

CHAPTER II

USING TRANSLATED LOCAL SONGS TO TEACHING STUDENTS OF ENGLISH VILLAGE OF NYAYUM VILLAGE

A. Teaching English

Teaching is the focus of both individuals and groups in this era. Basically, learning is a process of focusing on needs, experiences, and interventions so that they can learn something and go beyond what is given. Teaching is defined as showing or helping someone learn how to do something, instructing to learn something, preparing knowledge, and knowing or understanding something (Armia & Nursalim, 2019). So teaching will involve the role of a teacher, but most people think that teaching is an easy career that anyone can do. The learning process occurs when students and their environment have an interactive or reciprocal relationship in the context of education to achieve a predetermined goal. This reciprocal relationship is a requirement of the learning process that does not only focus on the transfer of knowledge but also on the transfer of value. Students can gain knowledge transfer from learning media such as books, magazines, museums, the internet, teachers, and other sources that can increase students' knowledge. However, the transmission of values can only be achieved by students through the cultivation of attitudes and values of material through the psychological level of teachers and students. Therefore, in the student learning process, the teacher is absolute teaching in the student learning process.

Teaching needs to be redefined because it is often seen as a routine, an inherent function that almost anyone can perform. The need to redefine the value of teaching has become clearer in recent years, as the need to improve the quality of education goes hand in hand with higher student achievement. It is important to understand the definition of "quality" as it is a technical term used in concepts such as "quality teachers" and "quality teaching". Used interchangeably, these terms do not refer to the same concept. Readiness in the teaching and learning process can be interpreted as a condition in which teachers individually teach, conditions in which students learn, conditions in which subjects are sources of

learning, and conditions in which facilities and infrastructure become learning media. The readiness of all learning components affects the status of teaching and learning and has an impact on the quality of teaching and learning. So it can be concluded that teaching is doing certain moral tasks or activities whose purpose is to encourage learning. This language teaching involves four skills, namely listening skills, speaking skills, reading skills, and writing skills. Especially in foreign language learning, translation is considered something that must be mastered by foreign language learners.

B. 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 experts. The important thing in English language teaching is communicative competence because achieving communicative competence in a second language is both learning the grammatical rules of a language and learning when, where, and with whom to use the language in a contextually appropriate way (Sipra, 2013). Josee Bloemer, Mark Pluymaekers (2013) said "We define communicative competence as the capacity of an organization and its personnel to communicate effectively in foreign languages and to convey information in a manner that is easily understood by foreign customers. Hymes in Cetinavci (2012) stated that the term communicative competence is the 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 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 (Richards, 2006)

(Cited in Richards, 2006)

This study uses an approach, text-based instruction, also known as genre-based approach, to achieve the above communicative competence which treats communicative competence as mastery involving different types of texts. The text here is used in a special sense to refer to a structured set of language which is used in a particular context in a particular way. To be more specific, the Genre Based Approach (GBA) used is under the Systemic Functional Linguistics (SFL) Movement. Hereafter it will be known as SFL GBA.

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; Martin, 2014). 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. 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 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; Nugraha, 2013). Based on (Aunurrahman et al., 2020: 3) The teaching cycle of the genre-based approach consists of:

1. Build field knowledge

For the first stage, the researcher acts as a teacher who provides topics in the form of text or images that students will study. This stage will help researchers know the character of students and help students build their critical thinking skills.

2. Modeling

Then researchers can use various types of interesting media so that students can be interested in learning materials. After that, students are asked to practice the expressions that have been given previously. This learning stage is an initial writing exercise activity for teachers where the use of simple language structures and vocabulary becomes the focus of learning.

3. Joint Construction

This stage is an advanced stage where students have received the material that has been explained by the previous teacher into various exercises. Then students are directed to collaborate with other students to compose the text.

4. Independent Construction

At this final stage, students are asked to compose a text with their own knowledge while still receiving guidance from the teacher to ensure they can write well and correctly.

