

CHAPTER II

LITERATURE REVIEW

A. Communicative Competence

The term competence means mastering grammatical units of nuance as well as punctuation, spelling, and data grouping in linguistics. Communicative competence is used by sociolinguists to express a person's ability or competence with language and the ability to use it as well as an important basis of various kinds of social life. The ability to use language or communicate in a culturally relevant way to make meaning and accomplish social tasks effectively and fluently through interaction is extended as communicative competence (Tarvin, 2014). Meanwhile, the understanding of communicative competence is an aspect of competence that allows a person to convey and interpret interpersonal messages in certain contexts (Rahmansyah & Nursalim, 2020). Communicative use of competence in the language in paying attention to the mastery of language structure, but more focus on language function studied (Dewi, 2015). This communicative competence depends on the cooperation of all parties involved. The function that exists in communicative competence is more from the language in actual communication than mastering linguistic forms and rules.

The concept of communicative competition was introduced by Dell Hymes in 1970 as a concept of communicative competition to understand first language acquisition, which not only considers how grammatical competence but language competence is acquired appropriately to emphasize sociolinguistic competence in the speaker's mother tongue (Jakobs et al., 2008). .Not only that, Communicative Competence discusses related social knowledge but also the culture that the narrative has to help them use and interpret- linguistics (Syarifah & Gunawan, 2015). 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).

Based on the previous explanation, this study defines the term "communicative competence" as knowledge of the rules of verbal and non-verbal communication. the ability to use it effectively and according to the understanding of 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).

(cited in Richards, 2006)

Based on the discussion above, the researchers concluded that communicative competence is the ability to express that a person has so that it can be used as an important basis for various kinds of social life. It consists of all the competencies mentioned in the previous model. In addition to language macro capabilities, these skills and competencies are interrelated and interact with each other to form communicative competence.

B. Genre Based Approach

Genre based approach is an approach also known as text-based instruction. There are several characteristics possessed by a genre-based approach. Firstly, the genre-based approach emphasizes the importance of

exploring the social and cultural context of the language used in writing. Secondly, this approach monitors the size of the readership and the linguistic conventions that a piece of writing must follow in order to be successfully accepted by its readers. Thirdly, this genre-based approach underscores that writing is a social activity. Fourthly, the genre-based approach for writing instruction looks beyond the subject of content, the process of composing, and linguistic forms to see the text as a form of communication. Lastly, the genre-based approach emphasizes explicit teaching of the linguistic conventions of genres for novice second language student writers.

The text-based approach or known as a genre-based approach which has been developed under systematic functional linguistics (SFL) is used to achieve the above competencies. The text is used here specifically to refer to the structured order of language used in a particular context in a particular way. the genre-based approach (GBA) used falls under the systematic functional linguistics (SFL) movement to be specific.

The following is a description of the three basic principles possessed by SFL GP related to SLF GBA as follows:

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

(Kuiper et al., 2017; Kusumaningrum, 2015; Martin & Rose, 2005; Nugraha, 2015).

The Genre-based approach in Indonesia has 4 stages that are often used in Indonesia, namely Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction (Aunurrahman et al., 2017) :

1. Building Knowledge of the Field

At this stage, the tutor who acts as a teacher provides material in a form that students will study. Before that, the tutor also asks questions about the extent to which students know the material to be taught. Then, the tutor will distribute the text to each student. The tutor builds an understanding of the genre being taught. Tutor needs to encourage students to read material relevant to the genre being discussed, which relates to introducing others and highlighting expressions and vocabulary used in the text. Bring new words, and propose interesting topics that can attract students' attention to enter and give their opinion on the topic being discussed.

2. Modelling

Then, tutors also use media to attract students' attention to learning. After that, the tutor practices some of the expressions contained in the material. Students are also invited to follow what the tutor has done. This learning stage aims to see the extent to which student learning is simple in using language structures and vocabulary that is the focus of learning.

3. Joint Construction

This is advanced in previous learning where students independently remember some simple vocabulary in the text. Students one by one mention the previously memorized vocabulary to the tutor. The tutor also ensures that every vocabulary spoken by the student is highly trained at this stage to continue learning further.

