

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 need. 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 (Sipra 2013). Josée Bloemer, Mark Pluymaekers (2013) 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. Hymes in Cetinavci (2012) stated that the term communicative competence is the knowledge of both rules of grammar and rules of language use. Hymes in Saleh (2013) explained that communicative competence is a level of language learning that 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:

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

Cited in (Richards, 2006 p.3)

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) (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 researcher an use materials made according to the

need 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 need 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 of Learning Materials

The term materials 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' need. 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 materials 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.

- 1) The materials provides stimulation for learning. Good materials not teach: They encourage learners to learn.
- 2) 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.
- 3) The materials expresses a view of the nature of language and learning.
- 4) The materials reflects the nature of the learning task.
- 5) Materials can play a very useful role in broadening the base teacher training, by introducing teachers to new technologies.
- 6) The materials provides correct and appropriate language usage patterns.

Adapted from (Hutchinson and Waters 2013: 107-108).

3. Types of Teaching Materials

There are various types of teaching materials, some of which are printed and others that are not. Books, handouts, modules, and student worksheets are examples of printed teaching materials that are commonly found.

- 1) Books are bound written materials in the form of sheets that contain skills derived from basic competencies already in place. The best program for students to use later (Lestari, 2013: 6).

- 2) Handouts are everything that is given to students when participating in learning activities. As a result, handouts are designed to make it easier for students to obtain knowledge or learning materials as a point of reference (Lestari, 2013: 5).
- 3) Modules are teaching materials written to allow students to learn independently without or with the assistance of an instructor. They include learning directions, competencies to be attained, materials lesson content, supporting details, job instructions, practice questions, assessment, and input on evaluation results (Prastowo, 2011: 204)
- 4) A job sheet is a teaching materials in the form of sheets of paper that includes materials, summaries, and directions for carrying out tasks that students must complete, which refers to specific competencies that must be attained (Prastowo, 2011: 204).

There are many different kinds of instructional materials, some of which are printed and others of which are not. Printed teaching resources include books, handouts, modules, and student worksheets, to name a few. The book is the most prevalent type of printed materials, while modules are found on sheets of paper.

According to Prastowo (2011:28-30), some elements of teaching materials must be understood, such as:

- 1) Learning instructions

Instructions for both teachers and students are included in the learning instructions. It discusses how the teacher should teach the materials to students as well as how the teacher should learn the materials in the teaching materials.

- 2) Competence to be achieved

The purpose of teaching materials is to clarify and provide information. That the goals are met, competency standards and specific competencies are required. To be clear, learners must accomplish this.

- 3) Supporting information

Supporting information is a type of information that may help students understand the content presented in teaching materials.

4) Exercises

Exercises are a type of task that students are given to practice their skills after learning teaching materials.

5) Work instructions or worksheets.

A worksheet is one or more sheets of paper that contain a set of instructions for carrying out specific tasks or activities that students must complete for practice and other reasons.

6) Evaluation

One part of the testing process is evaluation. During the evaluation, students are asked a series of questions to determine how far their competence has progressed since they have completed the learning process.

Based on this explanation, it can be concluded that teaching materials an arrangement or collection of materials collected from several learning sources so that to facilitate the preparation of teaching materials, teachers are required to pay attention to the elements of these teaching materials.

4. Modules as teaching materials

Modules are part of a study plan designed to help individual students achieve their learning goals. Students with a deep, fast learning style can master content faster. Meanwhile, slow learners relearn by repeating parts they did not understand before (Sukiman 2011:131).

According to Daryanto (2014:9), a module is a form of instructional materials that is fully packaged and organized into a series of planned learning experiences designed to help students achieve specific learning goals.

Yudhi Munandi (2013:99) states that the module is a learning resource that students can use to learn independently with little help from others.

Since the module is built on a comprehensive learning curriculum that is systematic and tailored for self-learning systems, this is the case.

Other opinions say that Modules are books written to allow students to learn independently without or with the guidance of a teacher, with the module containing at least all of the basic components of the teaching materials listed previously (Abdul Majid 2017:176).

Based on some of the module's meanings, modules are designed to allow students to learn on their own, either with or without the help of an instructor. Modules are a type of training materials that is packed as a whole and organized in such a way that it includes a sequence of pre-planned learning activities. They are designed to assist students in achieving specific learning objectives. As a result, the module can be summarized as a compiled program package intended as independent study content to assist students in mastering their learning objectives.

Modules have various benefits, both in terms of student interests both the teacher's interest. Susilo, Siswandari, & Bandi (2016) states that one of the module planning goals is to include suitable teaching materials in compliance with the curriculum's guidelines and the need of students, namely teaching materials that are by the characteristics of teaching materials and characteristics of students.

Students would be able to learn at a quicker pace and complete competencies on a timelier basis by using modules. As a result, the module must explain the basic competencies that learners must obtain and be described clearly and engagingly.

According to Setiyadi, Ismail, & Gani (2017), the module-based learning process seeks to increase the quality and efficacy of learning in schools, in terms of both times, facilities, and manpower, to achieve optimal results.

Based on the point of view stated above, it can be said that the module serves as an independent study materials that can help students learn individually and achieve their own learning goals. The creation of this

module will be carried out for the smoothness of the learning process, given the purpose of this module.

D. Implementation of Genre Based Approach

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) (Batubara and Pd 2013). Here are the following aspects of GBA:

1. Building Knowledge of the Field (BKoF)

This stage should be done at 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 modeling stage is executed after BKoF. In this context, most teachers make use of this cycle in classroom teaching. In this aspect, the teacher asks students to listen to the materials that will be delivered. It aims to train students' listening skills which will be tested in the next aspect.

