesson.

2. Implementation and Evaluation

The implementation and evaluation stages were carried out in two meetings using two topics, namely the topic of introducing oneself and Translated Traditional Songs. Teaching is carried out using a genre-based approach which consists of four stages, namely building knowledge of the field, modeling, joint construction, and independent construction. Presentations are made based on data from field notes, recordings, and student texts. Each stage will apply a genre-based approach such as text examples, explicit examples, and guidance or scaffolding.

Before the start of the lesson at each meeting, the tutor and students first read a prayer. One of the students who volunteered to lead the prayer was appointed to come forward. Students who have finished leading the prayer, are directed to sit back to their original place. After that, the tutor checked list students who are present. Furthermore, the tutor also asked whether they were ready to take part in English learning activities to all students who

attended the English village program. If all students are ready to learn, the tutor will start learning activities.

In the first stage, build knowledge of the field first meeting. At this stage, the tutor explains the purpose of the material to be studied. Even though some students who were ready to introduce themselves in the future which was done at the first meeting, students who still felt embarrassed to introduce themselves to speak, the tutor asked one of all students who were ready. the following is an excerpt of dialogue between the tutor and the students:

Table 4. 7 Building Knowledge of the Field

Tutor: Can anyone introduce themselves beforehand?	Rafa : Saya....
Tutor: Can you give an example of how to introduce yourself here? In Indonesian, it's okay (the tutor asks all the students present)	Rafa : Nama saya rafa Rafa : Saya adalah belajar Rafa : Saya tinggal di Tauk Rafa : Makanan kesukaan saya adalah ayam

Based on the results of the short dialogue that has been carried out above, it shows that some students who take part in this program seem still not confident in introducing themselves. However, some students are brave and can give examples of how to introduce themselves to friends, teachers, tutors, and others he met. Students who are good at giving examples of introducing themselves are appreciated by the tutor and also from their friends. It aims to increase the confidence and courage of students.

The next stage is modeling; At this stage, the tutor demonstrates how to introduce himself. This study also explains the English vocabulary used by translating it into Indonesian. The following is an example of a self-introduction text exemplified by the tutor to students.

Table 4. 8 Introduce Oneself Text

Introducing oneself texts	Schematic structure
Tutor: perhatikan, saya akan memberikan contoh teks dari introducing oneself. • Good Morning all • Halooo, my name is Andre • I am Twenty One years old • I am live in Tauk • I am a college student • I like/my hobby is volly ball • My favourite food is meat ball • Nice to meet you, thank you	Linguistic Feature: First person: I am, From,you Example: I from Sintang The purpose of the text: • Greetings • To give introduction name • To give introduction age • To give introduction place or origin • To give introduction profession • To give introduction hobbies • To give introduction favourite food

The next stage is joint construction, the tutor instructed the students to work on the worksheets and practice what they learned during the modeling stage. The tutor explicitly provides examples of how to do assignments before filling out the worksheets that have been distributed. In addition, tutors also monitor, guide, and direct students when doing assignments. The purpose of this stage is used to build a sense of independence of students. Students practice introducing themselves with tutor guidance. Table 4.8 describes eight examples of self-introduction texts practiced by students with tutor guidance:

Table 4. 9 Joint Construction

Gerat Low Achiever	Lala Mid Achiever	Fauna High Achiever
Gerat : Halo, halo, hay *Gerat : good morning my friends* *Gerat : my name is ...Gerat* *Gerat : I ` m ten year of*  *Gerat : I`m a student* *Gerat : live in Tauk* *Gerat : I like/ my hobby is main kasti* *Gerat : my favourite is chicken* *Gerat : nice to meet you* *Gerat : Thank you*	*Lala : hallo, hallo, hay* *Lala : hay, hay, hallo* *Lala : good morning my friends* *Lala : my name is Lala* *Lala : I eleven year old* *Lala : I `m studion* *Lala : I live in Tauk* *Lala : I lik badminton* *Lala : my favourite food is meat* *Lala : thank you*	*Fauna : Good morning my friends* *Fauna : my name is Arensia Fauna* *Fauna : I am twelve year old* *Fauna : I am student* *Fauna : I live in Tauk* *Fauna : I like/my hobby is badminton* *Fauna : my favourite food is chocolate*

Table 4.9 shows that students who are categorized as Low Achievers are indicated by Gerat. Gerat has a weakness in practicing speaking and Gerat must be assisted with tutor guidance repeatedly to practice self-introduction texts. In addition, Gerat is still practicing the text haltingly. Furthermore, Lala is categorized as representing moderate achievement, this is because Lala is already fluent in practicing the text introducing herself with the help of a tutor. Although Lala still stammers in mentioning the vocabulary of "Student" and also in introducing the place to live. Fauna is a student who represents the category of a High Achiever. This is because Fauna is fluent

in practicing his own text independently and doesn't need much help from a tutor. But when he practiced his own text, Fauna forgot to mention "am" when he was going to introduce his place of residence. Even so, Fauna is very clear and firm in practicing the text to introduce himself.