4. Independent Construction

Students are then faced with the steps to build speaking and writing ideas individually in this stage. It has been highlighted that teachers need

to guide students, especially those who are low achievers, to choose topics related to the genre being taught. This stage is the final stage of the activity, where students are independently given to work on student texts and speaking exercises related to the material that has been delivered in the previous week. The student text given is adjusted to the student's ability level. Making it easier for each student to identify each existing vocabulary, each student at this stage must understand the meaning and some simple vocabulary related to everyday life.

(Adopted from Kusumaningrum, 2015)

Based on the description above, it can be seen that this genre-based approach focuses more on text, including the meaning contained in the text and aspects that need to be considered, such as schema structure and grammatical linguistic characteristics to produce important texts. Therefore, teachers are also needed to guide students explicitly. The role of the four stages will also be applied to see how a genre-based application uses local songs in learning English for students in English Village, Parit Baru, Kubu Raya.

C. Concept of English Village

Teaching in elementary schools no longer offers English since the implementation of the 2013 Curriculum. This is because English is not a compulsory subject but only local content. The policies made have made English more foreign to children, especially at the basic education level, even though learning English as a foreign language at the basic education level can be an important foundation for children. Currently, the need for English is getting higher, especially since the entry into force of the ASEAN free market in 2015 through the ASEAN Economic Community (AA) (Merdeka.com, 2020).

The implementation of the English Village program as a non-formal education program allows the introduction of English to be carried out at an early age by using guided materials that are to the needs of the village community rather than relying on the National Curriculum which may be less

adaptive to the village community. Therefore, the English Village program in West Kalimantan Province is needed as part of non-formal education to build children's English communication skills. High-quality education which includes English Language Education will enable children to get better job opportunities at home and abroad when they grow up because they have Foreign Language skills.

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

1. Village Models.

The English village model of the Village means that the Village is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. This model is most expected to be implemented because the village has a major influence on the development of people's lives.

2. School Models.

The English Village Model of the School means the School is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. The target schools are elementary schools where English is not a compulsory subject. Implementation in schools cannot or extracurricular activities. However, this implementation is not easy because schools need to conduct a needs analysis to indicate the urgency of the need for English subjects. In addition, this implementation may only be limited to students in the school environment.

3. Islamic Boarding School Model.

The English Village model of the Boarding school means the Boarding school is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. The Boarding school model has similarities to the weaknesses that exist in the school model, which is limited to the Boarding school environment.

(cited in Aunurrahman,2021)

Based on the type of English village described above, the researcher apply the village model in this study. Furthermore, the researcher communicate the English village program to the village government both in terms of human resources, facilities, management, and financing to support the running of the program to be implemented in English Village of Parit Baru, Kubu Raya, West Kalimantan, Indonesia.

D. Song

1. The song and Characteristics

The song is a combination of music consisting of melody and lyrics or composition of words and music, which has harmony, rhythm, and bits and has a structure in the form of repetitions of verses and choruses, which can be accompanied by musical instruments or without instruments. It may be written for one or several voices and it is generally performed with instrumental accompaniment. Several types of songs, such as children's songs, contemporary pop music, and songs were specifically written to teach English (Mol, 2012). The song is based on musical composition and has a rhythm at each tempo so that the listener is immersed in the meaning of the song. The rhythm and originality of the song can be used for language learning (Suwartono & Mayaratri, 2019).

The use of songs in learning techniques has many very strong reasons. Music and songs can create a good learning atmosphere in the classroom (Shtaker, 2012). Not only, it can provide a pleasant atmosphere while learning, but various kinds of language such as vocabulary, sentences, pronunciation, intonation, and grammar can be taught and various language skills of listening, speaking, reading, and writing can also be taught holistically and integrated. Enhancement of students' English achievement and their motivation to learn English can be proven through the use of songs to provide contextual input of language skills, especially in speaking and listening and language components (vocabulary and pronunciation) to students (Kurniati et al., 2021).

