

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Communicative**

##### **1. Definition Communicative**

In everyday life, the term communicative is not new. Communicative can be interpreted as an action that shows a sense of pleasure talking, associating and collaborating with other people. Communicative character can be developed by creating a comfortable social atmosphere, a supportive situation, and an interesting environment.

In all situations, a communicative attitude is needed to facilitate communication with other people, understand things and so on. A communicative attitude that is applied as early as possible can train someone to dare to speak in public, dare to have an opinion, and dare to make decisions. Learn communicative attitudes from understanding to example sentences, because this can make it easier for you to communicate with other people.

Tarigan (1988): Communicative is the ability to apply the grammar of a language in forming correct sentences and to know when, where, and to whom the sentences are recommended. Armed with communicative abilities, a person can convey and interpret a message or negotiate meaning interpersonally in a specific context..

##### **2. 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). 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 (Aslam Sipra 2013). 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 Saleh (2013) explained that communicative competence is a level of language learning that 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 (Richards, 2006, p. 3) :

- a. Knowing how to use language for a range of different purposes and functions
- b. 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)

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

To achieve the above-mentioned communicative competence, this study will employ an approach, text-based instruction, also known as a genre-based approach, which treats communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to a sequence of structured language used in a specific context in a specific way. To Be Specific, The Genre Based Approach (Gba) Used Is Under Systemic Functional Linguistics (Sfl) Movement. Hereafter Will Be Known As (SFL GBA).

The SFL GBA is based on three basic principles. The first principle is that learning a language is a form of social activity (Emilia & Hamied, 2015). This means that SFL GP 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. 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., 2017a; 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 own texts individually (Kuiper et al., 2017; Kusumaningrum, 2015; Martin & Rose, 2005; Nugraha, 2013).

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 and secondary education levels. Assuming that students have limited English experience, this study will help increase students' experience by using relevant texts.

The theme to be taught in this study is introduction English from basic by material about "Introduction Others". So social function, schematic structure, and the language features from this materi will be explained below:

Tabel 2.1. Oneself

Dialogue in English	Dialog bahasa Indonesia	
Hi let me introduce myself, my name is Riska Sari, you can call me Riska, I'm from Karangan and I'm a student collage of IKIP PGRI Pontianak	Hi saya akan memperkenalkan diri saya, nama saya Riska Sari, kamu bisa memanggil saya Riska. Asal saya dari Karangan dan saya mahasiswi dari IKIP PGRI Pontianak.	
<b>Stages</b>	<b>Features Of Unit Design</b>	<b>Principled Eclecticism Enactment</b>
Building Knowledge of the Field	<ol style="list-style-type: none"> <li>1. Students listen of the material about Introduction oneself to identify the contents of the introduce.</li> <li>2. After the students listen and read the explanation of the material about Introduction oneself, the students identify the vocabulary in the text of the introduction text.</li> <li>3. Students discuss</li> </ol>	<p>At this stage, the teacher builds students' knowledge by explanationan material and practice,</p> <p>and can find the meaning of the introduction text.</p>

	the meaning of the dialogue	
Modeling	<p>4. The teacher gives an example in identifying the meaning of the introduction.</p> <p>5. The teacher gives an example in identifying vocabulary from the introduction text</p>	At this stage, the teacher becomes a model in identifying the meaning, the vocabulary used, and practicing directly so that students can easily understand the text of the introduction.
Joint Construction	<p>6. Students can identify the meaning and vocabulary of the introduction.</p> <p>7. Students and teacher together do practice the dialogue.</p>	At this stage, the teacher and students practice together how to read which is guided by the teacher.
Independent Construction	8. Students independently workmake in pairs or in groups 3 person to practice the dialogue.	At this stage students, independently work on and practicing the dialogue the given by the teacher.

Tabel 2.2. Introduction Others

Dialogue in English	Dialog bahasa Indonesia
<p>Riska: Good morning, Kelara . This is my friend Feron.</p> <p>Kelara : Hi, Feron, I'm Siska. Nice to meet you.</p> <p>Feron : Hello, Kelara. Nice to</p>	<p>Riska: Selamat pagi, Kelara. Ini temanku Feron.</p> <p>Kelara : Hai Feron, saya Riska. Senang berkenalan denganmu.</p> <p>Feron : Halo, Kelara. Senang berkenalan denganmu juga.</p>