In a genre-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 is English village students from the elementary school level. Assuming that students have limited experience with English, this research will help improve students experience by using relevant texts.

C. Concept of English Village

Since the enactment of the Curriculum in 2013, primary schools no longer offer English because it is not a compulsory subject but only local content. This rule makes English increasingly foreign to children, especially at the elementary education level while learning English as a Foreign Language at the level of primary education can be a solid foundation for children. The need for English has been higher especially since the enactment of the ASEAN free market in 2015 through the ASEAN Economic Community (AA) (Merdeka.com, 2020).

Therefore, the Kampung English program in West Kalimantan Province is required as part of non-formal education to build children's English communication skills. A high-quality education that includes English Education, will enable children to get better employment opportunities at home and abroad when they mature because they have Foreign Language skills.

The implementation of the English Village program as a non-formal education program allows the introduction of English done early on using materials built according to the needs of the village community rather than depending on the National Curriculum which may be less adaptive to the village community.

There are 3 models of choice for English Village that can be developed based on the agency that will be involved. The three models of choice are:

1. Village Model. The English Village model of the Village means the Village is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. This

model is most expected to be implemented because the village has a great influence on the development of people'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 of the intended school is an elementary school where English is not a compulsory subject. Implementation in schools can be done in the form of local payloads or extracurricular activities. However, this implementation is not easy because schools need to conduct a needs analysis to indicate the urgency of the needs of English subjects. In addition, this implementation may only be limited to learners in the school environment.
3. Islamic Boarding School Model. The English Village model of Islamic Boarding School. Means Islamic Boarding School. Is willing to participate in the English Village Program in terms of human resources, facilities, management, and financing. The Islamic Boarding School. The model has similarities to the weaknesses that exist in the school model that is limited to the Islamic Boarding School Environment.

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

D. Songs

1. Definition of Song

A song is a collection of beautifully assembled words that are accompanied by musical accompaniment. The song is made based on musical compositions and has a rhythm every tempo so that the performers also get swept into the meaning of the song. The song is an important role in learning a second language because the song is also a great language package that bundles culture, vocabulary, listening, grammar, and a host of other language skills in just a few rhymes (Futonge, 2015). Songs are a fantastic medium for teaching English as a foreign language (EFL). It is not only used for pleasure and entertainment but can also have a great effect on language teaching and learning. All skills, such as listening, speaking, reading, and writing can be taught using song.

2. Characteristics of Song

The characteristic of the song is a poetic song which is pronounced according to a certain tone, rhythm, bar, and melody so as to form a harmony. Singing is often also referred to as a song which means the artistic composition of tones or sounds in sequence, combination, and temporal relationship (usually accompanied by musical instruments) to produce musical compositions that have unity and continuity (containing rhythm) and various tones or rhythmic sounds are also called songs. The rhythm and authenticity of the song can be used for language learning (Suwartono, 2012: 149-151). Song and music can create a good learning atmosphere in the classroom (Shtakser, 2012). Several types of songs, such as nursery rhymes, and contemporary pop music, and there are also songs specifically written to teach English (Mol, 2012). The song is poetry reading according to a certain tone, rhythm, and melody so as to form harmony.

3. Translated Local Songs in English Teaching

a. Definition of Local Songs

Local songs are a collection of songs or music that grow and develop as a whole in an area, local songs have different characteristics from one area to another. The characteristic lies in the tone and status which is very popular so that it can be sung and easily memorized by the people in the area. Regional songs in Indonesia are songs from certain regions or certain cultural areas, usually expressed in regional language poetry or lyrics, both local songs and newly created songs (Banoe, 2011). Each region must always have regional songs to introduce the region and cultural customs from the song lyrics that have been delivered. Therefore, Indonesia is very rich in local songs.

