CHAPTER II

LITERATURE REVIEW

A. **Designing Learning Material for Teaching Students at English Village of Nyayum Village**

Designing learning materials in the English village education of Nyayum Village in learning self-introduction, other people and introduce my family is an important thing in learning. Education were certainly open up great opportunities for them in the future. To be able to enter this realm, of course, it is not easy, it takes quality characters where them can be responsible for what they will bring later. Therefore, early development is needed to create competent seeds. The role of an educator is the most important thing. They should be able to be good role models for their students. So that the school is a very appropriate place to do an effective learning process. In addition, the village is also a very appropriate place to carry out a non-formal learning process. Teachers need to develop unusual learning methods in this learning process, especially when teaching English. There are many learning methods that have been proven effective in developing quality learning.

Nyayum Village is a village located in Kuala Behe subdistrict, Landak regency, West Kalimantan province. In the village of Nyayum there are 3 hamlets and 3 rt. Nyayum village is a low-lying area whose area is located not far from the Date River Watershed. In the area of Nyayum Village, there is an OMK community and GPPIK youth and there is a community and indigenous community. The only government and the district government.

The population of Nyayum Village according to the Village Monograph in 2022 amounted to 1147 men and 765 women. The number of heads of families in this village is 50 heads families consisting of 518 heads of male families and 341 heads of female families. The majority of the villagers of Nyayum work as farmers and palm oil workers.

In Nyayum Village there is 1 palm oil company. The palm oil company is owned by the Nyayum Village Community. Therefore, the English village in

the village of Nyayum is expected to help children in Nyayum Village have more English language skills. Thus, these children can compete with foreigners for a decent job in the desired company and make it easier to enter school and college.

Through this English village, children were get a variety of vocabulary related to daily life and local songs. So that they can apply the vocabulary that has been in this English village in his neighborhood. In this English village as well, children were meet new friends from various schools, so they can practice communication skills and add knowledge as they meet new friends.

Village data related to the number of illiterate people, the community whose schools (elementary, junior high, high school) are presented in table 2.1 below.

Table 2.1 Population By Education Level

Population By Education Level	
Not yet/Not School	57,35 people
Not Finish SD/Equivalent	57,35 people
End of SD/Equivalent	114,7 people
Finish junior high school/equivalent	516,15 people
High school/equivalent	344,1 people
Completion of Diploma/Bachelor	57,35 people
Total Number	**1.147 people**

(Source: Nyayum Village Office)

The theme that was taught in this research is the introduction of basic English with the themes of Self Introduction, Others and Introducing My Family. The main theme discussed in this study is learning material for students who take part in English learning activities through the implementation of an English learning program in Nyayum Village with an introduction theme which is divided into three sub-themes, namely self-introduction, introduction to others,

and introduction to family. Based on social objectives, schema structure, and linguistic characteristics was explained in Table 2.2.

Table 2.2. Example of a text that will be taught in English Village Nyayum.

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

			sister. Her name is Ani (Introduce a family member -his/her sibling)
			I love my family (expression of love or appreciation)
Fitur Bahasa	I am = saya (first person) From = dari You = kamu / kalian / anda (Third person) He is = dia (untuk laki-laki - subject) She is = dia (untuk perempuan- subject) Salutation: Mr. : Tuan Mrs. : Nyonya Miss: Nona / Mbak (no need to use salutation for friends)	I am = saya (first person) From = dari You = kamu / kalian / anda (Third person) He is / He's = dia (untuk laki-laki - subject) She is / She's = dia (untuk perempuan - subject) Him = dia (laki-laki – object) Her = dia (perempuan - object	This = ini (demonstrative pronoun) My (possessive determiner) My father = ayah saya My mother = ibu saya My younger sister = adik saya My family = keluarga saya I love my family = Saya cinta / sayaing keluarga saya Family related vocabularies: Husband = suami Wife = istri Son = anak laki-laki Daughter = anak perempuan Cousin = sepupu

The spoken text to be taught has various social purposes, structured structures, and linguistic features, as can be seen. Giving text is not enough to teach. The second and third components adjust for explicit teaching and scaffolding or guidance. In this study the researchers used two themes, namely

Introduce myself, others and introduce my family as teaching materials to attract students' attention in learning activities.

