

CHAPTER II

LITERATURE REVIEW

A. 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. 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 expert.

The importance 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. Stated that the term communicative competence is the knowledge of both rules of grammar and rules of language use explained that communicative competence is a level of language learning that the 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

McCarthy, M., & Carter, R. (2006).

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

1. 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)

2. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
3. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

B. SFL GBA

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 the systemic functional linguistics (SFL) movement. Hereafter will be known as (SFL GBA).

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

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, 2005; Halliday, 2007). In this study, the background was UK rural students from primary secondary education levels. Assuming that students have limited English experience, this study will help increase students' experience by using relevant texts.

C. Concept of English Village

Since the implementation of the curriculum in 2013, primary schools no longer provide English because it is not a required subject but only A local content. This rule makes English more and more unfamiliar to children. 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, it is necessary to use the English Village Project in West Kalimantan Province as part of non-formal education to develop children's English communication skills. With a high quality education that includes English Language Education, it will enable children to get better job opportunities at home and abroad when they grow up, because they have Foreign Language skills. According to Bertrand (2017), every human being (both male and female) have the same rights. Therefore, they should have equal access in all respects including the right to get educational services.

Other children who are lesser fortunate in some locations, have access to even the basic education since they shortfall access to variables that assist effective education, such as

fewer skilled teachers, parental backing, and scarce educational resources. Furthermore, the situation of English as a local content study has an impact, access to English at primary level, especially the division between urban and rural areas and amongst urban schools, has been underlined by several researchers (e.g, Cabrera, 2019).

The implementation English village course as a non-formal education course. The researchers 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 model. English village model means that the village is willing to participate in the English village project in terms of human resources, facilities, management and financing. This model is most likely to be implemented, because the village has a major impact on the development of society's lives.
2. School Model. 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 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. English village model of the Islamic boarding School means the Islamic Boarding School is willing to participate in the English Village program in terms of human resources, facilities, management, and financing. Islamic Boarding School model has similarities in the weaknesses that exist in the school model, which is limited to the Islamic Boarding School environment.

Based on the above types of English village, this study will apply village model. The researcher will further communicate the English village program to the village government in terms of human resources, facilities, management and financing.

D. Learning Materials

1. Definition

The term material in language teaching and learning refers to everything used to help teach language learners (Tomlinson, 1998), and to facilitate teachers and learners in language learning. 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. Basically, everything that presents or informs about the language being learned (English) can be used as learning materials (Tomlinson, 1998).

Materials play a central role in language teaching. They are considered as the heart of teaching and learning process. Generally, it is believed that materials which are chosen selectively, and used effectively, will improve the quality of 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, (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. 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 which can fulfill learners' needs. That is why they must have abilities to develop learning materials using the available resources. They can adapt materials which 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 Materials

The principles of good learning materials should be considered in developing the learning materials. Hutchinson and Waters (2013: 107-108) identify some principles which will guide in writing the materials.

- a. The material provides stimulation for learning. Good material not teach: They encourage learners to learn.
- b. Materials help organize the teaching process by providing a path through the complex qualities of the language to be learned. Materials should provide a clear and coherent cell structure.
- c. The material expresses a view of the nature of language and learning.
- d. The material reflects the nature of the learning task.
- e. Materials can play a very useful role in broadening the base teacher training, by introducing teachers to new technologies.
- f. The material provides correct and appropriate language usage patterns.

E. Materials Development

1. Definition of Materials Development

Materials development is defined as all processes made used by the practitioners to produce or use materials for the learning of language, including materials evaluation, adaptation, design, production, exploitation, and research. Ideally, all of those processes should be considered and should interact in the development of materials (Tomlinson, 2012:13). Materials evaluation means a principled process of providing useful information about the targeted materials in order to select and/or develop them in a reliable and valid approach material is anything which is used to help teaching language to the learners. It can be the form of a textbook, a workbook, a cassette, a video, a newspaper. It means that the term of materials is much broader than just a course book. So, it is a big mistake if a teacher teaches the students based on the course book only. Teachers are materials developers in that they are involved everyday in matching the materials to the needs of their learners. They add, delete, lengthen, shorten, and modify the materials. At present, materials development is not only undertaken by the practitioners

but also as a field of academic study. As a practical activity, it involves the processes of production, evaluation, and adaptation of the materials. As a field, it investigates the principles and procedures of the design, writing, implementation, evaluation, and analysis of the materials (Tomlinson, 2012:13).

2. Materials Evaluation

Material Evaluation In order to successfully select, adapt, develop, or design a material, a teacher must be able to evaluate the material. show that the evaluation of teaching materials involves measuring the value or potential of a set of learning materials by making an assessment of the effect on the teaching materials used.

There are two things that must be considered in developing materials, namely, learning evaluator theory and teaching and learning theory. Then, there are three types of evaluation materials.