Researcher used local songs. For example, researcher uses the song "Injeh Diri' Agah " which is familiar in listening to the community and applied by researcher as learning material for English village, Nyayum village, Landak, West Kalimantan.

b. Characteristics of Local Songs

The following are the characteristics of local songs according to (Rulita, 2017):

1. Learned Orally

Local songs are songs that are passed down from generation to generation. Therefore, the learning process is limited orally. when the previous generation wanted to pass down local songs to the next generation, then what was done was to educate the younger generation directly by word of mouth, as well as when the younger generation had to pass it back on to future generations, what they did was oral learning. And so on until finally the wealth/inheritance from

generation to generation in the form of a song known as a characteristic of society.

2. No Notation

This point is very relevant to point number one, where learning makes the perpetrators not have oral notes so that there is no written notation on paper, scores, or the like. From the second point above, we must acknowledge the greatness of ancient people who can still maintain traditional art without records which should support learning from one generation to another. But of course, there is still a bad side, namely if one day a generation is not able to teach or maintain the local arts, then what has been preserved from time to time is certain to disappear in an instant. The solution is to start fixing information about the history of traditional music so that later anyone (from where) in the community can participate in preserving it.

3. Unofficial

Most of the local songs that exist today have a function that is not so serious or formal, although there are some local songs that are used for the religious activities of a tribe. However, most of them are informal because they are usually in areas where custom songs are initialized for entertainment or works of art that can entertain the public.

4. Unspecialized games

In general, players or people who play local songs are usually people who come from the area of origin of the local song. Although it does not rule out other people can play it. And usually, these people don't just learn one type of musical instrument or one type of music. Many of them can play various musical instruments.

5. Local language song lyrics

local songs generally use the local language. But not limited, local song art usually comes with melodies or music according to regional characters.

6. More Involving Local Musical Instruments

In general, local songs are local musical arts played with local regional musical instruments.

c. Teaching Procedures

This study uses the translation of local songs as relevant teaching materials and the researcher uses a genre-based approach as a method in the teaching process. In learning activities, there must be a systematic teaching procedure. Text structure and teaching procedures are explained in table 2.1.

Table 2.1 Teaching Procedures

In Local Song Version	In Indonesian Version	In English Version
Injeh Diri' Agah (Dayak Kanayatn)		
Injeh ayuknga Jeh diri'agah Agah lant as barani Repo Rasa Ati	Ayo kawan-kawan Mari kita bermain Bermain sambil menari Senangnya rasa hati	Come on, friends Let's a play Play while dancing Happy heart
Injeh ayuknga Jeh diri'agah Agah lant as barani Repo Rasa Ati	Ayo kawan-kawan Mari kita bermain	Come on, friends Let's a play Play while dancing Happy heart

<p>Goyang Pingakng (Ayuknga) Angkat kokot (Ayuknga) Putar Keba' Putar ka' Kanan Nongkakng Keba' (Ayuknga) Nongkakng Kanan (Ayuknga) Diri' Ningkucat lantas sintapok</p>	<p>Bermain sambil menari Senangnya rasa hati Goyang pinggang (oh kawan) Angkat tangan (oh kawan) Putar kiri, Putar ke kanan Melangkah ke kiri (oh kawan) Melangkah ke kanan (oh kawan) Kita melompat Sambil bertepuk tangan</p>	<p>Waist to the shake (oh my friends) Hands to the Up (oh my friends) Rotate the left, Rotate the right Stepping to the left (oh my friends) Stepping to the right (oh my friends) We the jump While clapping</p>
Stages	Features Of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	<p>1. Students listen to explanations about local songs. 2. Students listen to the song and after that sing the song "Injeh Diri'</p>	<p>At this stage, the teacher builds students knowledge with an understanding of the song and invites students to listen to the song and then</p>

