

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. 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 (Aslam Sipra, 2013). Josée Bloemer, Mark Pluymaekers said that “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 (Bloemer et al., 2013). Hymes in Cetinavci stated that the term communicative competence is the knowledge of both rules of grammar and rules of language use (Cetinavci, 2012). Hymes in Saleh 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 (Saleh, 2013).

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

Communicative competence includes the following aspects of language knowledge:

- 1) Knowing how to use language for a range of different purposes and functions
- 2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- 3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- 4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (Richards, 2006).

(Cited in Richards, 2006).

To achieve Communicative competence above, one approach will be carried out in this study namely text-based instruction as known as a genre-based approach that has been developed under systemic functional linguistics. The text here is used in a special sense to refer to structured sequences of language that are used in the specific context in specific ways. To be specific, the Genre Based Approach (GBA) used is under Systemic Functional Linguistics (SFL) movement. Hereafter will be known as SFL GBA.

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). Here are the following aspects of GBA:

1. Building Knowledge of the Field (BKoF)

This stage should be done in the beginning of the teaching. The analysis shows that this part cropped up in all patterns with which the English teachers started their teaching of the language skills and language components. Uniquely, the activities teachers did in

this stage are comparable as presented in the following: greeting the students, checking the attendance, reviewing the previous topic, and introducing the topic to learn.

2. Modelling of the Text (MoT)

The modelling stage is executed after BKoF. In this context, the majority of the teachers made use of this cycle in the classroom instruction. In teaching listening, speaking, reading, writing and grammar, teachers accomplished the following activities.

In listening, teachers emblemized the classroom teaching as follows: they distributed the listening worksheet and required the students to listen to for comprehension. They played audios or videos in the laptop about the topic two or three times. Sometimes, teachers read the text twice or three times and asked the students to listen to for comprehension. The students listened to the topic/text so that they knew the words, expressions, context, and characters. Students should also answer the given questions about the topic. Teachers then gave feedback and confirmation towards the students' responses.

In speaking, the typical activities teachers undertook in the classroom include the following: they used a laptop and LCD to show the learning materials, examples or videos comprising the models to learn. Sometimes also, they made use of the whiteboard / blackboard to draw or hang the pictures on as a model, or they asked students to see the models of the text in the textbook/worksheet. They then explained or asked students about the topic/text in terms of the communicative purpose, generic structure, and the language features of the text. The students responded to the videos and answered the questions given. The students also had to mention the difficult words found in the text and describe the pictures and their relation to the text being

studied. The students repeated the words taken from the text for a better pronunciation. Last, the students got comments or feedback from teachers concerning their responses including the pronunciation. Teachers also re-explained the text being studied for confirmation. In reading, teachers' common classroom activities are presented as follows: they supplied a model of text in the worksheet and or on the screen. They asked students in turn to read a model of text to check the students' pronunciation and modelled how to pronounce the words in the text correctly. They also equipped the text with the information about the communicative purpose and generic structures. In this stage, students were asked to comprehend the text so as to answer the questions related to, for example, the characters, setting, situation, and specific information and to identify unfamiliar words.

In grammar, teachers embodied their teaching in following procedures: they picked up some grammatical models from the text and asked the students to state whether or not they grammatically flawed. Alternatively, teachers asked the students to look at the examples of grammatical sentences in the worksheet. They also asked students to elaborate the characteristics of the tenses used in the text. After that, they explained the forms and uses and gave examples. The examples varied dependent on the text type and topic of grammar. For example, teachers explained simple past when the text was about story or past experience. The students were also assigned to write sentences by using the relevant tenses. Teachers then gave comments and feedback.

3. Joint Construction of the Text (JCoT)

In listening, teachers instructed the students to work in groups to listen to the expressions and stories. Here, teachers played audios or videos related to particular expressions.

Sometimes, teachers also asked the students to retell funny stories available in the worksheet and the other students in the groups listened to. If no technological aid was used, teachers read the dialog loudly so that the students could hear it well. When listening, students took notes to answer the questions provided by teachers. Occasionally, teachers also let each group re-write a story as heard from the audio. Both teachers and students then discussed the audio text and answers.