After completing the joint construction stage, the researcher asked for feedback regarding the activities carried out at the first meeting of the English Village Program by conducting an evaluation. The researcher asked the students to identify the difficulties they experienced during teaching and learning activities, students did not mention difficulties. However, it does not mean that students have never experienced difficulties before. Before ending the lesson, the researcher also included one of the teaching media used to attract students' interest while studying, one of which was using the translation of Traditional songs.

The researcher proceeds to teach the translation of traditional song, which includes four stages: building knowledge of the field, modeling, joint contruction, and independent construction these four stages are genre-based approaches. Though traditional song translation are intended to allow for natural and fun repetition of language during the learning process. In addition, songs can also be used to develop all language skills in an integrative way, including improving students pronunciation skills. The following are the steps that researchers will take to carry out learning through the translation of traditional song.

Building students knowledge about the field is the first stage that the tutor does, during this stage the tutor sings a Tradtional song entitled "Aku Sayang Samuanya" assisted by instrument sources from YouTube. During this stage students are asked to listen carefully and sing songs with guidance from the tutor. The tutor uses the help of instruments from YouTube and divides sheets containing song lyrics in regional languages, Indonesian and English. However, before starting to sing the song, the tutor asked if the students were ready and willing to listen. The following is an excerpt of the dialogue between the teacher and students:

Table 4. 10 The dialogue between students and Tutor

Tutor: Have you ever heard a traditional song called "Aku Sayang Samuanya"?	Student: Not yet !!
Tutor: Everyone here likes to sing?	Student: Love it
Tutor: Then are you ready not to listen to your brother singing "Aku Sayang Samuanya"?	Student: Ready..
Tutor: Later, when you sing, listen carefully.	Student: Alright

The dialogue above shows that students have interest and enthusiasm to listen to the translation of the song Aku Sayang Samuanya which is a local song from West Kalimantan. At the first meeting, a genre-based approach was also implemented through Traditional song translation. Researchers proceed to the next stage after completing singing in English and Indonesian.

The next stage is modeling, at this stage the tutor provides an example of how to sing Aku Sayang Samuanya traditional song correctly which is translated into English. If there are students who do not understand the mention of vocabulary, the tutor will guide students to be able to pronounce vocabulary words that are considered difficult and the tutor also provides some simple vocabulary related to daily activities.

The next stage to carried out at the next meeting. After finishing listening and singing together using the song Aku Sayang Samuanya, the researcher asked the students to identify the difficulties they experienced during the teaching and learning activities. The students did not mention any

difficulties. However, this does not mean that students have not experienced difficulties before. In addition, when asked whether the teaching materials and media used were interesting, students stated that the learning media used attracted their attention.

The results of the feedback revealed that students enjoyed the learning process in English village activities, with the concept of less material, more practice, students were invited to learn one of them through singing activities. This can make the learning environment more fun and not boring. After the evaluation is complete, the tutor asks one of the students to close with a prayer before sending the student home.

The researcher started the next meeting by praying first, followed by reviewing the previous week's subject matter. The tutor also gives examples again to students how to introduce themselves the previous week. Students also begin the self-building stage at this second meeting, when they individually practice introducing themselves with limited assistance from the tutor. Students practice introducing themselves with tutor guidance. Table 4.10 provides three examples of self-introduction texts that students practice with minimal assistance from the teacher.

Table 4. 11 Independent Construction

Great Low Achiever	Lala Mid Achiever	Fauna High Achiever
Gerat : Halo, halo, hay Gerat : good morning my friends Gerat : my name is ...Gerat Gerat : I ` m ten year of  Gerat : I`m a student	Lala : hallo, hallo, hay Lala : hay, hay, hallo Lala : good morning my friends Lala : my name is Lala Lala : I eleven year old Lala : I `m student Lala : I live in Tauk Lala : I like badminton	Fauna : Good morning my friends Fauna : my name is Arensia Fauna Fauna : I am twelve year old Fauna : I am student Fauna : I live in

Gerat : live in Tauk Gerat : I like/ my hobby is main kasti Gerat : my favourite is chicken Gerat : nice to meet you Gerat : Thank you	Lala : my favourite food is meat Lala : thank you	Tauk Fauna : I like/my hobby is badminton Fauna : my favourite food is chocolate

Table 4.11 shows that with minimal assistance from tutors, low achieving students were still represented by Gerat the same as the previous week he had a weakness in the form of speaking practice. Gerat still needs the help of a tutor because he stammers a little every time he practices the the examples of self-introductions, but compared to the previous week, students who were low achievers experienced an improvement in speaking practice where students did not stutter. Lala still represented as a Middle achiever, in the second week Lala showed that she was not slow in practicing her own introductory text and did not need help from a tutor. Meanwhile, the outstanding students were represented by Fauna who was fluent and confident by practicing speaking without any guidance from a tutor the same as the previous week.

The next tutor has completed the independent construction stage. Before the lesson ends, the tutor first reminds students about the traditional song translation material the previous week. This is done in order to measure the extent of their inherent knowledge of traditional songs. If students did not remember the previous lesson material, the task of the tutor is to review what are the important things that have been learned such as pronunciation of vocabulary from difficult to easy contained in the translation of the local song "Binua Garantukng". Tutors begin to prepare for the stages of joint construction and independent construction.