<p>meet you too.</p> <p>Riska: I met Kelara in Collage. We were on the same class.</p> <p>Feron: Oh, you're a student too? That's really nice.</p> <p>Riska: she is from Mandor, Kabupaten Landak</p> <p>Kelara: For real. (Benar)</p>	<p>Riska: Aku bertemu dengan Kelara waktu kuliah. Kami berada di kelas yang sama.</p> <p>Feron : Oh kamu juga seorang mahasiswa? Bagus sekali</p> <p>Riska: Dia berasal dari Semitau, Kabupaten Kapuas Hulu</p> <p>Kelara : Benar.</p>	
<b>Stages</b>	<b>Features Of Unit Design</b>	<b>Principled Eclecticism Enactment</b>
Building Knowledge of the Field	<ol style="list-style-type: none"> <li>4. Students listen and read the dialogue of the material about Introduction to identify the contents of the dialogue.</li> <li>5. After the students listen and read the explanation of the material about Introduction Others, the students identify the vocabulary in the text of the dialogue.</li> <li>6. Students discuss the meaning of the dialogue</li> </ol>	<p>At this stage, the teacher builds students' knowledge by explanationan material and practice a dialogue between Riska, Kelara, and Feron,</p> <p>and can find the meaning of the dialogue.</p>
Modeling	<ol style="list-style-type: none"> <li>4. The teacher gives an example in identifying the meaning of the dialogue.</li> <li>5. The teacher gives an example in identifying vocabulary from</li> </ol>	<p>At this stage, the teacher becomes a model in identifying the meaning, the vocabulary used, and practicing directly so that students can easily understand the text of the dialogue.</p>

	the dialogue	
Joint Construction	<p>6. Students can identify the meaning and vocabulary of the dialogue.</p> <p>7. Students and teacher together do practice the dialogue.</p>	At this stage, the teacher and students practice together how to read the dialogue which is guided by the teacher.
Independent Construction	8. Students independently work make in pairs or in groups 3 person to practice the dialogue.	At this stage students, independently work on and practicing the dialogue the given by the teacher.

Table 2.1 and 2.2 shows the written dialogue that will be taught to Lubuk Tajau English Village students. As can be seen, the written dialogue to be taught have different social goals, text structures, and linguistic elements. Just providing dialogue is not enough. This leads to the second and third elements, which are explicit teaching and scaffolding or guidance.

### **B. Concept of English Village**

Since the implementation of the curriculum in 2013, Elementary 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) (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.

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.

## **C. Learning Materials**

### **1. Definition**

The term material in language teaching and learning refers to everything used to help teaching language learners (Tomlinson, 1998), and to facilitate teachers and learners in the language learning (Richards and Schmidt, 2002). 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), 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 (Garton & Graves, 2014). 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, & Kuru (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 teaching and learning process since they are fundamental in teaching and learning process (Garton & Graves, 2014).

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.

Cited in Hutchinson and Waters (2013: 107-108)

## **D. Designing Learning Material**

Designing Learning Materials for Teaching Students in the English village Lubuk Tajau village is included in one of 13 villages located in Nanga Taman District, Sekadau Regency, West Kalimantan Province. With a total of 518 families and a total of 1,973 people including men and women.

## 1. Human Resources Potential of Lubuk Tajau Village in 2021

### a. Total population

**Table 2.3 Total population**

Number of men	1029	person
Number of Women	944	person
Total number	1973	person
Number of Family Heads	518	head of family

*Lubuk Tajau Village Data Profile 2021*

### b. Basic Livelihood

**Table 2.4 Basic Livelihood**

TYPE OF WORK	TOTAL	
Farmers/Farmers	468	person
TNI	2	Person
civil servant	7	Person
Private company employees	46	Person
Village Apparatus	12	Person
Honorary teacher	10	Person
Cloth Merchant	33	Person
Workshop	2	Person
Etc	88	Person

*Lubuk Tajau Village Data Profile 2021*

### c. Religion

**Table 2.5. Religion**

Religion	Man		Women	
Islam	22	person	26	Person
Christian	3	person	2	Person
Catholic	985	person	830	Person
Buddha	3	person	3	Person

*Lubuk Tajau Village Data Profile 2021*

**d. Citizenship****Table 2.6.**

Citizenship	Man	Women
Indonesian citizens	1029 person	944 Person
Total	1029 person	944 Person

*Lubuk Tajau Village Data Profile 2021***e. ethnicity****Tabele 2.7**

ETNIS	Man	Women
Dayak	981 person	887 Person
Malayu	15 person	19 Person
Jawa	17 person	12 Person
Cina	7 person	7 Person
Total	1.020 person	925 Person

*Lubuk Tajau Village Data Profile 2021*

Why need an English village in the village? Because it helps villagers who lack knowledge of foreign languages and helps villagers to communicate not only in the village's native language and Indonesian as a unified language but to help them communicate in English as an international language.

a. There are several ways that we will apply in the English village to build children's communication skills. As follows :

- 1) Get close to your children and introduce them to English in an easy-to-understand language.
- 2) Engage in interactions with children, such as having conversations with them in English.
- 3) Give the children space to stand in front of their friends in English

### **E. Previous Study of RnD**

Various research has conducted research related to English materials about developing materials, exercises and about R&D. As a references from the previous research, the researcher present in this section.

The first, according to Seal and Richey (1994) in Hanafi (2017), states that "development research as a systematic study of deportment, development and evaluation of programs, process and learning products that must meet criteria of validity, practicality and efficiency.

The second, Sukmadinata (2013) R&D is a process or steps to develop a new product shape and improve product that already exist, which can be held accountable. The conclusion of her research is designed to create a new product and perfect a product that already exists.

Based on some previous finding research, the researcher concludes to develop the product it should be based on learners needs and can validate educational products. Developing printed materials especially through R&D could increase the students' achievements and the qualities in the learning English particularly for printed materials which will use in the school or university.