In Speaking, teachers asked students in groups to practice speaking by using the provided expressions. Sometimes, teachers also requested students to discuss an issue or a problem. After that, each group reported the results of the discussion or practice speaking in the front. Teachers and other groups gave feedback and comments after each group presentation.

In writing, teachers assigned the students (in groups or in pair) to arrange jumbled paragraphs to be a good text or sentences to be a paragraph, wrote a short essay based on the given pictures or a model shown in the video, or to write either a dialog/conversation, functional text (announcement) based the given expressions or models. Teachers then checked the groups' works of simple writing to score and provide some feedback or demanded the groups to present their writing to get feedback from teachers and students. In reading, teachers asked the students in each group to do reading exercises in the worksheet or read a text loudly and the teacher corrected their pronunciation. In this reading activity, the students analysed the text in terms of the generic structures. Besides, the students also answered the questions, for example, about the thesis, supporting ideas, reasons, type of text, definition of analytical exposition, vocabulary, etc. Teachers also provided feedback and confirmation.

In grammar, the students worked in groups to answer questions related to grammar found in the text. At first, teachers asked the students to find the examples about the use of because, because of, independent and dependent clauses, noun phrases and noun clauses. The students read the examples so that teachers could make sure that they were grammatically correct. Teachers also asked the students to state the reasons about the examples and to do some grammar exercises. The next was that teachers explained the grammar points: definitions, usage, examples, and additional exercises (e.g. completion and making sentences).

4. Independent Construction of the Text (ICoT)

In reading, teachers requested the individual students to read a text in the textbook. Teachers explained the generic structures and difficult words identified from the text. The students were also instructed to answer the questions related to the text. Teachers then gave feedback and confirmation towards students' responses.

In writing, teachers asked the students to write a draft of a narrative text having the components: orientation (main characters, supporting characters, place, and time), beginning of the story, complication, and resolution before they presented the draft to the class. In this process, each student displayed the draft and let teachers and other students give comments. Teachers also checked the components, the organization of ideas, and grammar. Each student then revised the draft based on the feedback. Occasionally, teachers also asked students to use words listed to write sentences on the whiteboard.

In speaking, teachers asked the students to describe some words found in the text and answer the questions related to the communicative purpose, generic structures, and language features. In listening, teachers provided a listening worksheet-

listening to a monolog text. They used the laptop to play the audio for three times so that the students could answer the questions (e.g. the topic of the text, the purpose, the facts/arguments, and generic structures) based on what they had heard. The students obtained feedback and confirmation afterwards. Besides, the teachers also equipped the classroom learning with a vocabulary focus-usually the students listed and defined the words taken from the text they did not know.

(Cited in Suharyadi, 2020)

SFL GP lies on three basic principles. The first principle is learning a language is a form of social activity (Emilia & Hamied, 2015; Martin, 2014). This means that the SFL GP requires a social context. In this study, the social activity or the social context is daily life texts such as giving instruction, invitation, and asking permission as demanded by the national curriculum. 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 dkk., 2017; Emilia & Hamied, 2015). 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 also known as 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).

The genre-based approach has three important elements that need to be mastered. First, the genre-based approach uses text. The text here is not limited to written text but also symbols and images that have meaning and context (Emilia, 2005a; Halliday, 2007). In this study, the context is English village students who come from primary and secondary education levels. Assuming students have limited

experience with English, this study will help increase students' experience by using relevant texts.

The theme that will be choose in this study is one main theme, that is translated Local Legend, its aims to introduce Local Legend itself and make it easier for students to be able to communicate through stories.

B. 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 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) (Lararenjana, 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.

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 types of English Village above, this research will apply Village model, then the researcher will further communicate English Village program to the local authority in terms of human resources, facilities, management and financing.

C. Local Legend

1. Definition of Local Legend

Legend (Latin: *legere*) is a folk prose story considered by the owner of a story as something that actually happened. Legend is a story that reflects the life and culture of the local community. Legend

has close relation to the past life history despite the level of truth often not pure (Retna Ningrum, Harjito, Ngasbun Egar, 2018).

Local legend is a story related to a place, name of place, and topographical shape that is the surface of an area's shape, whether it is hilly, struggling, and so on. Local legends can be said to tell the origin of a place, both regarding the name, the shape of an area, and so on related to the place (Astuty, 2020).

