

CHAPTER II

LITERATURE REVIEW

A. Communicative Competence

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

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

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

1. Communicative competence includes the following aspects of language knowledge are as follows:

2. Knowing how to use language for a range of different purposes and functions
3. 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)
4. 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)

To achieve the above-mentioned communicative competence, this study will employ an approach, text-based instruction, also known as a genre-based approach, which treats communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to a sequence of structured language used in a specific context in a specific way. To be specific, the genre-based approach (GBA) used is under systemic functional linguistics (sfl) movement. hereafter will be known as SFL GBA.

There are three basic principles of SFL GBA that have been developed under systemic functional linguistics. The first principle looked that learning a language is a form of social activity, as explicit teaching and the last is looked the genre-based approach as guidance. Learning a language is a form of social activity means the text used in teaching language from the social daily context, when it looked the students must have communicative competencies or the learners easy to apply language (English) in daily life. Explicit teaching means teaching and learning will be more effective when the teachers are explicit about what is expected of their students (Pujiastuti et al., n.d., p. 306). The last is Teachers will guide students to help the students to be independent in learning (Aunurrahman et al., 2020b, p. 4).

In a type-based approach, the most important primary element is the use of text. The text here is not limited to written text, but also includes symbols

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

B. Teaching Practices Of ELT

1. Characteristics

Teaching practices of ELT means the practices that teachers will use in the classroom. It will influence students understanding of the English materials. Utilizing best practices will affect students' motivation in the study (Soomro et al., 2016, p. 119). According to Perry (2003 (Soomro et al., 2016, p. 119), “Best Practices are the practical teaching, techniques, tips, strategies, methods, and exercises that result in excellent product for program delivery”. Teaching practices of ELT in this study using a genre-based approach. The procedure using a genre-based approach to teaching practices of ELT includes building knowledge of the field, modeling, joint construction, and independent construction.

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

a. Building knowledge/context

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 and 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 as 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. Join Construction of Text

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

Join construction activities include:

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

d. 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 instruction
- 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
- a) 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. According to Lawson (2002) in (Kurniasih, n.d., p. 118). “Scaffolding in an educational context is a process by which a teacher provides students with a temporary framework for learning.”

2. Teaching Materials

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. Definition of teaching materials as follows:

Materials are used to refer to anything which is used by teachers or learners to facilitate the learning of a language. Materials could be cassettes, videos, CD- Rom, dictionaries, grammar books, readers, workbooks, or photocopied exercises. In other words, they are anything that is deliberately used to increase the learners' knowledge or experience of the language.

Cited in (Fitriah, 2015, p. 43).

Based on the definition above can infer that teaching material is a tool that is used to help students understand instruction in the learning process. The material that will be used should achieve impact, Material should help learners to feel at ease, Materials should help learners to develop confidence, Materials should require and facilitate learner self-investment, Materials should provide the learners with opportunities to use the target language, Materials should take into account that the positive effects of instruction, Materials should take into account that learners differ styles, Materials should take into account that learners differ in affective attitudes, Materials should permit a silent period at the beginning of instruction, Materials should not rely too much on controlled practice, Materials should provide opportunities for outcome feedback (Fitriah, 2015). Therefore, when choosing a teaching Material, it required the following considerations.

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

Cited in (Suharjo, 2014, p. 11)

In implementing the implementation of English village at Dusun Tauk. This study will explore the practice of teaching materials that are relevant to context as required by SFL GBA. The theme to be taught in this study is introduction English from basic by using Introduction one self “Self-introduction”. So linguistic features from this material will be explained below. In table 2.1

Tabel 2.1 Teks Yang Akan Diajar

Self-Introduction	
My name is Meisi Triwahyuni You can call me Meisi I am from Bentiang I am a college student	
Linguistic feature	
First person	Third person
I am: Saya From: Dari You: Kamu	He is : dia (male) adalah She is : dia (female) adalah Him: dia (male as an object) His: dia (female as an object)

Stages	Features Of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	1. Students listen and read the dialogue of the material Introduction. It identifies the contents of the conversation. 2. After the students listen and read the	At this stage, the teacher builds students' knowledge by explaining the material and practising dialogue between Yulius, Meisi, and Andre and can find the meaning of the dialogue.

	<p>explanation of the material about Self-Introduction, the students identify the vocabulary in the dialogue text.</p> <p>3. Students discuss the meaning of the dialogue</p>	
Modeling	<p>4. The teacher gives an example of identifying the meaning of the dialogue.</p> <p>5. The teacher gives an example in identifying vocabulary from the dialogue</p>	At this stage, the teacher becomes a model in identifying the meaning, the vocabulary used, and practicing directly so that students can easily understand the text of the dialogue
Joint Construction	<p>6. Students can identify the meaning and vocabulary of the dialogue.</p> <p>7. Students and teachers together practice the dialogue</p>	At this stage, the teacher and students practice together the dialogue
Independent Construction	<p>8. Students work individually / in pairs / in groups to find meaning, vocabulary, translate as a whole</p>	At this stage students, independently work on and identify the tasks given by the teacher, and can interpret the

	and then practice the dialogue	dialogue
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Picture 2.1 shows the written text that taught to Dusun tauk students. As can be seen, the written texts to be taught have different social goals, text structures, and linguistic elements. Just providing text is not enough. This leads to the second and third elements, which are explicit teaching and scaffolding or guidance.

