

CHAPTER II

LITERATURE REVIEW

A. Communicative

1. Communicative Competence

a. Description of 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). 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 specific 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).

Communicative competence includes the following aspects of language knowledge (Richards, 2006, p. 3).

- 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 these aspects of communicative competence. Four essential aspects are following Richards. First, where the element of communicative competence can look at the purpose and function of language, how to set and participate in a language when used in informal and formal situations, and how different language looks from the type of text learned. The last is how our strategies use a language when it has limitations about the language. So the most important communicative competence in this research includes grammatical and sociolinguistics competence. Grammatical competence and sociolinguistics competence become the most inseparable parts because the form of grammatical influences the meaning and the function of a language when used to communicate.

To attain the purpose of communicative competence above, the text-based instruction or genre-based approach can become an alternative where that has been developed under systemic functional linguistics. The genre-based approach is one approach to solving a problem in the learning process by overcoming it through language. In addition, this approach is used to exchange information and knowledge and interact socially (Retno Ajil *et al.*, 2018, p. 92).

The four basic principles of SFL GBA include: "building knowledge of the field, modeling, joint construction, dan independent construction" (Aunurrahman *et al.*, 2020, p. 4).

1) Building knowledge of the field

For the first step that teachers will do. Teachers introduce the text that will be taught. It includes making questions and answers about the text, using games, and other techniques. The focus is to introduce the text or the material that will be taught to students.

2) Modelling

The techniques in modelling text are listening to the teacher's explanations and reading the text, and the other techniques focus is making students recognize the structure of the text and given the model of the text

3) Joint construction

This stage means teachers and students together to make a text consistent with the structure of a text. It can use discussion techniques or other techniques for Joint Construction

4) Independent construction

In the last steps, students will make a text by themselves to measure how far they understand the material. Its the part of independent construction
(CITED IN PUJIASTUTI 2012).

From the basic principles of SFL GBA above, the researcher can infer used GBA (Genre Based Approach) because it can be used basic and easy to apply. For example, the teachers introduce the text that will be taught, recognize the structure of the text, teachers, and students together make a text, teachers guard students, and the last the teacher will students make a text by themselves.

B. Genre-based approach

A genre-based approach is an approach also known as text-based instruction. A genre-based approach possesses several characteristics. 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 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 students.

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

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

- a. The first principle is that language learning is a form of social activity (Emilia & Hamied, 2015; Martin, 2014b). 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.
- b. 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).
- c. 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 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 four stages that are often used 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. The tutor will distribute the text to each student. Several aspects are included in this stage, such as reading, listening, and speaking. It helps students to improve vocabulary learning.

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 education focus.

3) Joint Construction

This stage 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 students is correct. Students' ability is highly trained at this stage to continue learning further.

4) Independent Construction

This stage is the final stage of the activity using a genre-based approach where students are independently given to work on worksheets related to the material that has been delivered the previous week. The student worksheets provided are adjusted to the student's ability level. Thus, it makes it easier for students to identify each existing vocabulary. Each student at this stage must understand the meaning and some simple vocabulary related to everyday life.

As seen from the above description, this genre-based approach focuses more on the text, including the meaning contained in the text, and aspects that need to be considered, such as B. Creating the schema structure and grammatical-linguistic features of important texts. Therefore, teachers who guide students are also required. The role of the four stages was also applied to see how a translated traditional song was implemented in English learning for students English Village of Simpang Kasturi.

C. 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. Learning English as a Foreign Language at the primary education level can be a solid foundation for children. 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 enables children to get better job opportunities at home and abroad when they grow up because they have Foreign Language skills. The implementation of the Kampung English 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.

Three models of English Village options can be developed based on the agencies involved. These include:

1) Village Models.

The English model of the Village means that the Village is willing to participate in the English village Programs in terms of human resources, facilities, management, and financing. This model is most expected to be

implemented because the village has a significant 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 Programs regarding human resources, facilities, management, and financing. The target schools are elementary schools, where English is not a compulsory subject. Implementation at schools can be done in the form of local content 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 model of the Pesantren means the Pesantren is willing to participate in the English Program regarding human resources, facilities, management, and financing. However, the pesantren model is similar to the school model's weaknesses, limited to the pesantren environment.

So from the three models of English Village above, this study used Village Models to explore the practices of English.

D. Song

1. Characteristics

Songs are short pieces of music with words that are sun'. The song is a quick musical work set in a poetic text with equal importance given to music and the words. It may be written for one or several voices and is performed with instrumental accompaniment. Songs could provide new insights into the target culture. They are the means through which cultural themes are presented effectively. Songs have become an essential part of our language experience. There is one exciting and remarkable idea relating to songs. It is believed that a language is easier

to express in songs than in speech. (Parmini, 2020). 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).