2. Characteristics of Local Legend

According to Suripan Sadi Hutomo (1991) Local Legend is a story that passed down from generation to generation, from the old generation to the new generation orally. Folklore can be interpreted as a form of expression of a culture that exists in society through speech, which has a direct relationship with various aspects of culture and the composition of the social values of the community itself.

Characteristics of Local Legend:

- 1) Local Legend is conveyed orally
- 2) Passed on from generation to another generation.
- 3) Who made it first is unknown
- 4) Lots of high values
- 5) Traditional
- 6) It has cliché forms in its arrangement or way of expression
- 7) It has many versions and variations

(Cited in Nugroho, 2021)

3. Translated Local Legend

Translated local legend is a story in the form of a legend related to someone, place, or culture that that narrated in Indonesian then translated into English as a medium for teaching students in the English Village of Sungai Deras village.

4. Teaching Procedure

In every learning activity, there must be a systematic teaching procedure. In this study, researchers used a genre-based approach as a

method in the teaching process. There are 3 stories of local legend in West Borneo that will be taught such as Crying Stone, Kapuas River, and the legend of Kelam Hill.

Table 2.1 Teaching procedure

Stages	Features of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	<ol style="list-style-type: none"> 1. Students listen to researcher as a tutor explaining about the material that will be taught. 2. After the students have listened, then tutor identify shortly about the vocabulary of translated local legend that will be discuss with students. 	<p>At this stage, tutor build students' knowledge by explaining and identify shortly of vocabulary that contained in translated local legend.</p>
Modelling	<ol style="list-style-type: none"> 3. Students and tutor practicing together how to read the story. 4. Tutor give an example about identify the meaning of the story. 	<p>At this stage, tutor becomes a model to practicing directly the way read the story that follow by students, so that students can easily understand the story.</p>
	<ol style="list-style-type: none"> 5. Students can identify the 	<p>At this stage, tutor and</p>

Joint Construction	vocabulary and meaning of translated local legend. 6. Students and tutor will identify and solve existing problems together.	students practice together how to read the story guide by the teacher. Feedback occurs between students and tutor in this part.
Independent Construction	7. Students will be working individually/ pairs/ groups in finding meaning, vocabulary, and practicing the story.	At this stage students independently work on and identify the tasks given by the teacher, and can interpret the stories given.

Table 2.2 one of the local legends that will be taught

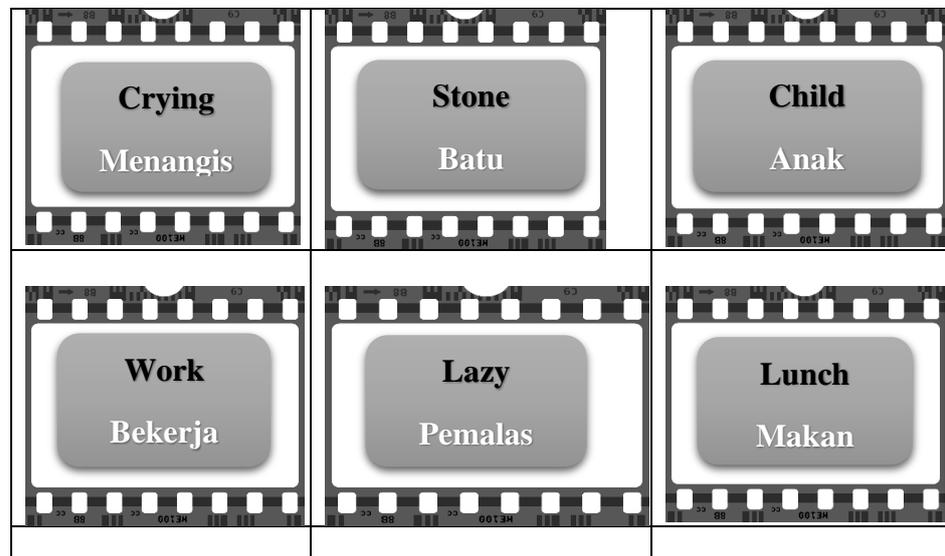
Batu Menangis (Crying Stone)	
Indonesian version	English version
<p>(Orientasi) Pada zaman dahulu hiduplah seorang ibu dan anak. Di keluarga tersebut sang ibu satu satunya yang bekerja menghasilkan uang untuk keluarga karena sang suami sudah meninggal, namun sayang anak gadisnya adalah anak yang pemalas dan setiap hari kerjanya hanya berdandan.</p> <p>(Komplikasi) Saat musim panen telah tiba, ketika hendak berangkat ke sawah ibu meminta anaknya untuk memasak makan siang dan</p>	<p>(Orientation) Once upon a time there lived a mother and her child. In that family the mother who the one is work to make money for the family because her husband had died, but unfortunately the girl is a lazy child and every day her job is just to dress up.</p> <p>(Complication) When the harvest time has arrived, when she is about to go to the farm, the mother asks her</p>