This research was designed teaching materials that are relevant to the context as required by the SFL GBA. Two themes will be raised in this research, namely Introduce my self, others and introduce my family. The teaching cycle used by researchers in teaching English to students who participate in the learning activities of English Village Nyayum is explicit teaching and scaffolding or guidance. Explicit teaching means providing real and clear instruction and teaching. The teaching role of the teacher explicitly shows students what has been done and what needs to be done in writing texts, especially when they are in the zone of proximal development (Kuiper et al., 2017). While the teacher's role is to show what has been done and what still needs to be done is part of the coaching or scaffolding that students need to move beyond the zone of proximal development and towards independence (Aunurrahman *et al.*, 2017; Satriani, 2012). The participants in this study were English Village students in elementary schools. There is an assumption that students have limited English experience. Therefore, this study was used texts that are relevant to the students' context to help them redevelop their English experience.

The genre-based approach emphasizes that texts have meaning. The genre approach is concerned with providing learning to students with explicit knowledge of the language and it shows interactions between teachers and students as well as interactions between other students (Nugroho & Hafrizon, 2009, p. 6). And the role of the teacher or instructor in guiding students explicitly towards teaching about text structure and linguistic features such as related grammar to produce meaningful texts.

The cycle of teaching and learning activities in the genre approach consists of four stages that are passed by teachers and students so that students gradually gain independent mastery of a certain type of text (Nugroho & Hafrizon, 2009, p. 6), and the following stages: 1) Building context, 2) Modeling and deconstructing the text, 3) Constructing the text together, 4) The

independent construction of the text. In addition, four stages in the genre-based approach were also be applied to review how the genre-based approach is applied in teaching English to students in English Village Nyayum, Landak, West Kalimantan, Indonesia.

B. Learning Materials

1. Definition of Learning Material

The term material in language teaching and learning refers to everything used to help teach language learners (De Meester et al., 2021), and to facilitate teachers and learners in language learning (De Meester et al., 2021). It can be in the form of linguistic, visual, auditory, or kinesthetic. It may be presented in print (a textbook, a workbook, a photocopied handout, so forth), in audio or video form, on CD-ROMS, on the internet, or through live performance or display. Everything that presents or informs about the language being learned (English) can be used as learning material (De Meester et al., 2021).

Materials play a central role in language teaching (De Meester et al., 2021). They are considered the heart of the teaching and learning process. Generally, it is believed that materials that are chosen selectively, and used effectively, will improve the quality of the teaching and learning process. They can make the teachers easier in doing their jobs, and lead students to a higher level of understanding in learning. Ocak, Ozcalisan, & Kuru (2010) argue that materials make learning more enjoyable and understandable. Besides, materials make time allocated for learning pass effectively and increase teaching quality as well. By its vital role, it is no doubt that materials should be put on the first priority in conducting the teaching and learning process since they are fundamental in the teaching and learning process (De Meester et al., 2021).

Therefore, educators and English teachers in Indonesia should attempt to be more productive and creative in their efforts to implement the ideal classroom for learning English. They should be able to provide learning

materials that can fulfill learners' needs. That is why they must have abilities to develop learning materials using the available resources. They can adapt materials that are found and even adopt the ones which are appropriate for their students. In conducting their efforts, they must refer to the Standard of Competence and Basic Competence and Tomlinson's principles of material development.

2. Characteristics of Learning Material

There are four kinds of characteristic grouping in learning materials based on the statement from Prastowo (2012), as follows:

a. Print-based learning materials: These categories of learning materials include books, pamphlets, student study guides, tutorial materials, student workbooks, maps, charts, photos, materials from magazines or newspapers, and etc.

b. Technology-based teaching materials: These categories of learning materials include an audio cassette, radio broadcasts, slides, filmstrips, films, videos, broadcasts television, interactive videos, computer-based tutorials, and multimedia.

c. Learning materials used for exercises or projects: Examples of these learning materials include science kits, observation sheets, interview sheets, and so on.

d. Learning materials are needed for human interaction (especially for distance education purposes): Examples of these learning materials include telephones, cell phones, video conferencing, and so on.