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 essential elements of music.

b. Melody

Melody is a series of notes arranged so that it becomes a series of sounds 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)

There are some characteristics of songs:

- a. Songs usually build energy as they proceed.
- b. A song's chord progressions should flow from fragile to strong.
- c. A song should show a steady harmonic rhythm
- d. A song should show a strong relationship between melodic shape, lyrics, and chords

2. Translated Traditional Song

a. Definition

A song is an artistic form of expression based on sound, with different pitches, patterns, and conditions, and generally represents a complete work, whether musical or lyrical. Alternatively, songs are

created through the art of timbre, voice progression, combination, and time. Creating a song with a unified continuity (with rhythm) and a variety of tones (usually accompanied by an instrument) is called a song. Songs are an important educational tool for creating a safe and natural spirit, which helps to overcome the learner's shyness and hesitation. This means that songs are an essential tool in student education and learning.

Traditional song characteristics include the following;

1. Telling about the state of the environment or the culture of the community, which is strongly influenced by local customs
2. It is simple, so learning folk songs does not require deep musical knowledge such as reading and writing musical notes.
3. The author is rarely known.
4. Have the values of life, elements of social togetherness, and harmony with the surrounding environment.
5. A person from other regions is difficult to treat, influenced by the lack of mastery of the local dialect.
6. Contains unique and distinctive elements of life.

E. Teaching Procedure.

This study used translated traditional songs as learning material.

Table 2.1 Teaching Procedure

In Traditional version	In Indonesia version	In English version
Oh Jubata Panampa' pajaji	Oh Tuhan Pencipta dan menjadikan	Oh God Who Creates and makes
Binua bulant man mata ari	Semua wilayah, bulan dan matahari	All regions, the moon, and the sun
Oh jubata panampa' pajaji	Oh Tuhan Pencipta dan menjadikan	Oh God Who creates and make
Samua nang ada ka	Semua yang ada di	Everything in the world

<p>dunia</p> <p>Kita' tono silobonk gunapm barote' kami Pamare' sarank nyawa tali sengat nang pamare' barakat untukng tuah rajaki Siganap paridupant ka' dunia</p> <p>Reff: Ooooo.....o...o...o...</p> <p>Oh jubata panampa' idup kami Tarimalah ucapant syukur kmi Onto' nang udah kita' mare ka kami</p> <p>Kami basujud sambah mabahant diri</p> <p>Bairink pamang ka dalam ati kami</p>	<p>dunia</p> <p>Kaulah pelindung dan perisai kami Pemberi nafas kehidupan Yang memberi berkat, keuntungan dan rejeki Seluruh kehidupan di dunia</p> <p>Reff Ooooo.....o...o...o...</p> <p>Oh Tuhan Pencipta hidup kami Terimalah ucapan syukur kami Untuk yang telah engkau berikan pada kami Kami bersujud sambah merendahkan diri Diiringi doa dari dalam hati kami</p>	<p>You are our protector and shield Giver of the breath of life That gives blessing, profit, and profit All life on earth</p> <p>Reff Ooooooo...o...oo</p> <p>Oh God Who creates our life Accept our gratitude For what you have given us We prostrate in humble prayer Accompanied by prayer from our hearts</p>
Stages	Features Of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	1. Students listen and read the text	At this stage, the teacher builds

	<p>of the traditional Ucapatn syukur song to identify the contents of the songtext</p> <p>2. After the students listen and read the story, the students identify the vocabulary in the text of the song.</p> <p>3. Students discuss the meaning of the songtext</p>	<p>students' knowledge by listening to/reading the translated song text and identifying vocabulary in the song text.</p> <p>And can find the meaning of the text of the song.</p>
Modelling	<p>4. The teacher gives an example of identifying the meaning of the song text.</p> <p>5. The teacher gives an example of identifying vocabulary from the song text</p>	<p>At this stage, the teacher becomes a model in identifying the meaning and the vocabulary used and practicing directly so that students can easily understand the text of the song.</p>
Joint Construction	<p>6. Students can identify the meaning and vocabulary of the song's lyrics.</p>	<p>At this stage, the teacher and students practice together how to sing the song, which the teacher guides</p>

	7. Students and teachers together identify and solve existing problems.	
Independent Construction	8. Students work individually / in pairs / in groups to find meaning, and vocabulary, translate as a whole, and then practice the story.	At this stage, students independently work on and identify the tasks given by the teacher and interpret the stories presented.

(Cited in Kakondan Studio landak,2018.)

F. Using Traditional Song to Teaching Students of English Village of Simpang Kasturi

The village of Simpang Kasturi is included in one of 17 villages in a sub-district in the Landak Regency, namely the Mandor District, and is located in a Landak Regency, West Kalimantan Province. With 550 family heads and a total of 2,012 souls, including male and female. Students in this village have difficulty learning English because it is hindered by a curriculum that does not require elementary school students to learn English. In addition, in this village, there are still students who have a passion for learning but are still economically constrained. For this reason, the English Village was held to provide opportunities for local children to learn English for free and introduce English villages to the surrounding community.