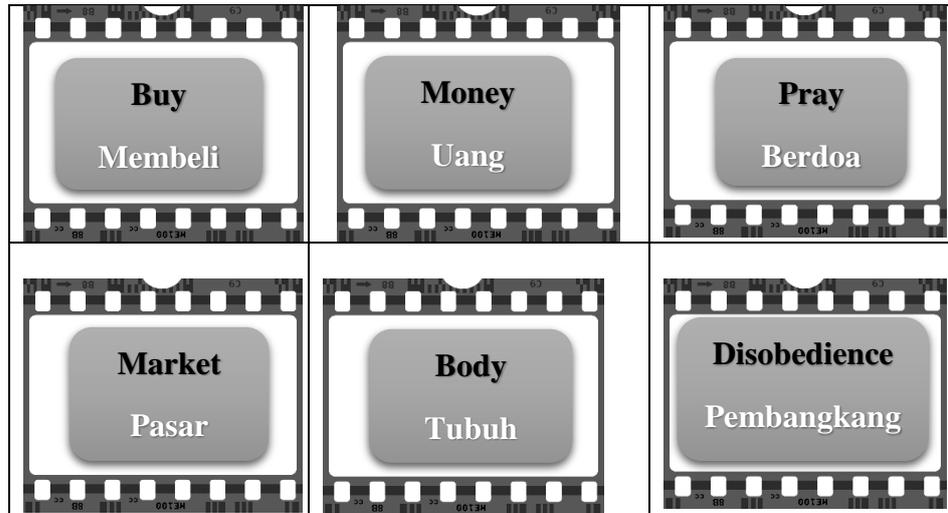
<p>mengantarkan kepada ibunya di sawah, anaknya langsung menolaknya hingga sang ibu menggelengkan kepala dan langsung berangkat ke sawah. Keesokan harinya anak gadis itu melihat ibunya menghitung hasil panen lalu meminta ibunya membelikan bedak baru untuknya, ibunya menyetujuinya, tetapi anak gadis itu harus ikut dan akhirnya dengan terpaksa ia pun ikut kepasar. Disaat perjalanan menuju kepasar anak gadis itu bertemu beberapa temannya dan mereka bertanya siapa yang dibelakangnya, karena malu mengakui ibunya, lalu dia mengatakan bahwa itu adalah pembantu nya kepada semua teman yang ditemuinya.</p> <p>(Resolusi) Karena ibunya merasa anaknya sudah keterlaluan ia langsung berdoa dan meminta Tuhan menghukum anaknya. Tidak lama setelah itu tiba tiba anaknya menjerit kesakitan karna tubuhnya perlahan menjadi batu. Dia pun menangis memohon ampun kepada ibunya namun itu sudah terlambat karena perbuatannya durhaka kepada ibunya.</p>	<p>child to cook lunch and deliver it to her mother to the farm, her child immediately refuse it, until the mother shakes her head and immediately leaves to the farm.</p> <p>The next day, the girl saw her mother counting the harvest and asked her mother to buy new powder for her, her mother agreed, but that girl had to go and finally she was forced to go to the market. On the way to the market the girl is met some of her friends and they asked who was behind her, because she was ashamed to admit her mother, then she said that it was her maid to all the friends that she met.</p> <p>(Resolution) Because her mother felt that her child had gone too far, she immediately prayed and asked God to punish her child. Not long after that her child suddenly screamed in pain because her body slowly turned to stone. She cried for forgiveness</p>
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<p>(Reorientasi/pesan moral) Kita tidak boleh melakukan hal-hal buruk atau memancing kemarahan orang tua, terutama ibu, karena, apabila beliau sudah marah dan berucap buruk, maka ucapan itu akan mudah dikabulkan oleh Tuhan.</p>	<p>from her mother but it was too late because of her disobedience to her mother.</p> <p>(Reorientation) We must not to do the bad things or provoke the anger of parents, especially mother, because, if she is angry and says bad things, then the words will be easily answered by God.</p> <p>(Adapted from Yogeswara, 2021)</p>
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The researcher applies learning media for English Village in Sungai Deras village by using media in the form of flash cards as shown in picture 2.1.