(citied in Magdalena *et al.*, 2020)

Regard to some parts of the characteristics of learning materials also contributes to good learning activities for teachers in teaching. Therefore, it is necessary for teachers to determine a learning material that will be used in accordance with the learning competencies to be achieved and the capacity of students' understanding abilities so as to create good and effective learning activities for both teachers and students.

3. Procedures of Creating Learning Materials

Regarding the procedure for making learning materials in this study, which will be applied to students of Nyayum English Village, Landak, Kalimantan Barat, by following the steps in the ADDIE model. The following are the stages of the procedure for making learning materials, including:

1. Analysis
   1) The researcher needs to define the problem, identify the source of the problem, and determine the possibility solutions that was analyzed and studied in designing learning materials later.
   2) The researcher also needs to analysis various main aspects that underlie the design of learning materials, such as analysis of student learning needs, analysis of the learning curriculum that is being used, and analysis of student characteristics. Thus, going through the analysis stage can help the researcher to find out the description of the analysis in designing learning materials for students.

2. Design
   1) The researcher needs to formulate learning objectives that are specific, tested, applicable, and realistic.
   2) The researcher needs to determine appropriate learning strategies to achieve these goals through the genre-based approach in this study.
   3) The researcher needs to determine other supporting sources, including learning resources, learning environments and others. Because the products that was produced at this stage are the syllabus and lesson plans (RPP).

3. Development

   The researcher needs fixing the design of learning materials so that the learning materials that was developed are considered feasible and can be applied to students in their learning activities later. And through this development stage, the design of learning materials can also be supported

by using attractive picture presentations and word selection in making sentences on student worksheets that are easily understood by students.

4. Implementation

The design of the implemented learning materials is expected able to improve students' understanding of learning English and help students achieve the desired learning goals. The purpose of this stage is that English learning activities through the implementation of the design of learning materials can run smoothly, effectively, and efficiently.

5. Evaluation

The researcher needs to test the effectiveness and feasibility of the learning material design through the evaluation stage. The test aims to validate the feasibility and effectiveness of a product that was developed and applied in real-world contexts such as classroom learning activities. Testing activities was carried out by a validator who is an expert in the field.

C. The Nature of Genre Based Approach

1. Definition of Genre Based Approach

A text containing a message or event that is realized in a sentence. The message has a systematic relationship between the elements of its builder form the whole text. In addition, the created text certainly has a purpose and certain social situations. Every particular situation has a type of verb certain as the developer of a text. Type in situation and verbal realization collectively known as genre.

Martin (2012) states that genre is communication activity having and orienting goal. Then, Swales (2012) simply defines genre is a communication event in which the members have a set of communication goal. By referring two statements above, it can be said that genre is a process of communication which has a certain goal (goal oriented) for its members in a certain event of communication due to certain social context.

Genre is a matter of communication event by social context. Consequently, the different social context then, tends to lead to different genre.

Meanwhile Swales (2012: 58) states that "a genre comprises a class of communication events" it is in line with Bex (2013: 137), genre is a communicative events aggregation accomplishes general social function. The communicative event is related to "one in which language plays both a significant and an indispensable role." It is also a complex notion, comprising not only of the discourse itself but also of the role of the discourse and the environment and culture surrounding it. So, the genre is closely related to a discourse that has particular purpose in communication.

Dealing with both of definitions above, the researcher can infer that genre is a term for an organized concept and technique which has purposeful and meaningful constructed activities, and it also has grammatical forms, stages and aimed orientation to create a particular text type both in oral and written according to the situations.

2. Communicative Competence

Communicative competence means having a competence to communicate. This competence can be oral, written, or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real-life situations for fulfilling communicative needs. 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). Josee Bloemer, Mark Pluymaekers (2013) said "We define communicative competence as the capacity of an organization and its personnel to communicate effectively in foreign languages and to convey information in a manner that is easily understood by foreign customers. Hymes in Cetinavci (2012) stated that the term communicative competence is the knowledge of both rules of grammar and rules of language use. Hymes in Saleh (2013) explained that

communicative competence is a level of language learning that language users can deliver their messages to others and understand others' messages within specific contexts.