3. Joint Construction of the Text (JCoT).

After practicing students' listening skills, the teacher enters the joint construction of the text aspect. In this aspect the teacher works with students in learning to practice students' reading and speaking skills. The teacher asks students to say the correct pronunciation of vocabulary by reading the vocabulary that has been provided on the whiteboard together.

4. Independent Construction of the Text (ICoT)

In the last aspect, the teacher asks students to fill in the provided worksheet without looking at the notes in order to practice

students' writing skills. Then the teacher gives an assessment of the worksheet.

E. Designing Learning Materials for Teaching Students of Sungai Deras English Village

Sungai Deras Village is a village located in Teluk Pakedai sub-district, Kuburaya Regency, West Borneo Province. In Sungai Deras village there are 4 backwoods and 22 Rt (Neighborhood Association). Sungai Deras Village is a lowland area that is located not far from the Kapuas River flow. In the area of Sungai Deras Village, there are no signs of communities or indigenous communities. The existing of government is only the village government and sub-district government.

According to the 2018 Village Monograph, the total population of Sungai Deras Village is 3,175 people, consisting of 1,525 men and 1,650 women. The number of family in this village is 827 households consisting of 754 male family heads and 73 female family heads. The majority of people in Sungai Deras village work as palm oil workers and farmers.

There is one palm oil company in Sungai Deras village. The palm oil company is owned by foreigners. Therefore, with the existence of an English village in the Sungai Deras village, it is hoped that it can help the children in the Sungai Deras village can speak English. So, these children can compete with foreigners to get a decent job in the company.

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 Village Profile

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 Peduligambut, Desa Sungai Deras (2019).

Based on the data described above, this study will design learning materials that are relevant to context as required by GBA. There are four theme that will be raised in this research, which are Introduce, parts of body, in the kitchen, , my family, Example materials of introducing others as follow:

How To Introduce other	Vocabulary
Hello good morning/afternoon/night guys. Let me introduce my friend Her name is Siti Madina You can call her Madina She is from Teluk Pakedai She is fourteen years old Her hobby is singing	Good morning (selamat pagi) Good afternoon (selamat siang) Good night (selamat malam) My name (nama saya) I am (saya) You (kamu) From (dari) She is (dia perempuan) Her (adjective pronoun) You can call me/her (kamu dapat memanggil ku/dia) My hobby (hobi saya) Volley ball (bola voly)

	Singing (bernyanyi)
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Table 2.2 Example of a text that would be taught in English Village Sungai Deras

For the social objectives, schema structures, and language features are describe in the Appendix section.

F. Previous Study

This research aims to develop English language materials for teaching student of English village Sungai Deras. There have been several previous studies related to this research. Even though some studies are different from this study, they still make a significant contribution to it. Taking previous research as a reference, this research is written as follows.

Sugiyono (2013) conducted research entitled “Metode Penelitian pendidikan pendekatan kuantatif,kualitatif dan r&d”. Research and development methods are research methods used to research so as to produce new products and then test the effectiveness of these products, research that is made must always be attached to the product produced.

Syaodih Sukmadinata (2009) conducted research entitled “Metode penelitian pendidikan” Research and development is a research method which can be used to produce a certain product, and test the effectiveness of the product. In producing the product, the researcher firstly identifies the need (using survey which is qualitative in nature), develops a product, and then tests the effectiveness of the product.

Nusa Putra (2015), conducted research entitled ‘Research and Development (R&D)’ stated that a research method that is carried out intentionally and systematically to improve existing products or develop a new product through testing, so that the product can be accounted for.

Nurul Makrifah (2020) conducted research entitled “pengembangan bahan ajar bahasa inggris untuk meningkatkan

keterampilan berbicara pada siswa mi kecamatan kwanyar bangkalan”. This study shows that the development of English teaching Materials that improve speaking skills are declared effective as the number of students increases. Psychomotor speaking ability, with an average pre-test score of 73 and a post-test score of 91, with an increase in N gain of 0.66 in the average category. Cognitively The average score of the pre-test is 68.5 points, and the average score of the post-test is 68.5 points. 85.75, an increase of 0.54 for N-Gain in the middle category.

Cahyadi (2019) Conducted research entitled “Pengembangan Bahan Ajar Berbasis ADDIE Model”. The role of educational technology in promoting the development of high-quality problem-solving learning Student learning can use learning is conveyed through teaching materials. It is imperative to develop teaching materials refer to the development mode to ensure that the quality of instructional materials to support learning outcomes. One of the textbooks often designed and developed the ADDIE model is used through 5 stages; analysis, Design, develop, implement and evaluate. Inside Further Development of ADDIE Model Development often used to develop educational materials such as modules, worksheets and textbooks.

Neneng Fahira (2021) conducted research entitle. “Developing English speaking materials about front office”. This research showed that the first objective of this study was to identify the learning need of front desk subjects for students in hospitality courses. Based on the results of the questionnaire survey, the opinions that students need are as follows. Most students choose role play and preparation to improve their speaking skills. Most students need materials that can be used in the workplace. Most students enjoy guessing games like their game activities to improve their speaking skills. Students prefer to translate vocabulary and English phrases into Indonesian, students want to learn some difficult words that are repeated according to the teacher. In learning activities, students who enjoy studying and doing homework in class are done in groups.

The researcher intended to develop supplementary learning module to teach English in Sungai Deras English Villge. From those were adding such strong materials and exciting materials.