Based on the description above related to the definition of the song. The following are some of the characteristics of the song:

a. Rhythm

Rhythm is a series of movement sequences that are the basic elements of music.

b. Melody

Melody is a series of notes arranged in such a way that it becomes a series of sounds that are pleasing to the ear.

c. Harmony

Harmony is a chorus of singing or playing music that uses two tones or different highs and lows and is sounded simultaneously

(cited Gutama, 2020)

2. Translated Local Songs

a. Definition

The Local songs are songs or music originating from certain areas that become popular because they are sung well by the people of that area and other communities. Local songs are songs originating from regions that have certain cultural elements, usually expressed in verse or verse in regional languages, both folk songs, and newly created songs (Banoë, 2011). Similarly, local songs are songs that come from certain areas that are created through ideas based on the culture and customs of that area of the course (Setiowati, 2020).

In addition, local songs have their uniqueness. The uniqueness can be seen in the local language used, besides that each example of a folk song also has a hidden meaning. In the song, there is a meaning or message contained also to be conveyed to the community which describes the condition of the local community through the local language.

Based on the description that has been presented, the researcher uses Local songs originating from West Kalimantan. In general, the songs used are familiar and popular for people in Pontianak, especially

in Parit Baru village. Furthermore, the lyrics of the song in the song are translated from the regional language into English according to the relevant material. The researcher used the song "Aek (Sungai) Kapuas" in this study.

b. Characteristics of Local song

Local songs have their characteristics. The language and style of language used to follow the language and style of the local area. Local songs usually refer to songs that have a rhythm for a region. The following are the characteristics of local songs:

- 1) Tell about the state of the environment or culture of the local community that is influenced by local customs.
- 2) It is simple therefore to learning regional songs does not require sufficiently deep expertise in writing and reading block notes.
- 3) Local songwriters are rarely known
- 4) Have the values of life, elements of social togetherness, and harmony with the surrounding environment.
- 5) A person who comes from other regions will be difficult to treat, this is influenced by the lack of mastery of the local dialect or language so that his imagination is less laboratory.
- 6) Contains unique and distinctive elements of life.

(cited Ali, 2010)

c. Teaching Procedures

This research procedure uses local song translation as a learning media that is applied to the material to introduce others by using a genre-based approach which consists of 4 stages, namely building field knowledge, Modeling, Joint Construction and Independent Construction which will be explained in the table below

Table 2.1 Text introducing others

| Introducing others | |
|---------------------------|---------------------|
| Example Introducing Other | Linguistic Features |

| | |
|---|---|
| <ul style="list-style-type: none"> • He/She is Bunga Lestari • You can call him/her Mr/Mrs/Mrs Bunga • He/ She is from Sambas • He/ She is a student/ a hoousewife/ a mother/ a college student <p>The purpose of the text:</p> <ul style="list-style-type: none"> • To give introduction name • To give nick name • To give origin of resiedence <p>To give introduction profession</p> | <ul style="list-style-type: none"> • From = dari • You = kamu/ kalian/anda <p>Thrid Person</p> <ul style="list-style-type: none"> • He is = dia (male as a subject) • She is = Dia (female as a subject) <p>Salutation</p> <ul style="list-style-type: none"> • Mr.= Tuan • Mrs.= Nyonya • Miss = Nona/ mbak |
|---|---|

Tabel 2.2 Teaching Procedure of Translated Local song

| Stages | Features Of Unit Design | Principled Eclecticism Enactment |
|---------------------------------|--|--|
| Building Knowledge of the Field | <ol style="list-style-type: none"> 1. Students listen to the song "Aek Kapuas" which is sung directly by the tutor with the help of using in 2 versions, namely regional language and English. 2. The students listen carefully to the song. 3. The tutor guides students to sing together. | At this stage, the tutor builds students' knowledge by listening to and singing songs together under the guidance of the tutor |
| Modeling | <ol style="list-style-type: none"> 4. The tutor provides examples of the correct pronunciation for each vocabulary in the song lyrics | In this stage, the tutor acts as a model in identifying simple vocabulary related to |

| | | |
|--------------------------|--|---|
| | 5. Students identify simple vocabulary related to daily life | everyday life. |
| Joint Construction | 6. The tutor asks students to remember some simple vocabulary as material for working on Student Worksheets at the next stage 7. The tutor also reminds and directs students if there is a mispronunciation of vocabulary so that the pronunciation is better | At this stage, the tutor helps students to remember some vocabulary to make it easier for students to move on to the next stage |
| Independent Construction | 8. Students work on worksheets independently related to simple vocabulary in the lyrics of the song "Aek Kapuas". | At this stage, students independently find the translation of some simple vocabulary in the lyrics of the song. |