The first is the 'Pre-Use' evaluation. This type involves making predictions about the potential value of the material to its users. Often impressionistic, subjective and unreliable.

the second is the 'While-Use' evaluation. It involves measuring the value of the material while using it. It is more reliable and objective than pre-use evaluation because it uses measurements rather than predictions.

The third is the 'Post Usage' evaluation. This is the most valuable type of evaluation because it can measure the actual effect of the material on the user. Ways of measuring the post-use effects of materials include: tests of what has been taught, tests of what students can do, exams, interviews, questionnaires, user-referenced criteria evaluation, post-course diaries.

3. The Criteria of Effective materials

Good material design has some criteria as stated in Tomlinson (1998: 7- 22).

The first criterion is that the materials should achieve impact. It means that the materials have a noticeable effect on the learners. Secondly, materials should help learners to feel at ease, for example make learners feel more

comfortable with the materials. The third criterion is materials should help learners to develop confidence and make them feel they can do the tasks. The materials can help the learners to feel successful by asking them to use simple language to accomplish easy tasks. The fourth criterion of good materials is what is being taught should be perceived by learners as relevant and useful. The second criterion is the materials should require and facilitate learner self-investment, learners must be ready to acquire the points being taught, materials should expose the learners to language in authentic use, the learners' attention should be drawn to linguistic features of the input, materials should provide the learners with opportunities to use the target language to achieve communication purposes, materials should take into account that the positive effects of instruction are usually delayed, materials should take into account that learners differ in learning styles, materials should take into account that learners differ in affective attitudes, materials should permit a silent period at a beginning of instruction, materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, materials should not rely too much on controlled practice, and materials should provide opportunities for outcome feedback and also proposes fifteen criteria of good activities as presented below:

- 1) activities should draw on what students know and be relevant to them.
- 2) activities should focus on students' outside of class needs, if appropriate.
- 3) activities should build students' confidence.
- 4) activities should allow students to problem solve, discover, analyze.
- 5) activities should help students develop specific skills and strategies.
- 6) activities should help students develop specific language and skills they need for authentic communication.
- 7) activities should integrate the four skills of speaking, listening, reading, and writing. In this research, the researcher just focus on two skills, they are listening and speaking skills.
- 8) activities should enable students to understand how a text is constructed.

- 9) activities should enable students to understand cultural context and cultural differences.
- 10) activities should enable students to develop social awareness.
- 11) activities should be as authentic as possible
- 12) activities should vary the roles and groupings.
- 13) activities should be of various types and purposes.
- 14) activities should authentic texts or realia when possible.
- 15) activities should employ a variety of materials.

In addition, Hutchinson and Waters (1987: 107) also propose that good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with. They also state that good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way to maximize the chances of learning.

F. Teaching EFL to Students

1. Definition

Since English in Indonesia is taught as a foreign language and learned mainly in the classroom, the role of the teacher is especially important because they are the main source and facilitator of knowledge and skills of this language. In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English. Thus, teachers' instructions and explanations may be the only language exposure during which students learn to use language for communication. Teacher qualifications and low English proficiency, classroom size, students' motivation, classroom-oriented learning, and limited sources of learning are factors that strongly influence EFL teaching and learning success. Knowledge and education are the basis of everything that can be achieved in life through learning at home with parents and at school with teachers. Teachers provide education to their students so that

they have a better future. Teachers provide education that is very easy to access by students with the aim that students can receive the lessons that are conveyed and meet learning objectives. When someone gives information or skills to another person, usually describe the action as teaching. Teaching is considered an art or a science. As an art, it emphasizes the imagination and the teacher's artistic ability to create situations that are valuable in class so that students can learn. In the learning process, a teacher certainly has a strategy in teaching so that students can understand what is being conveyed. Many things must be considered in the teaching and learning process to create an effective learning situation. Things like this require several variations of methods and strategies according to the curriculum and the needs of the students themselves.

A teaching strategy is a general plan for lessons that includes structure, instructional objectives, and an outline of the planned tactics needed to implement the strategy (Stone and Morris, in Issac, 2010). In addition, a good teacher must have the ability to make lesson programs. Teachers have the greatest responsibility in terms of the quality of education. because the teacher has a role model for students when they teach, what is taught to students is very influential for the future of their students. Teaching requires commitment, educational leadership, and the ability to convey knowledge in a way that is easy for students to understand and understand, enabling students to acquire the knowledge that is conveyed. According to Anthony Grasha (2010). The characteristics of teaching are as follows :

- a. Teaching is an effective interaction between teacher and students.
- b. Teaching is both arts as well as science. Teaching is an art as it calls for the exercise of talent and creativity. Teaching as science involves a repertoire of techniques, procedures, and skills, that can be systematically studied, described, and improved. A good teacher is one who adds creativity and inspiration to the basic repertoire.