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

Communicative competence includes the following aspects of language knowledge:

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

2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

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

4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g, through using different kinds of communication strategies.

(citied in Richards, 2006, p. 3)

Based on the previous discussion, this study defines communicative competence as knowledge of the rules in communicating language both verbally and nonverbally, as well as the skills to apply them effectively and appropriately in real-life situations to achieve the goal of good language communication.

3. SFL GBA

Regarding the goal of achieving communicative competence in this research, one of the approaches that was used in this research is text-based teaching or also called the genre-based approach which is developed in

systemic functional linguistics. And to be more specific, the genre-based approach (GBA) used is under the systemic functional linguistics movement (SFL), or it can also be called SFL GBA. Systematic functional linguistics (SFL) is a theoretical approach that examines the relationship between social context and linguistic aspects (Halliday & Matthiessen, 2013). The text-based instruction approach or also known as the genre-based approach assumes that communicative competence is the skill of mastering various types of texts.

The following describes the three basic principles of SFL GP which are also related to SFL GBA in this study:

a. The first principle is that language learning is a form of social activity (Emilia & Hamied, 2015; Martin, 2014). In this study, the use of SFL GBA should require a social context. The social activities or social context in question are in the form of texts related to daily activities such as giving instructions, invitations, and asking for permission as required by the national curriculum in this study.

b. The second principle is explicit teaching. In teaching language, learning activities must be carried out explicitly where a teacher provides explanations and learning materials for students to study and understand the social functions, theoretical forms, and linguistic features of the genre (Aunurrahman *et al.*, 2017; Emilia & Hamied, 2015).

c. The third principle is guidance. Providing guidance in teaching activities also aims to provide an understanding of knowledge to students. In addition, teaching activities by providing guidance are also known as scaffolding teaching which was helped students learn independently, especially in interpreting a text (Kuiper *et al.*, 2017; Kusumaningrum, 2015; Nugraha, 2013). Teachers teach explicitly with convey related to what students are not able to or do not know and adjusted contributions as students participate through the zone of proximal development towards their level of independent performance potential (Nugroho & Hafrizon, 2009, p. 7).

(adopted from Aunurrahman *et al.*, 2020)

The cycle of teaching and learning activities in the genre approach consists of several stages that teachers and students go through so that students gradually gain independent control of a particular type of text (Nugroho & Hafrizon, 2009, p. 22). The genre-based approach has four stages that are often used in Indonesia, namely building basic knowledge, text modeling, text construction together with the teacher, and individual text construction (Aunurrahman *et al.*, 2017), and the following stages:

1) Building knowledge of the field

This stage aims to develop students' knowledge of how to write a discussion topic. Teacher can apply the progressive brainstorming method to help students remember knowledge of understanding the use of the first language. Students work in study groups. Students write down some of the information they know about the topic to be discussed. After a few minutes, students take turns moving to another group. Students help add some of the information they know to other groups until the student returns to the original group. After that, students present the information in class. And for other activities, some pictures and some types of text related to the topic of discussion displayed and used as a guide for students. Students contribute to discussing the use of vocabulary, phrases, and expressions which is used to talk about something or introduce someone.

2) Modelling and deconstructing the text

This stage aims to guide students towards understanding knowledge about certain types of text. The introduction of genres to students aims to familiarize themselves with the genre goals, organization, and specific language features certain types of text. The teacher explains how to organize the use of grammar in the text. Then, some models of certain types of text will be distributed for students to study. Students were comparing the use of models and patterns of language features in a text.

3) Joint construction of the text

Teachers and students work together to create a text. However, the topic used is different from the topic that was done independently. The

teacher becomes the scribe in the learning activities at this stage. Each student is asked to convey an idea related to telling something or someone. Students was guided in their performance to suit the type of text used in context use grammar, text organization, and language features.

4) Independent construction of the text

Students can understand related knowledge and skills independent writing skills. Before that, the teacher needs ensure that students are declared to have been able to achieve the desired learning competencies, such as students who are able to create a text independently. Likewise, students need compose, revise, and then collect their work to the teacher. Furthermore, students also need to get feedback from the teacher regarding student-made texts.