Table 2.3 The Lyric of Local Song

| Aek (River) Kapuas (Local Songs) | | |
|--|---|---|
| The traditional language of West Kalimantan | Indonesian | English |
| Hei... sampan laju | hei..... perahu laju | Hey..... speed canoe |
| Sampan laju dari hile' sampai ke hulu | perahu laju dari hilir sampai ke hulu | speed canoe from downstream to upstream |
| Sungai kapuas Sungguh panjang dari dolo' membelah kote | sungai kapuas sungguh panjang dari dulu membelah kota | Kapuas river it's been a long time since to divide the city |
| Hei... tak disangke | hei.... tak disangka | Hey.... unexpected |

| | | |
|--|---|---|
| Tak disangke dolo' hutan menjadi kote Ramai Penduduknye Pontianak name kotenye | tak disangka dulu hutan menjadi kota ramai penduduknya pontianak nama kotanya | never thought the forest became a city lots of people Pontianak the name of the city |
| Sungai Kapuas punya cerite Bile kite minom aeknye Biar pon pergi jaoh kemane Sungguh susah nak mengelupakannye Hei....KAPUAS (2x) | sungai kapuas punya cerita saat kita minum airnya biarpun pergi jauh kemana sungguh susah melupakannya hey..... KAPUAS | Kapuas River has a story when we drink the water no matter where you go Really hard to forget Hey..... KAPUAS |

Source:(Kisah Nusantara.(2019).<https://lagudaerah.id/aek-kapuas/>)

E. Using Translated Local Songs to teach students English Village of Parit Baru Village

The Parit Baru village is one of the villages around downtown Pontianak. The English village of Parit Baru is located in the village office of Kubu Raya, West Kalimantan, Indonesia. Parit Baru English village was chosen as the research location because this village is one of the villages that developed the English Village program in collaboration with IKIP PGRI Pontianak. In addition, for financial reasons, the implementation of the education system has experienced a lack of attention to the provision of learning facilities for village students.

The English Village is implemented not only for children from all over the world to learn English for free but also to introduce English to the surrounding community. Students will learn various vocabulary related to the

context of daily life through this English village program. Students are expected to be able to communicate the English vocabulary they have learned with friends and other people so that their language skills can develop well. With the English Village program held in Parit Baru Village, it is hoped that it can help the community, especially children, to develop English language skills so that they are more skilled in foreign languages in the future.

Based on the description above, the researcher use local song translations to teach English according to the context used in the SLF GBA. Learning and teaching English through local songs certainly has many benefits besides being able to create a good learning atmosphere in the classroom. The spoken texts to be taught have various social purposes, structured structures, and linguistic features. Giving texts in the form of song translations is not enough for teaching. The next component needed is to adjust explicit teaching and scaffolding or guidance. In this study, the use of local song translations can provide a good atmosphere or influence during learning.

Explicit teaching shows real and clear instruction and teaching. Teacher involvement in teaching students explicitly shows what has been done in writing texts, especially when they are in the zone of proximal development (Kuiper et al., 2017). Meanwhile, the teacher's role is to show what has been done and what still needs to be done as part of the coaching or scaffolding that students need to move beyond the zone of proximal development towards independence (Aunurrahman et al., 2017).

The genre-based approach emphasizes that the text has meaning. In learning and teaching the genre-based approach is divided into the following four stages, namely: 1) Building Field Knowledge, 2) Modeling, 3) Joint Construction, 4) Construction (Aunurrahman et al., 2017). In addition, the four stages of this genre-based approach will be applied in teaching to students in the English village of Parit Baru, Kubu Raya, West Kalimantan, Indonesia.

F. Previous Study

The Researcher has presented several theories and frameworks contained in the literature review of previous studies related to the use of songs in learning English. Therefore, previous studies are very important to link several explanations of the use of songs to support this research.

