

## **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, 2006:3).

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.

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
- 3) Language appropriately for written as opposed to spoken communication) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- 4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies (Richards, 2006:3).

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 looked at 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: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.

## **B. 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 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 early introduction to English 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.

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. The number of existing course institutions makes the existing facilities and infrastructure in the English Village increasing (Yuliningtyas, 2021). 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. Schools develop activities that foster the independence of students (Khoiri, 2017). 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. That is, the body, clothes, place of residence, and the environment must be clean. Santri's daily life is the education of cleaning the mind and being born (Syaharuddin, 2020). Based on the above types of English villages, this study will apply the village model. The researcher will further communicate the English village program to the village government in terms of human resources, facilities, management, and financing.

## **C. 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., 2016:119). According to Perry (2003 (Soomro et al., 2016:119), "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. Genre Based Approach is an approach that should be applied by English teachers in teaching four skills in English; listening, speaking, reading, and writing through the genres (Texts) (Tachia & Loeneto, 2018). 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:

- a) Presenting the context through pictures, audiovisual material, reality, excursions, field trips, guest speakers, etc.
- b) Establishing the social purpose through discussions or surveys etc.
- c) Cross-cultural activities.
- d) Related research activities.
- e) 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 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. The third stage of this research is the 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. The fourth stage of this research is the 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., 2018:216). The explanation of explicit teaching in (Hughes et al., 2018:216) 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 that 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, 2015:42). 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, 2015:43).

Based on the definition above can infer that teaching material is a tool that will help students understand instruction in the learning process. The

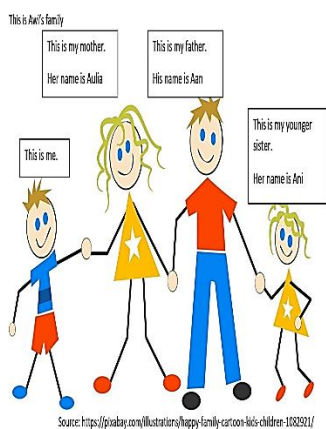
material that will be used should achieve impact, materials should help learners to feel at ease, materials should help learners to develop confidence, materials should require and facilitate learner self-investment, materials should provide the learners with opportunities to use the target language, and 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, required the following considerations.

1. Noticed the age and needs of the students.
2. Noticed where is meaningful and relevant for the students.
3. Noticed earnestly before the material is chosen, especially regarding the instruction, and the identification of the purpose and goals.
4. 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.
5. Choose the materials that promote exploration and inquiry.
6. Choose the appropriate material for children, especially according to their physical circumstances.

Cited in (Suharjo, 2014:11)

In the implementation of the English Village in Air Putih. This study will explore the practice of context-relevant teaching materials as required by the SFL GBA. The theme that will be taught in this research is Introducing oneself. Social objectives, text structure, and linguistic elements will be explained in Table 2.1.

**Table 2.1 An Example of Text Will Use On Teaching English Village**

	<b>Introducing Self Text</b>	<b>Introducing Other Text</b>	<b>Family Introduce Text</b>
Social Function	To introduce self	To introduce others	To introduce family
Schematic structure	<p>I am Mr. Aunurrahman.</p> <p>I am Mrs. / Miss / Diaz (Nama lengkap)</p> <p>You can call me Sir / Mr. Aunurrahman</p> <p>You can call me Mrs. / Miss Diaz (Nama panggilan dan salam)</p> <p>I am from Pontianak (asal)</p> <p>I am a student / a housewife / a mother / a college</p>	<p>He / She is Aunurrahman. (Nama Lengkap)</p> <p>You can call him/her Mr/Mrs/Ms Aunur (Nama Panggilan dan salam)</p> <p>He/She is from Pontianak (asal)</p> <p>He/She is a student / a housewife / a mother / a college student (status atau pekerjaan)</p>	 <p><b>I LOVE MY FAMILY</b> (adapted from Prawny, 2015)</p> <p>This is me. (Introduce oneself)</p> <p>This is my mother. Her name is Aulia. (Introduce a family member - his/her mother)</p> <p>This is my father. His name is Aan. (Introduce a family member - his/her father)</p> <p>This is my younger sister. Her name is Ani (Introduce a family member -his/her</p>

	student (status atau pekerjaan)		sibling)  I love my family (expression of love or appreciation)
Language Features	<p>I am = saya (first person)</p> <p>From = dari</p> <p>You = kamu / kalian / anda</p> <p>(Third person)</p> <p>He is = dia (untuk laki-laki - subject)</p> <p>She is = dia (untuk perempuan - subject)</p> <p>Salutation: Mr. : Tuan Mrs. : Nyonya Miss: Nona / Mbak (no need to use salutation for friends)</p>	<p>I am = saya (first person)</p> <p>From = dari</p> <p>You = kamu / kalian / anda</p> <p>(Third person)</p> <p>He is / He's = dia (untuk laki-laki - subject)</p> <p>She is / She's = dia (untuk perempuan - subject)</p> <p>Him = dia (laki-laki - object)</p> <p>Her = dia (perempuan - object)</p>	<p>This = ini (demonstrative pronoun)</p> <p>My (possessive determiner)</p> <p>My father = ayah saya</p> <p>My mother = ibu saya</p> <p>My younger sister = adik saya</p> <p>My family = keluarga saya</p> <p>I love my family = Saya cinta / sayaing keluarga saya</p> <p>Family-related vocabularies: Husband = suami Wife = istri Son = anak Laki-laki Daughter = anak perempuan Cousin = sepupu</p>
	<b>Stages</b>	<b>Features Of Unit Design</b>	<b>Principled Eclecticism Enactment</b>