Picture 2.1. Flashcard of Crying Stone







Source: pixabay.com/id/

Flashcards are cards with a word or words, number, or a picture, on it for use in the classroom by teacher and students that help to learn and memorize new word (Y. S. Nugroho, 2012).

According to Azha Arsyad (2010: 117-119) learning steps using flashcards are as follows:

- a) the teacher conveys the competencies to be achieved,
- b) the teacher proposes a concept that will be responded to by students,
- c) students are divided into several groups,
- d) the cards containing pictures are distributed to each group randomly,
- e) the members of groups are together making group of the cards according to their group,
- f) each group understands the picture on the card and then answers the questions on the worksheet,
- g) make corrections together after all groups are finished,
- h) ask one person in charge of the group to explain the results of the organization of the group's results. Then ask for comments from other groups,
- i) the best group will get a reward,
- j) appreciate every student's work,
- k) make clarifications, conclusions, and follow-ups,
- l) after everything is finished, then the teacher evaluates and closes the learning process.

(Cited in Mulyorini & Hariani, 2014)

D. Using Translated Local Legend to Teach Students of Sungai Deras English Village

In Sungai Deras village there are 4 backwoods and 22 Rt (Neighbourhood Association). Sungai Deras Village is a lowland area that is located not far from the Kapuas River flow. Sungai Deras Village is a village that located in Teluk Pakedai sub-district, Kuburaya Regency, West Borneo Province. The government in this village is only headman of village and village apparatus.

Based on Village Monograph of 2018, Sungai Deras Village has total population that is 3,175 people, consist of 1,525 male and 1,650 females. The number of family in this village is 827 households consisting of 754 male of patriarch and 73 females of patriarch where was the majority work as palm oil workers and farmers because there is one palm oil company in Sungai Deras village who were owned by foreigners. Besides that, the existence of Sungai Deras English Village expected can help the children to learn English. So, these children can enhance the language of English.

Learning English through this English village will get various kinds of vocabulary related to learning material or daily life for the students also they will meet some of new friends from various schools, so they can practice their English skills such as speaking skills with their new friends. Here is the data related to the number of illiterate people in Sungai Deras village, people who go to school (SD, SMP, SMA) are presented below:

Table 2.3. Total Population Based on Education Level

Total Population Based on Education Level	
Not yet/Didn't school	295 people
Didn't finish elementary school/Equal	257 people
Finish elementary school/Equal	1.083 people
Finish middle school/ Equal	465 people
Finish high school/ Equal	1988 people
Finish Diploma/Bachelor	86 people
Total	3.175 people

Source: *Profil Desa Peduli Gambut, Desa Sungai Deras (2019)*

Based on the data described above, this study will be using translated local legend as a learning material that are relevant to context as required by SFL GBA. There is one theme that will be raised in this study, that is translated local legend. Here is one of the texts that will be taught in Sungai Deras English Village down below:

Table 2.4. translated local legend of Crying Stone

Batu Menangis (Crying Stone)	
Indonesian version	English version
<p>(Orientasi) Pada zaman dahulu hiduplah seorang ibu dan anak. Di keluarga tersebut sang ibu satu satunya yang bekerja menghasilkan uang untuk keluarga karena sang suami sudah meninggal, namun sayang anak gadisnya adalah anak yang pemalas dan setiap hari kerjanya hanya berdandan.</p> <p>(Komplikasi) Saat musim panen telah tiba, ketika hendak berangkat ke sawah ibu meminta anaknya untuk memasak makan siang dan mengantarkan kepada ibunya di sawah, anaknya langsung menolaknya hingga sang ibu menggelengkan kepala dan langsung berangkat ke sawah.</p> <p>Keesokan harinya anak gadis itu melihat ibunya menghitung hasil panen lalu meminta ibunya</p>	<p>(Orientation) Once upon a time there lived a mother and her child. In that family the mother who the one is work to make money for the family because her husband had died, but unfortunately the g is a lazy child and every day her job is just to dress up.</p> <p>(Complication) When the harvest time has arrived, when she is about to go to the farm, the mother asks her child to cook lunch and deliver it to her mother to the farm, her child immediately refuse it, until the mother shakes her head and immediately leaves to the farm.</p> <p>The next day, the girl saw her mother counting the harvest and asked her mother to buy new</p>