	<p>Agah" to identify the lyrics of the song.</p> <p>3. After students listen and sing the song, students identify the vocabulary in the lyrics of the song.</p>	<p>sing it and be able to find the meaning of the song.</p>
Modeling	<p>4. The teacher gives an example in identifying the vocabulary of the song in the Dir 'Agah in English.</p> <p>5. The teacher practices with students how to pronounce and remember vocabulary.</p>	<p>At this stage, the teacher becomes a model in identifying meaning and practicing directly so that students can easily understand English vocabulary in the lyrics of the song.</p>
Joint Construction	<p>6. Groups of students together identify the translated song lyrics.</p>	<p>At this stage students practice together to connect the lyrics of the song. At this stage the teacher looks at the extent to which students</p>

	7. Students in group 1 to another group continue the lyrics of the song "Injeh Diri Agah"	understand the song "Injeh Diri" Agah".
Independent Construction	8. Students work individually in finding meaning and then practicing the song.	At this stage, students are independent in working on and identifying tasks in interpreting and translating the vocabulary of a given song, and practice singing local songs that have been translated into English to see student pronunciation.

(Cited in Ranubaya, 2017)

E. English Village of Nyayum Village

Nyayum Village is a village located in Kuala Behe sub-district, Landak, West Kalimantan. Nyayum Village is a research location that conducts English Village activities in collaboration with IKIP-PGRI Pontianak. The location of implementation of the English village program was carried out in a multipurpose building next to the Nyayum village office. Villagers of Nyayum say that English is a foreign language for villagers and most people consider it a difficult language to learn, and difficult to pronounce unlike Indonesian and the mother

tongue in villages, such as Dayak Belangin. This language is the language of the Nyayum village.

Students in Nyayum village have a passion for learning but are constrained by the teaching staff, especially in teaching English, therefore elementary school children in this village have very little knowledge of English. This village is very worrying because there is no English teacher so elementary school children in this village cannot learn English. Since the Implementation of the 2013 Curriculum, Elementary Schools No Longer Provide English Because It's Not a Compulsory Subject. This rule causes English to become increasingly foreign to children, especially at the elementary school level, while learning English as a foreign language at the primary education level can become a solid foundation for children in nyayum village. Therefore, the English Village activity in Nyayum Village, Landak Regency is needed as part of non-formal education to build childrens English communication skills. A high-quality education that includes English Language Education, will allow children to easily enter college and get decent job opportunities at home and abroad when they grow up because they have good foreign language skills.

The implementation of the English Village program as a non-formal education program allows the introduction of English learning to be carried out from an early age by using the translation of familiar local songs to make it easier for students to understand English. Through the English Language Village activity in Nyayum Village, children around the village can learn English for free and at the same time, they get various kinds of vocabulary related to everyday life. So that they can apply the vocabulary they have learned in this English village to their environment. In English Village, children can meet with their friends so they can practice their communication skills because meeting friends train communication skills and increase their knowledge of English around them.

The following data on Nyayum village related to the number of residents who have attended school and have not been able to attend school are presented in the table below:

Table 2.2 Population-Based on Education

Population-Based on Education	
Level Not Yet / Not School	57,35 Soul
Not Finished Elementary School / Equivalent	57,35 Soul
Ended Elementary / Equivalent	114,7 Soul
Ended Junior High School / Equivalent	516,15 Soul
End high school / Equivalent	344,1 Soul
End Diploma / Bachelor	57,35 Soul
Total number	1.147 Souls

Source: Nyayum Village, 2021

Based on the data above, this study designed learning materials related to the context required by SFL GBA. The theme of this research is local songs. Social objectives, text structure, and linguistic elements are explained in table 2.3.