Building Knowledge of the Field	<p>1. Students get a worksheet in which there are several examples in the form of pictures about introducing myself</p> <p>2. Students introduce themselves then students identify the vocabulary in the student worksheet</p> <p>3. After that the students answered what the tutor asked related to the material and worksheets that had been given, then they practiced the material by introducing themselves.</p>	At this stage, the tutor builds students' knowledge by introducing themselves then students identify vocabulary in the student worksheet, and students are asked to practice it.
Modeling	4. The tutor provides repeated examples of how to express introducing myself	At this stage, the tutor becomes a model in identifying the meaning, and vocabulary used and practicing directly so that students can easily understand the material.
Joint Construction	5. Students re-exemplify how to	At this stage, the tutor and students together practice how to express these

	<p>express expressions in introducing myself</p> <p>6. Tutors and students together practice how to express these expressions and the tutor helps them in speaking English</p>	<p>expressions and the tutor helps students in speaking English</p>
Independent Construction	<p>7. Students practice introducing themselves orally</p>	<p>At this stage students independently practice introducing myself orally given by the tutor.</p>

The Genre-Based Approach has 4 stages that are often used in Indonesia, namely: building basic knowledge, text modeling, the construction of text bin peace with the teacher; and the construction of individual texts (Aunurrahman et al., 2017a; Emilia, 2012). It can be seen that the Genre-Based Approach strongly emphasizes text because a text has meaning. To produce meaningful text, schematic structures and linguistic features including grammar are key to success. Of course, the role of the teacher or teacher is also important in guiding students explicitly to produce meaningful texts. In addition, a 4 stage genre-based approach will also be applied to see how the application of Genre-Based Approaches in English language teaching to students of English Village at Air Putih village Kubu Raya, West Kalimantan.

#### **D. Exploring Teaching Practices of Air Putih Village**

Data from the Population and Civil Registry Office of Kubu Raya Regency states that the total population in Kubu Raya in 2019 was 579,331 people with an increase of 1.47% growth rate (Pemerintah Kabupaten Kuburaya, 2021). Air Putih Village is a village located in Kubu District, Kubu Raya Regency, West Kalimantan Province. The distance from the capital city to the village of Air Putih is approximately 3-4 hours by land and water. Air Putih Village is a lowland area located not far from the Kapuas River Basin. The majority of Air Putih villagers work as oil palm employees.

Air Putih Village is located in an oil palm plantation area which is one of the livelihoods of residents. Air Putih Village is slightly distant from urban zones so there's not much need for information around English and restricted learning offices such as English books, and exceptionally constrained web. in an oil palm company in the local village.

English Village is a nickname for an English-based village that is quite famous on the island of Java and even in Indonesia (Yuliningtyas, 2021). With the English Language Village in Air Putih Village, it is hoped that it can help the community, especially children in Air Putih Village, to have English language skills which can help improve English language skills in the future.

Through this English village, children will get various kinds of vocabulary related to everyday life. So that they can apply the vocabulary they have learned in this English village to their environment. In this English village too, children will meet new friends from various schools, so they can practice their communication skills because they meet new friends. English village is very helpful in improving the economy of the surrounding community, which used to be just an ordinary village that is quiet now because of the English village education tour (Yuliningtyas, 2021).

How the English village can build children's communication skills (With the English village in the Air Putih village, it is hoped that it can help the community, especially the children of the Air Putih village to have English skills which can help improve the English language skills in the future).

## **E. Previous Study**

There has been a bunch of studies researching the English village in Indonesia, for example, Pratiwi (2020) with the title "The Need Analysis Of Participation In An English Immersion Village At Kampung Inggris Pare" this journal finds out the learners' initial perception of English and analyzes the need for participation in an English village program but in this article find the institutions of English villages support the creation of an environment where learners can practice English in daily interaction.

Morris (2018) with the title "Learners' experiences of language anxiety during an English village course" this journal finds out participants' anxiety levels decreased following their course but this article finds that English village integrates aspects of western culture and language teaching.

Morris & Lankshear (2015) with the title "English Villages and the Study Abroad Experience" in this journal find that English villages facilitate simulated language tasks which integrate aspects of foreign culture with language teaching.

Hengki, (2017) with the title "The Effectiveness of Cooperative Learning Strategy through English Village for Teaching Speaking Skill" in this journal state that the English village is an English zone designed particularly for accelerating the teaching and learning of speaking skills practice.

Trottier & Chang, (2012) with the title "Towards a Sociocultural Perspective on Korean English Villages" this journal state that the English village provides an immersion style of language learning program for students to learn English.