- c. Teaching has various forms, like formal and informal training, conditioning, or indoctrination.
- d. Teaching is dominated by the skill of communication.
- e. Teaching is a tripolar process; the three poles are, educational objectives, learning experiences, and change in behavior.
- f. Teaching should be well planned, and the teacher should decide the objectives, methods of teaching, and evaluation techniques.
- g. Teaching is suggesting and not dictating.
- h. Good teaching is democratic, and the teacher respects the students and encourages them to ask questions, answer questions and discuss things.
- i. Teaching provides guidance, direction and encouragement to the students.
- j. Teaching is a cooperative activity and teacher should involve students in different classroom activities, such as organization, management, discussion, recitation and evaluation of results.
- k. Teaching is kind and sympathetic, and a good teacher develops emotional stability among children.
- l. Teaching is remedial, and the teacher must solve the learning problems of students.
- m. Teaching helps children to make adjustments in life.
- n. Teaching is a professional activity that helps to bring about harmonious development of children.
- o. Teaching stimulates students' power of thinking and directs them towards self learning.
- p. Teaching can be observed, analyzed and evaluated.
- q. Teaching is a specialized task and may be taken as a set of component skills for the realization of a specified set of instructional objectives.

2. Challenges of Teaching EFL to Students

Challenges in Teaching English, it can be seen that a challenge means something or a problem that is not easy to do and requires more effort and skill to deal with it. So, what is meant by challenges in this study are

obstacles or problems that teachers must face when teaching English to students. To face these challenges, mental and physical efforts are needed so that the learning process can be carried out successfully and does not have a negative impact on the teaching and learning process. Certainly not an easy thing to do when teaching.

Teachers may face some problems in teaching English which can hinder the teaching and learning process itself. According Songbatumis (2017) the challenges can come from teacher, facilities at school and the students. Some of the problems or obstacles the teachers have to face in teaching English, those are:

- a. Teachers' ability and methods
- b. Mother tongue Interference
- c. Students' motivation and interest
- d. Lack of vocabulary
- e. Facilities in learning
- f. Not Enough resources and materials
- g. Overcrowded class

G. Designing Learning Material

Temajuk village is far from urban areas so there is a lack of knowledge about English and limited learning facilities such as English books, and very limited internet, besides that Temajuk village is located on the border between Indonesia and Malaysia. Temajuk Village will be designated as a tourist village so that many visitors come to Temajuk Village, including tourists from abroad. Therefore, it is necessary to know English in the village of Temajuk so that researchers are interested in researching the village of Temajuk. With the holding of the English village, it makes the children more enthusiastic to learn English because in this English village activity there will be various learning activities so that it makes the children interested and regularly learn English. In addition, the children will be more familiar with the words English, thus making English a fun learning. Through this English village, children will get

various kinds of vocabulary related to everyday life. So that they can apply the vocabulary that is obtained in this English village in 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.

The data of this village is related to the number of illiterate people, people who go to school (SD, SMP, SMA) are presented in the table below:

Table 2.1 Total Population Based on Education Level


Total Population Based on Education Level		
No	Education level	People
1	Elementary school	255
2	Junior high school	177
3	High School	141

(Adapted from Temajuk village population data, 2022)

Based on the data described above, this study will design learning materials that are relevant to the context as required by SFL GBA. There are eight themes that will be raised in this research, which are Introduce, parts of the body, in the kitchen, in my room, my classroom, number, my family, please and excuse me. An example material for introducing others is as follows:

The main theme discussed in this study as learning material for students who take part in English learning activities through the implementation of the English Village learning program Temajuk Village is an introduction which is divided into three sub-themes, namely self-introduction, introduction to other people, and introduction to the family. Based on social objectives, schema structure, and linguistic characteristics are described in Table 2.2.

Table 2.2 - Sample Text that has been taught at English Village Temajuk

	Teks Perkenalan diri	Teks Perkenalan orang lain	Teks perkenalan keluarga
Tujuan Sosial	Untuk memperkenalkan diri	Untuk memperkenalkan orang lain	Untuk memperkenalkan keluarga
Struktur skematis	<p>I am Mr. Muhammad Ilfaiz I am Mrs. / Miss / (Nama lengkap)</p> <p>You can call me Sir / Mr. Muhammad</p> <p>You can call me Mrs. / Miss Fairuz (Nama panggilan dan salam)</p> <p>I am from Pontianak (asal)</p> <p>I am a student / a housewife / a mother / a college student (status atau pekerjaan)</p>	<p>He / She is. Fairuz Aliya Chalik (Nama Lengkap)</p> <p>You can call him/her Mr/Mrs/Ms Muhammad (Nama Panggilan dan salam) He/She is from Maludin (asal)</p> <p>He/She is a student / a housewife / a mother / a college student (status atau pekerjaan)</p>	 <p>(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 sibling)</p> <p>I love my family (expression of love or appreciation)</p>
Fitur Bahasa	<p>I am = saya (first person) From = dari You = kamu / kalian / anda</p> <p>(Third person)</p>	<p>I am = saya (first person) From = dari You = kamu / kalian / anda</p> <p>(Third person)</p>	<p>This = ini (demonstrative pronoun)</p> <p>My (possessive determiner)</p> <p>My father = ayah saya</p>