membelikan bedak baru untuknya, ibunya menyetujuinya, tetapi anak gadis itu harus ikut dan akhirnya dengan terpaksa ia pun ikut kepasar. Disaat perjalanan menuju kepasar anak gadis itu bertemu beberapa temannya dan mereka bertanya siapa yang dibelakangnya, karena malu mengakui ibunya, lalu dia mengatakan bahwa itu adalah pembantu nya kepada semua teman yang ditemuinya.

(Resolusi) Karena ibunya merasa anaknya sudah keterlaluian ia langsung berdoa dan meminta tuhan menghukum anaknya. Tidak lama setelah itu tiba tiba anaknya menjerit kesakitan karna tubuhnya perlahan menjadi batu. Dia pun menangis memohon ampun kepada ibunya namun itu sudah terlambat karena perbuatannya durhaka kepada ibunya.

(Reorientasi/pesan moral) Kita tidak boleh melakukan hal-hal buruk atau memancing kemarahan orang tua, terutama ibu, karena, apabila beliau sudah marah dan berucap buruk, maka ucapan itu akan mudah dikabulkan oleh Tuhan.

powder for her, her mother agreed, but that girl had to go and finally she was forced to go to the market. On the way to the market the girl is met some of her friends and they asked who was behind her, because she was ashamed to admit her mother, then she said that it was her maid to all the friends that she met.

(Resolution) Because her mother felt that her child had gone too far, she immediately prayed and asked God to punish her child. Not long after that her child suddenly screamed in pain because her body slowly turned to stone. She cried for forgiveness from her mother but it was too late because of her disobedience to her mother.

(Reorientation) We must not to do the bad things or provoke the anger of parents, especially mother, because, if she is angry and says bad things, then the words will be easily answered by God.

(Adapted from Yogeswara, 2021)

Table 2.4 shows the written text that will be taught to Sungai Deras English Village students. As can be seen, the written texts to be taught have Intrinsic Elements that will be explain in table 2.5.

Table 2.5. Intrinsic Elements of Crying Stone

Theme	Crying Stone story takes the theme of a child who is disobedient to her parents, especially to her mother.
Characters	There are two perpetrators. The first is the mother of the rebellious girl. Here, the mother is described as a loving and unwilling person. In the other side, she is also a hard worker. The next character is her daughter. She has a lazy character shown at the beginning of the story where she doesn't want to help her mother and chooses to just preen. In addition, she also has an arrogant and impudent nature. She behaved arbitrarily and did not want to admit her own mother just because her mother looked shabby.
Background	Crying Stone takes place in several places. The first is in a house in a remote village on a hill. Second, the setting taken is on the road to the market in the morning.
Storyline	One of the stories of this archipelago has an advanced storyline, which is shown by a coherent event from beginning to end with an explanation of time that is moving forward.
Moral message	We must not to do the bad things or provoke the anger of parents, especially mother, because, if she is angry and says bad things, then the words will be easily answered by God.

(Cited in Fitri, 2020)

Learning translated local legend will be done through explicit teaching and scaffolding or guidance. Explicit teaching means giving clear, unambiguous instructions and teachings. 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 et al., 2017; Vygotskiĭ & Cole, 1978; Wood et al., 1976). 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 (Aunurrahman et al., 2017c; Emilia, 2012).

Genre-based approach has 4 stages that are often used in Indonesia, namely: (1) building basic knowledge; (2) text modeling; (3) text construction together with the teacher; and (4) individual text construction (A. Aunurrahman et al., 2017a, April; Emilia, 2012). These stages are dynamic and can adapt to circumstances because writing is a complex and recursive activity (Emilia, 2005). Teacher or tutor is important in guiding students explicitly to produce the meaningful texts. In addition, 4 stages of a genre-based approach will be applied to see how the implementation of a genre-based approach to teach students English of Sungai Deras English Village.