(cited in Haryanti & Sari, 2019)

Based on the description above, it can be seen that the genre-based approach emphasizes learning about the text, including the meaning contained in the text. Therefore, in producing a meaningful text, it is necessary to pay attention to aspects of language such as schematic structure and linguistic features including grammar. The genre approach is concerned with providing learning to students with explicit knowledge of the language and this shows the interaction between teachers and students as well as interactions between other students (Nugroho & Hafrizon, 2009). Thus, the role of the teacher or instructor is also important in guiding students explicitly and is expected to be able to produce meaningful texts.

The genre-based approach is approaches that help teachers to present the material employing explicit learning and systematic explanation including how grammatical patterned text, text organization, and linguistic structure (Haryanti & Sari, 2019). In addition, the role of the four stages in the genre-based approach will also be applied to see how the application of the genre-based approach in English learning activities to the students of English Village Nyayum, Landak, Kalimantan Barat.

D. Concept of English Village

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

Therefore, the English Nyayum Village Program in West Kalimantan Province is needed as part of non-formal education to build children's English communication skills. A high-quality education that includes English Language Education, will enable children to get better job opportunities at home and abroad when they grow up because they have Foreign Language skills. The implementation of the English Village program as a non-formal education program allows an introduction to English to be carried out from an early age using materials that are built according to the needs of the village community rather than depending on the National Curriculum which may not be adaptive for the village community.

The implementation English village course as a non-formal education course. The researcher can use materials made according to the needs of the village community, instead of relying on national courses that may not be suitable, and start learning English from a very young age. Adapt to rural communities.

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

1) Village 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 in the weaknesses that exist in the school model, which is limited to the Boarding school environment.

Source: (Aunurrahman, 2021)

Based on the type of English village above, the researcher will apply the village model. Observations made by researcher showed that people in Nyayum Village English is a foreign language that is difficult to learn and in Nyayum village elementary schools there are no English subjects. Researchers will communicate to organize an English village learning program to the Nyayum village government to improve the development of the quality of education for elementary school.

E. Previous Relate Study

Several studies have been conducted related to this research. Previous research that became a reference in writing this research are as follows:

Maliqul Hafis (2019) stated that "with the title Designing Teaching Materials to Increase Students' Interest in Learning English". In this study, the resulting teaching materials in the form of infographics can increase students'

interest in learning English lessons. Infographics can also improve the quality of learning both visually and as a learning tool.

Hanip Pujiati (2015) conducted a study entitled "Development of English Teaching Material Models for Extracurricular Programs in Elementary Schools". This study aims to develop a model of English teaching materials for elementary extracurricular programs that are in accordance with the characteristics of students through learning strategies of songs, stories and games, namely the relationship between teaching materials and learning strategies. That the main purpose of learning English in elementary schools is to introduce English to Indonesian children so that they can sell English to be able to master English as an international language.

Luh Sri Narasintawati (2020) conducted a study entitled "Application of the Genre Based Approach (GBA) in Middle School English Learning" with the aim of reflect on learning English in the theme of Comparing Things and Animals with applying the Genre Based Approach with the Teaching Learning Cycles (TLC) Model. GBA implementation with TLC Model students have experience gradually from the provision of knowledge capital and a series of exercises both in groups and individually, application GBA is also able to accommodate the 4C elements in 21st Century Learning Skills so that it happens an increase in the level of mastery learning from 32.14% with an average of 63.28 before learning to 85.19% with an average of 79.67 after learning.

And the last journal entitled "Development of English Materials for Early Childhood at PAUD Pelangi Guyangan" written by Putri (2017). This study aims to find out how the development of teaching materials with modules as products in teaching English is based on the quality, criteria, and standards used to facilitate the teaching and learning process. The process of developing the material in this study was tested on students who were guided by the teacher.

Based on previous research as the basic reference for this research, teaching materials are tools that can support the teaching and learning process

to be more focused and effective for both teachers and students in achieving the desired learning competencies. The use of teaching materials in learning English is considered to be able to help the student's learning process in learning English as a foreign language learning based on environmental context learning. Thus, the availability of English teaching materials for students, especially elementary school students, in this study also needs to pay attention to the development of the characteristics and basic language of school students that are adapted to the contexts faced by elementary school students in implementing actual English learning.