In the four language skills, there are several elements that people must know to learn a language. Those elements are pronunciation, grammar, and vocabulary. One essential element in the language is vocabulary, the basic element for learning a language and communicating with others. In vocabulary

learning, there are many media, one of which is a song. Teaching vocabulary through songs is not only singing or reading song lyrics and fun to make students passive but also the process of teaching the vocabulary to be applied in activities in the form of communication. For example, students are taught how to memorize for spelling tests and pronouns word for word about their meaning.

The researcher suggested using a traditional song to teach students. Because the traditional song is a song that comes from a certain area and becomes popular sung by both the people of that area and others, traditional songs are the integration of local wisdom to instill moral values can be done by including traditional songs that have moral values as part of the learning content (Parmini, 2020). The most important feature of songs is repetition. They contain language patterns and vocabulary but also develop listening skills, pronunciation, and rhythm and provide a fun atmosphere. Therefore, even if the teachers play songs multiple times a day, most students probably will not get bored. In addition, songs are very beneficial types of activities. So many aspects of a language can be delivered and recycled through songs by using translated traditional songs and applying a positive learning process that is useful for forming critical, intellectual, and creative thinking skills starting from international academic conferences to news reports and even popular music lyrics using English (Kusuma. 2018).

The village needs an English village because many villagers lack knowledge of foreign languages . They can help villagers understand English and even communicate so that they are not only experts in the village's native language and Indonesian as a unified language but can communicate in English as an international language. Therefore, the researcher applies several ways to build children's communication skills in the English village. As below:

1. Introduce English to children in an approachable way and an easy-to-understand language.
2. Have a conversation with them in English.

3. Give children space to dare to have conversations with their friends in English

G. Previous Studies

The Researcher has presented several theories and frameworks in the literature review of previous studies related to using songs in learning English. Therefore, previous studies are critical in linking several explanations of the use of songs to support this research. Language is more than grammatical structures or vocabulary; it is a social practice (Bunch & Martin, 2020; van Lier & Walqui, 2012). Students need opportunities to interact, engage with, and use language to develop as users of English, as well as to engage in scientific sense-making and disciplinary practices (Evagorou & Osborne, 2013; Hall, 2010, 2019).

The first journal, "Using Song As Media In Teaching English," was written by Syamsiyah Depalina Siregar involved two classes of students of agriculture in UMTS. (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 found that using songs tends to increase students' motivation and affect learning English.

The second journal, "The Use of Song in Teaching English for Junior High School Student," was written by Muhamad Sofian Hadi (2019). The aim is to investigate the use of songs in teaching English to Junior High School students. This study is action researches conducted at Dharma Karya UT Junior High School class VII with a participant number are 25 students. Data were obtained from the result of the test in each cycle. The result of this study is that

the learning process using song makes the students more active in their interaction, which is shown by increased participant level during the teaching. Another result also revealed a significant improvement in the student's English language skills using the song from the preliminary to cycle II stage in this research.

The third journal, "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). 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 Student elementary school in Ubud. This study uses a mixed-methods approach: a concurrent embedded model as a research method. The population in the research are all students, parents, teachers, and principals at SDN 1, SDN 2, SDN 3, SDN 4, and SDN 5 Ubud. Using the purposive sampling method, the samples used were 70 students, 70 parents, and five homeroom teachers. The data collection methods used were observation, interviews, and questionnaire sheets. In this study, traditional Balinese songs can be integrated into learning the Indonesian language, which significantly affects the moral attitudes of elementary school students in Indonesia Ubud.

The fourth 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. The media used in this community service activity is song media related to English vocabulary material. The KKN participants included two teachers and 20 PAUD children at Al Amin PAUD, Cibereum Village, and Cisarua Bogor. The result of this community service is the increasing ability of teachers to teach 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 exciting and cheerful song can attract students' interest in listening to material through songs. The team and the teacher give vocabulary. The proud thing was found when the children mentioned the meaning of vocabulary from English to Indonesian and otherwise.

The Fifth 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 content and quality, the created media was implemented at SDN 1 Sukasada, involving 16 students. The research design used a before and after treatment design. The study's results prove that audio media effectively improves 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 classified as good after the activity. In addition, the questionnaire results proved that all students (100%) positively perceived the use of song-based audio media. They become more motivated to learn because learning songs becomes fun and engaging, and the material is easier to understand.

The previous research above describes using songs as a medium in learning English. The selection of songs as a learning medium also has many positive impacts that students feel. In addition, the songs used to improve students' abilities in learning English also vary. However, in this study, the researcher wanted to know how is the implementation of translated a traditional song to learn English.