E. Previous Related Studies

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows;

1. Learning English Vocabulary with Folklore Media for Fifth Grade Students of Elementary School by Ch. Evy Tri Widyahening & MH. Sri Rahayu, 2021. The purpose of this research is that the use of Folklore story can be used by students to master vocabulary and motivate them to learn English. The research was conducted at the fifth grades students of SDN 01 Suruh Tasikmadu Karanganyar in 2019/2020 academic year. The method of the research was a Classroom Action Research. The results showed that the use of Folklore story in improving students' vocabulary mastery was successful and was able to improve their mastery. In addition, the obstacles in students such as embarrassment, awkwardness, nervousness and fear also gradually decreased when vocabulary learning took place. The students' score was also in progress from cycle one to cycle two. The mean score of pretest was 65,58, the mean score of posttest one was 70,29 and the mean score of posttest two was 78,38.

2. *Local Legends: EFL Materials Development for Indonesian Teenage Learners* by Jonner Simarmata, 2016. In Indonesia, the goal of studying English at schools is not only for developing communicative competence but also for building characters. One of the materials sources that can be used for both goals is literary work. Legend or folklore is one kind of the literary texts. Legend can be used as teaching materials in EFL classroom. Using this kind of literature in EFL teaching has two benefits. The first benefit is that this kind of literature can be an authentic teaching material. Expert say that authentic materials has a positive impact on success of EFL learning because it can show learners how language is used naturally. The second benefit is that legend can be used to induce cultural values. As for Indonesian case, Education in which teaching English is included is not only to develop the hard skill but also to nurture the soft skills.
3. *Improving Students' Reading Comprehension Using Local Legend* by Nurmia, Rahayu Apriliawati, and Endang Susilawati, 2016. The research finding indicated that students' ability in comprehending narrative text using local legend was improved. Students' prior knowledge about supporting details of local legend improved their ability in comprehending the vocabulary of narrative text. Students' familiarity about local legend improved their ability in comprehending the detailed information of narrative text and the environment local culture values of local legend improved their ability in drawing moral values of narrative text. It can be proven from students' mean score result in cycle 1 to cycle 3. In the first cycle, students' mean score was 48.6, it was 64.2 in second cycle and it raised to 78.4 in the third cycle.
4. *Learning Folklore Using English Language Teaching (ELT) Materials for Students* by Dra. Cut Aja Puan Ellisafny, M.Ed., Dr. Ratna Asmarani, M.Ed., M.Hum, and Hadiyanto, S.S., M.Hum, 2019. The researcher found the problem or difficulties among the students by

doing some test on reading, writing, and listening section. There most difficult problem and elementer is the vocabulary mastering. Taking the most interesting and well – known folklore to enrich their knowledge about English and also their local wisdom. The folklore as the attraction of interest for the students for doing the test and language learning. The student perspective to see the folklore in English Language Teaching (ELT) consists of interest, well-known, easier to study, and fun.

5. Applying Folktales to Improve Students' Vocabulary: An Action Research at Mts Al-Ikhlashiyah Parampuan In Academic Year 2019/2020 by Andi Heriawan. The research finding indicates that Folktales can improve students' vocabulary. In cycle I after implementing vocabulary mastery using folktale the students still have low score and the teaching-learning process still crowded and there is some students did not answer teacher's question because they stand by their selves. In cycle II the teaching-learning process more effective because they are in a group, so they help each other to answer the teacher's question. so, improving vocabulary using folktale technique more effective when it done by a group of the students, because they can discuss the topic and help to remember the word that they have been be aimed. Besides that, the students were more enthusiastic, active, and interesting to learn English vocabulary because using folktale can makes the students to be not bored and also pay more attention to the learning process. The data were collected indicates that students' learning outcome achieved 65% (Cycle I), and 86% (Cycle II). It means that there was a significance improvement which students on applying folktales to improve students' vocabulary from cycle I to cycle II.

Based on the results of research conducted by several researchers, it can be concluded that this study has differences from previous studies related to the use of legends or folklore as a medium of learning English in the context of formal

education. The difference in this research is by using the translated local legend of West Borneo as a media for learning English in Sungai Deras English Village in the context of non-formal education.