Table 2.3 Local Songs to be taught in English Village

	Local Songs
Social Objective	To introduce one of the local songs in West Kalimantan
Linguistic Characteristic	Pronoun, Conjunction and Simple Present
Text Structure	<p>*Verse</p> <p>“Injeh Diri’ Agah”</p> <p>Come on, friends</p> <p>Let's a play</p>

	Play while dancing Happy heart Come on, friends Let's a play Play while dancing Happy heart Waist to the shake (oh my friends) Hands to the Up (oh my friends) Rotate the left, Rotate the right Stepping to the left (oh my friends) Stepping to the right (oh my friends) We the jump While clapping
Media	The media that will be used to teach local songs is the audio/video "Injeh Diri; Agah. Link: https://youtu.be/tF3yF3h9fXU

(Cited in Ranubaya, 2017)

Table 2.3 shows the written texts taught to Nyayum Village students. As can be seen, the written texts to be taught have different social objectives, text structures, and linguistic elements. Just providing text is not enough. This leads to the second and third elements, namely 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).

Then, the 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 (Aunurrahman *et al.*, 2017a a; Emilia & Hamied, 2015). These stages are dynamic and can adapt to circumstances because writing is a complex and recursive activity (Emilia, 2005).

It can be seen that the genre-based approach places more emphasis on text because a text has meaning. To produce a meaningful text, the structure of the text and linguistic elements including grammar are the keys to success. Of course, the role of the teacher or instructor is also important in guiding students explicitly to produce meaningful texts. In addition, 4 stages of a genre-based approach were also implemented to see how the implement a genre-based approach in teaching English to students in English Village, Nyayum Village, Landak.

F. Related Study

In this study, the researcher takes reviews of the related literature from the other thesis for comparison:

1. Journal entitled “Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris Untuk Siswa Sd; Mengapa Dan Bagaimana” By Lusi Nurhayati, (2009) Concluded that song is a learning resource that has many benefits, including linguistic sources, affective/psychological sources, and cognitive sources. Songs can also be used as a medium to teach the four main skills, namely speaking, reading, and writing. Other language skills like pronunciation, vocabulary, and grammar can be learned with the use of songs as well. Songs can be a good learning resource for English classes. It is recommended that English teachers in elementary schools realize the benefits of using songs in the learning process to improve the quality of the English learning process. Using textbooks alone is not enough. Teachers are required to be creative in

creating classroom activities to stimulate children so that they become interested in English. Therefore, their interest in English will be an important foundation for achieving more satisfying English skills.

2. The journal entitled “Using Song to Enhance Learning in English the Classroom”, by Ety Pratiwi (2018), concluded that learning through songs can be recommended to teachers to improve English learning. Learning by singing makes the classroom atmosphere more comfortable and learning English easier to understand. Students can understand short sentences from a song.
3. Journal entitled " Pemanfaatan Penggunaan Media Lagu pada Pelajaran Bahasa Inggris Siswa Kelas IV SDN Kampung Besar II Teluk Naga Kabupaten Tangerang " Aprianti, et.al. (2022). The conclusion is that the song affects students' interest in English lessons so that students find it easier to understand and easy to pronounce vocabulary using songs. some students come forward to demonstrate while singing about English vocabulary. This shows that by using the media song, students managed to memorize some vocabulary. Through this implementation, teachers can use song media for learning English so that the objectives of functional understanding are achieved, namely, pronunciation, writing, and listening.
4. Journal entitled "Keefektifan Lagu Sebagai Media Belajar Dalam Pengajaran Pronunciation/Pengucapan" by Ifadah & Aimah (2012). The conclusion is that students can recognize and use songs as a learning tool, not only for entertainment needs. Students can analyze how the message is revealed from the lyrics, and find synonyms for some words. Songs can be used as learning media because of their interesting and challenging aspects. Songs make it easier for students to imitate and store information in their memory. And it is effective for the teaching and learning process.

5. Journal entitled "Utilization of West Kalimantan Malay Traditional Songs to Improve Early Childhood Vocabulary", by Maulina et al. (2020), concluded that using locally translated songs can improve learning and can help students remember vocabulary. Especially for young children, because young children will recognize the lyrics they sing, especially if it is a song they always sing, and songs can enrich the vocabulary of young children.