3. SFL Genre-based Approach

SFL genre-based approach it seems leads to creations or teaching work (Ahn,2012;Emilia,2011). Therefore, the concept of convincing scaffolding can support the process of developing individual students important to be displayed in the teaching process of SFL – GBA (Bodrova & Leong, 1998;Mulatsih, 2011). So, this research focuses on the problem of the framework in teaching activities writing text based on SFL – Genre-based Approach. It particularly aims to investigate how scaffolding processes are implemented in the teaching of writing discussion texts based on SFL-GBA and how they improve the students’ writing performance. The data rely on teaching and learning process in a classroom with six students in a tertiary level as the focus participants. The method used in the data analysis adopted a qualitative design with reference especially to the theory of the scaffolding and SFL-GBA. (Syarifah & Gunawan, 2016, p. 39)

It can be concluded that the teaching steps of process- and genre-based approaches are complementary rather than contradictory, thus, a process-genre based approach (GBA) was then developed by some experts (Badger & White, 2000;Yan, 2005; Lee, et al. 2009). Practically, GBA incorporates the four teaching steps of genre-based approach, in which processbased writing occurs in the latter two steps as explained in the following (Pujianto et al., 2014, p. 101)

- a. Building knowledge of the field (BKOF).

All activities are aimed at defining situation that using as the topic and place it within a particular genre has also been implemented through brainstorming stage in processbased approach. Furthermore, this stage prepares the students to anticipate the structural features of the genre from variation of relevant texts (Yan, 2005).

b. Modelling.

Modelling stage is meant to give students in-depth information about the text type they are learning through the “stages of the genre and its key grammatical and rhetorical features” (Hyland, 2007, p. 132). The provision of varied text sources of the genre for students are aimed at getting them to understand how the organization of the text (schematic structure) is developed to accomplish the purpose (Yan, 2005) and also the linguistic features of the genre (Pujianto et al., 2014, p. 101)

c. Joint construction of text (JCoT)

Stated beforehand, JCoT implements the writing practice as in process-based approach where students, either in groups or by teacher’s guidance, create their first writing model together. According to Yan (2005), the goal of this stage is “to produce a final draft which provides a model for students to refer to when they work on their individual compositions” in independent construction stage. Students can also do the first step again to activate their prior knowledge to the topic and plan what things they are going to write by brainstorming the ideas.

d. Independent construction of text (ICoT)

Students write individually through guidance provided by the teachers. Teachers can decide the topic or students can choose freely the topic that is still relevant to the genre. Similar to genre-based approach, teachers’ control is decreasing since students start to apply what they have learned (Hyland, 2007) but the teacher is available to help, clarify, or consult the process of writing. In other words,

independent construction produces drafts. Students will go through again the revision and conference from peers and teacher (Pujianto et al., 2014, p. 102)

C. Exploring Teaching Practices Of Dusun Tauk

The village of Dusun Tauk is included in one villages in a sub-district in the Landak Regency, namely the Air Besar District, and is located in a Landak Regency, West Kalimantan Province, Indonesian Countries.

Why the need for an English teaching in a village? Because it helps villagers who lack knowledge in foreign languages and helps the villagers to communicate not only in the village's native language and Indonesian as the language of unity but to help them communicate in English as an international language.

D. Previous Study

The practices of teaching and learning English always taught in formal education at junior high school, senior high school, and university, and it is fewer practices in non-formal education. English is important not only for students but also for the community because English gives advantages in broader information, records, and generation in technology development. Understanding a language not only just knowing the language but also to be able how to use a language, when and where to use these sentences, and understanding a language is used for whom (Darwis, 2011, p. 2). Some English skills are mastered in listening, speaking, reading, writing, and communicative competencies. Richards (2006) emphasizes that communicative competence is the students' ability to make communication with a language a social reality that includes understanding parts of speech, tense, phrase, clause, sentence patterns, and how sentences are formed..

The practices of the English teaching can improve the communicative competencies using a genre-based approach under systemic functional linguistics (SFL-GBA) as a framework to explore the practices of the English

teaching in Dusun Tauk. The genre-based approach has been widely used worldwide, including in Indonesia. A style-based technique has been utilized in a few studies, and this approach can support the academic writing development of ELLs in K-12 schools (de Oliveira & Lan, 2014). At the level of junior high school, it was reported that the genre-based approach could be used to teach the English language to Islamic junior high school students, mainly focused on writing (Aunurrahman et al., 2020b). also, the genre-based approach could be implemented in teaching reading at SMPN 17 in Pekanbaru (Ningsih, 2015). At the secondary education level, the genre-based approach to teaching writing and speaking in recount text (Hidayat, 2018). This approach is also used to teach, especially to teach scientific writing, at the level of tertiary education (Aunurrahman et al., 2017c). The genre-based approach could be the genre-based approach in The Implementation of Genre Based Approach to Teaching Narrative Listening (Prasiyanto Cahyono, 2017).

Complying with the demands from the problem above needs a current and supple solution above, especially at Dusun Tauk introducing English Villages is a solution that prepares students to build their knowledge. Therefore, this research explores the practices and the implementation of the English teaching as a non-formal education program that allows an early introduction to English to develop materials that will rather than depend on the National Curriculum, which may not be adaptive. So the practice of English teaching at Dusun Tauk adopts a genre-based approach to help the participants as students learn English. It is one approach to solving a problem in the learning process by overcoming it through language. This approach is used to exchange information and knowledge and interact socially (Retno Ajil et al., 2018, p. 92) that used a genre-based approach under systemic functional linguistics (SFL GBA) in the practices of English village.