	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)	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)	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
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The texts taught are not only written texts, but also use pictures and spoken texts that have various social purposes, structured structures, and linguistic features, as can be seen. Giving text alone is not enough to teach. The second and third components adjust for explicit teaching and scaffolding or guidance. In a type-based approach, the most important primary element is the use of text. 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 Halliday, (2007). Assuming that students have limited English experience, this study will help increase students' experience by using relevant texts.

Explicit teaching is a teaching that can help students learn the skills taught step by step and provide clear and unambiguous instructions. The role of the teacher or teacher is to clearly show students what has been and needs to be done when writing texts, especially when they are in the zone of proximal development (Kuiper, 2017). Demonstrating what has been and needs to be done is also part of the guidance or scaffolding that students need before moving out of the zone of proximal development towards independence.

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. A genre-based approach is an approach that helps teachers to present the material by employing explicit learning and systematic explanation including how grammatical patterned text, text organization, and linguistic structure. In addition, the role of the four stages in the genre-based approach is also applied to the English teaching process to review how the application of the genre-based approach in English learning activities to the students of the English Village of Temajuk Village.

H. Previous Study

First, the journal entitled "design English teaching materials for the promotion of Madura tourism." written by Arfiyan Ridwan (2018). To develop special teaching material to prepare students for English education, to self-help in communication and management of tourism with English as the language of introduction. The study, the r&d model method, and the ten-stage systems approach model. These materials would be appropriate and professional and could be mass-produced to help improve the quality of SDM.

Second, the journal entitled "Pengembangan Materi Bahasa Inggris untuk Anak Usia Dini di PAUD Pelangi Guyangan" was written by Putri (2017). This study aims to find out how the development of teaching materials with the module as a product in teaching English based on the quality, criteria, and standards used to make the teaching and learning process become easier. Process for the material developed in this study was tested on students guided by the teacher.

Third, the journal entitled "Designing English Teaching Materials Containing Popular Culture", was written by (Dyah Estu Kurniawati et al 2020) There are two main objectives in conducting this research, namely: 1) describing how popular culture can be designed into English teaching materials; 2) explaining how to implement English teaching material containing popular culture in the classroom. This study uses qualitative

methods using interviews and text or document analysis techniques as research instruments. The informants interviewed were postgraduate students of the English Language Education Department, University of Muhammadiyah Malang, Indonesia. They took the Material Development course. And the documents analyzed were learning devices such as syllabus and teaching plan that had been designed. The research data is in the form of interviews and texts related to popular culture such as pictures, music, food and drinks, sports and books. The results of the study show that popular culture such as images of food and drinks, music, sports and entertainment can be developed into English teaching materials. Informants implemented English teaching material that contained popular culture in the classroom through peer teaching programs.

Fourth, the journal entitled "Bahan Ajar Interaktif Berbasis Kearifan Lokal melalui Pendekatan Saintifik pada Pembelajaran Bahasa Inggris" was written by Vewawati, (2019), researchers write that classroom material from familiarity with students' everyday life motivates students to interest. Engaging students in learning English and submitting easy-to-understand materials in order to improve students' English language skills. Develop teaching materials, that is, develop interactive teaching media based on local wisdom through scientific methods to improve the English language skills of secondary school students in Aceh Besar. The product development model in this study is a systematic and procedural model that meets the characteristics of student learning.

Fifth, the journal entitled , "Penerapan model pembelajaran ADDIE untuk meningkatkan keterampilan proses sains siswa pada materi kinematika gerak lurus" was written by (Haris Rosdianto et al 2019) This study approach in a learning model that can train students' skills in learning English based on the learning activities carried out. Many learning models that can be used right, one of them is the ADDIE learning model. The ADDIE learning model is a student-centered learning model and can facilitate students in developing the scientific process based on systematic stages (Aldoobie, 2015). The stages of the ADDIE learning model are analysis, design, develop, implement, evaluate (Aldoobie, 2015). At the analysis stage, is the identification stage to achieve the learning

objectives. The second stage is design which is an effective learning design in order to facilitate the learning process. The third stage is development which is done by developing a learning based on supporting materials. The next stage is the implementation stage based on the application of supporting materials to convey the level of effectiveness and efficiency of learning. The last stage is the evaluate stage which aims to improve, continue, or stop in achieving learning objectives (Aldoobie, 2015).