The first journal entitled “Penggunaan Media Lagu Anak-Anak Dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa di Paud” was written by Miranti *et al* (2015). The main focus of this research is the Implementation of Community Service which aims to improve English vocabulary skills in early childhood in learning English. The media used in this community service activity is song media related to English vocabulary material. The KKN participants consisted of 2 teachers and 20 PAUD children at Al Amin PAUD, Cibeureum Village, and Cisarua Bogor. The result of this community service is the increasing ability of teachers in teaching English vocabulary and early childhood who are more receptive to the material being taught. At the beginning of the meeting some students were found to be still awkward and Indonesian pronunciation that is still not fluent makes them seem difficult to digest the meaning of English vocabulary into Indonesian. However, these obstacles are gradually reduced because the media of an interesting and cheerful song can attract students' interest in listening to material through songs. vocabulary given by the team and the teacher. The proud thing was found when the children mentioned the meaning of vocabulary from English to Indonesian, and otherwise.

The Second Journal entitled “Efektivitas Media Audio Pembelajaran Bahasa Inggris Berbasis Lagu Kreasi Di Kelas Lima Sekolah Dasar” was written by Ratmingsih,N.M (2016). The purpose of this study was to report the effectiveness of audio media based on creative songs developed based on themes for fifth-grade elementary school students. After being validated by two experts in terms of content and quality, the developed media was implemented at SDN 1 Sukasada which involved 16 students. The research design used a before and after treatment design. The results of the study prove that audio media is effective in improving the English competence of fifth-

grade students as indicated by the average learning outcomes from 6.69 which is categorized as sufficient before the action to 8.31 which is categorized as good after the action. In addition, the results of the questionnaire proved that all students (100%) showed a positive perception of the use of song-based audio media. They become more motivated to learn because learning songs becomes fun, interesting, and the material is easier to understand.

The third journal entitled “Using Song as Media In Teaching English” was written by Syamsiyah Depalina Siregar (2018). The focus of this research is to investigate whether the use of songs has a significant effect as a medium in teaching English. Second, the difficulties faced by students in learning English were also investigated. This study used an experimental method involving two classes of agricultural students at UMTS. Data was collected through pretest, posttest, and questionnaires. In analyzing the collected data, quantitative research methods were used. Furthermore, the data taken from the questionnaire was also investigated to find out the difficulties faced by students in using songs as a medium in learning English. The result of this study is found that the use of songs tends to increase students' motivation and give effect in learning English.

The Fourth Journal entitled “The Use of Song in Teaching English for Junior High School Student” was written by Muhamad Sofian Hadi (2019). The aim of this is to investigate in detail the use of song in teaching English for Junior High School student. This study is action researches conducted at Dharma Karya UT Junior High School class VII with participant number are 25 students. Data obtained from the result of test in each cycle. The result of this study is the learning process using song make the students become more active in their interaction, it is showed by their participant level during the teaching is increased. Another results also revealed that there is a significant improvement in the student's English language skills using song from preliminary to cycle II stage in this research.

The fifth journal entitle “The Integration of Traditional Balinese Children’s Song Lyrics in Indonesian Learning to Instill Moral Education of Elementary School Students in Ubud” was written by Parmini (2020). In this journal describes the influence of integrating the lyrics of traditional Balinese children's songs in Indonesian language learning towards the cultivation of moral education in Students elementary school in Ubud. This study uses a mixed methods approach, namely: concurrent embedded model as a research method. Population in research these are all students, parents, teachers, and principals at SDN 1, SDN 2, SDN 3, SDN 4 and SDN 5 Ubud. The samples used were 70 students, 70 parents, and 5 homeroom teachers were taken using purposive sampling method. The data collection methods used were observation, interviews and sheets questionnaire. Conclusions of in this study, traditional Balinese songs can be integrated in learning Indonesian language which has a significant effect on the moral attitudes of elementary school students in Indonesia Ubud.

Based on the description of the previous research above, it shows the use of songs as a medium in learning English. The selection of songs as a learning media also has a lot of positive impacts felt by students. The songs used to improve students' ability in learning English also vary. However, in this study, the researcher wanted to know the implementation of the translation of local songs through a genre-based approach as one of the media that will be used in learning English so as to facilitate the ability to speak and increase new vocabulary related to everyday life.