The next stage is joint construction, where students are asked to recite some simple vocabulary related to everyday life contained in song lyrics. Furthermore, the tutor will appoint one by one and test how far the students' ability to remember the vocabulary that has been learned has been. At this stage, it was found that some students had weaknesses in practicing pronouncing vocabulary and there were some students who forgot when asked about the vocabulary they had memorized. The tutor also helps guide students if something goes wrong and is best when pronouncing some of the vocabulary until they get better. The following is an example of a simple vocabulary found in the lyrics of the song " Aku Sayang Samuanya ". Vocabulary is selected according to students' abilities.

Table 4. 12 The Vocabulary

The Vocabulary	Translated in Indonesia
Father	Ayah
Mother	Ibu
Pain	Sakit
Family	Keluarga
Sorry	Maaf

The last stage is independent construction, at this stage, students are asked to work on individual question sheets related to some simple vocabulary that they have memorized in the previous stage related to the Traditional song entitled "Binua Garantukng". Before working, the tutor first gives directions on how to fill out the Worksheet. In addition, tutors monitor and guide students while working. The purpose of this stage is to measure the extent of students' knowledge after studying the translation of Binua Garantukng traditional songs.

After singing, they worked on the worksheets made by the students. The researcher asked the students to identify whether there were any difficulties they experienced during the teaching and learning activities. The students did not mention any difficulties. In addition, the researcher also asked whether the learning media used was fun or boring. The students stated that

the learning media used during learning was both interesting and fun. To end the learning activities at this meeting, the researcher asked one of the students to lead the prayer. After finishing with the prayer activities, allow the researcher to return in an orderly manner.

B. Discussion

Based on research findings, the purpose of this study was to investigate how the application of a Genre based approach in teaching English to Students in Tauk english village. The results of field notes and student documents show that translated traditional songs are good media in teaching and learning English, especially in developing vocabulary achievement for elementary school students. In addition, the use of traditional songs in teaching is an important thing because traditional songs consists of several grammars that can facilitate and relate to daily life. In the process of teaching this traditional song, the tutor used translated traditional songs as a learning medium. the use of traditional songs as learning media is a very good learning method because from the perspective of the use of traditional songs that can change the learning atmosphere to be more fun. Not only that, traditional songs can also train students' speaking, and reading skills, and increase students' vocabulary knowledge.

Using songs to teach English to students is a great way to bring classroom activities to life and can also encourage students to learn English. It helps them sing, talk and express their ideas through learning by playing and learning by doing. Then, make the young students more interested and active when they sing a song. When they sing a song, it helps them to memorize new words easily. In the process of teaching and learning activities, researchers use various learning resources, one of which is student worksheets and speakers as auxiliary media. The use of worksheets in the teaching and learning process is very good and helps in the learning process.

The result of this research was in line with several other studies that also use songs to teach English to have a number of reasons. The utilization of song media is one of the ideal strategies for language learning because there are

repetitions of vocabulary and rhythmic language structures that can increase students' interest in learning (Ratminingsih, 2016). Through the method of using children's songs, it is hoped that when participating in the learning process they do not feel bored, bored and difficult to master vocabulary (Miranti et al., 2015).In addition, use of song also provides students with interesting activity in exploring their understanding about English language (Hadi, 2019) . Not only that, songs can also increase learning and grammatical variations with auditory skills and rhythmic patterns that stimulate brain activity and encourage imagination (Siregar, 2018). The application of folk songs in learning English is expected to be the right learning media and be able to name the moral values contained in the lyrics of the song (Parmini, 2020).

Based on the previous research above, focuses on the use of traditional song as learning media. This shows how students respond after learning English using translated traditional songs in improving speaking, writing, reading and recognizing local sustainability at the formal education level. In contrast to previous research, this study uses translation traditional song as an alternative learning media that can give a pleasant impression in a learning atmosphere. Learning activities will be carried out non-formally, namely by holding an English village program in the Tauk village.

The background of the research shows that this research was conducted with a focus on student activities in Dusun Tauk. Table 4.7 shows the findings of this study. This shows that at the beginning of the application of the genre-based approach the students were able and brave enough to practice introducing themselves to the text in English well, although they still stuttered and needed a lot of tutor guidance to read the text. Furthermore, the data in table 4.9 shows that at this meeting, the findings of the students' speaking practice in reading self-introduction texts were better than in the previous meeting after using traditional songs in the English learning process. The students' knowledge of English has increased, their pronunciation is better, and they have increased their vocabulary knowledge by filling out student worksheets and continuing to look for meanings.

The students are also invited to remember some simple vocabularies related to everyday life. After using translated traditional song with the concept of less material more practice, this makes the learning atmosphere more fun and not boring. Since elementary school students in Dusun Tauk have never studied English in school, the findings from this learning approach are positive. The English village program, as revealed in the results of an interview with one of the village government representatives, actually helps students learn to understand and remember English lessons, one of which is learning English using Translated Traditional Songs.