

# CHAPTER I

## INTRODUCTION

### A. Research Background

Language is a communication tool used to convey messages to one community and another. Through language, people can understand each other about the message they want to convey. Because language is one of the communication tools that are needed by the community occurs with each other by using these communication tools. The skill of using these communication tools is called skill. Language is an inevitability for humans (Prastyo, 2015). One of them is English. It is an international language that is needed by anyone. Therefore, English must be learned to be mastered.

English is an international language spoken by the world and as the language of communication between countries. English in Indonesia must be taught to the community in the village to improve the quality of human resources in terms of language skills. It is a foreign language to the villagers and most people consider it a language that is difficult to learn, and difficult in pronunciation unlike Indonesian and Kalimantan, Dayak language is a striped language that becomes the typical language of the Dayak tribe. Therefore, learning English must be learned, known, and practiced. The success of society in learning the language can be seen from the understanding is gained. English is one of the international languages spoken by foreign countries as the official language spoken around the world. (Britannica, 2015) English is the dominant language in all countries of the world.

Exploring the practices of English village at Nyayum village with the application of a Genre-Based Approach to help Students to be able to communicate competence. Looking at the results of the previous study it turned out that no one had applied it to the context of English Village whose student not only came from the level of primary education but also came from the secondary education level. Therefore, this study wants to find out how to apply the Genre-Based Approach in English language teaching to students of English

Village at Nyayum Village. Researcher found that the stage of teaching in a Genre-Based approach the stages in English language teaching in 4 basic skills such as building of the field, modeling, joint construction and independent construction.

Previous studies that both focused on English villages in teaching English have been carried out by several researchers. communication patterns used between traders and buyers, teachers and students, and the community in Pare English village or English village, Kediri Regency, East Java by Suzy Azeharie, (2015). English The Need Analysis of Participation in an English Immersion Village at Inggris Pare by Pratiwi, W. R., Atmowardoyo, H., & Saliya, K. (2020), participation, interaction, community coordination and agglomeration of businesses and services in English Village by Candra, B. E., Kuspriyanto, D., & Kes,M. (2015), adaptation strategies Learning English Village students in the new normal era by Sholihah, S.M., Wahyuningtyas, N., & Ruja, I.N. (2022). And cross-cultural communication that occurs between immigrant students and the people of Pare by Putera, A. S. (2019).

Communicative competence can be in the form of oral, written, or even nonverbal. It is an inclusive term that refers to having knowledge of the language as well as the skills to use language in real-life situations to meet communicative needs. Language, according to researcher, is an achievement in communicating. to communicate effectively in foreign languages and to convey information in a manner that is easily understood.

(Cited in Sipra, 2013)

Based on previous relevant research, English Village in nyayum village, Landak requires learning with new innovations. From the results of previous studies, it turns out that all previous studies have focused on English villages in teaching English. The values that were most often found in previous research were communication patterns, namely verbal and non-verbal communication theory, analyzing the need for participation in English language immersion programs, service businesses in English Village, learning adaptation strategies for English Village students in the new normal era, and communicative

situations in the English village. cross-cultural communication in the English Village. Meanwhile, limited studies have been conducted in the context of non-formal education. Therefore, the difference with previous research is that this research does not focus on participation in the English village program in student text but the researcher aims to achieve communication in language. Researcher have applied the practice of Kampung English in teaching English in non-formal education. Therefore, researcher is interested in conducting this research on how the practice of the English village can be resumed in order to improve the achievement of communication in learning English. And also this research has not applied the practice of the English village to the participants of the English Village of Nyayum Village who came from various hamlets. Therefore, this research has been applied in teaching English to students in teaching English in Nyayum village, Landak, West Kalimantan.

## **B. Research Questions**

Based on the research background, the research problems are :

1. How are English village practices can be applied with a Genre-Based Approach in teaching english to students at nyayum village?
2. How is the achievement of english village practice among students in communication competence with a Genre-Based Approach in teaching english to students at nyayum village?

## **C. Research Purposes**

Based on the research problem, the purpose of this research are:

1. To find out how the English village practices can be applied with a genre-based approach in teaching english to students in nyayum village
2. To find out how the achievement of English village practice for students in communication competence with a Genre-Based Approach in teaching English to students at nyayum village

#### **D. Significances of the Research**

The implementation of this research is expected to bring benefits to the subject under study. In this study, two significant aspects can be seen from a theoretical and practical point of view.

##### **1. Theoretical Significance**

The Genre-Based Approach can enrich the literature on genre-based approaches which are still limited to non-formal education pathways. This research is expected to help readers to better understand the theories and learning principles used in a Genre-Based Approach. Academic writing consists of a specific set of knowledge and skills. In short, knowledge is about what to write. It has to do with selecting and limiting the topics students want to write about. To choose a topic, students must understand the ideas and arguments of the relevant references. After looking for ideas and arguments, students must limit their ideas and arguments to be used in their writing (Irvin, 2010).

##### **2. Practical Significance**

###### **a. To Participants**

This research is expected to be useful for English students in English Village at Nyayum village in learning English using a Genre-Based Approach.

###### **b. To researcher**

After conducting this research, researcher are expected to be able to find and develop research results on the application of a Genre-Based Approach that is still limited to non-formal education.

#### **E. Scope of the Research**

This research was be carried out in Nyayum Village, the implementation of this research is expected to bring benefits that can be seen from a theoretical and practical perspective. From a theoretical perspective, a Genre-Based Approach can enrich the literature on genre-based approaches that are still limited in non-formal educational pathways. Viewed from a practical

perspective, this research is expected to help readers to understand more closely the theories and learning principles used within a Genre-Based Approaches.

### **1. Research Variables**

A variable is something that can change a value. The research variable is an attribute/nature/value of a person, object, or activity that has certain variables that are set by researchers to be studied and drawn conclusions (Sugiyono, 2012). A variable is a concept and its nature can be controlled and observed by researchers. Based on the title, the researcher only uses one variable to be explored, namely how to teach English using a Genre-Based Approach in non formal education by English Village at nyayum village.

Operational definition of English language teaching is the learning of English skills using away or approach. Then, Genre-Based Approach is one used in English teaching that focuses on the schematic structure and linguistic features of a genre or type of text. Tutors play a role to guide student explicitly so that they can learn independently in English.

### **2. Terminology**

#### **a. Practicess of English Village**

The practices of the English village program as a non-formal education program allows the introduction of English done early on using materials built according to the needs of the village community rather than depending on the national curriculum which may be less adaptive to the village community. The need for English has been higher especially since the enactment of the asean free market in 2015 through the asean economic community (aa) (merdeka.com, 2020).

#### **b. Communicative Competence**

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).

**c. English Village of Nyayum village**

The English village of nyayum village is a place where local residents live to learn English practice organized by the nyayum village government in collaboration with the English education study program pgri pontianak

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Communicative Competence**

Communicative competence means having the 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. Language, according to many researchers, is a means of communication, and it comprises four main skills; listening, speaking, reading, and writing. According to, there are some statements of communicative competence by experts. 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). (Josée 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 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 which 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: