Exploring The Practices Of English Village *(A Case Study at Nyayum Village)*

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Article Info	Abstract
	This research is descriptive qualitative which aims to find out the practices of the English village in the village of Nyayum. A class consists of eighteen participants from different classes who are deliberately selected as samples. Data was collected by using observation, field notes and student text. This research was conducted during teaching and learning activities. This research lasted for eight meetings. In teaching and learning activities, four stages of genre pedagogy are applied, namely knowledge building, modeling, combined joint construction, and independent construction. The application of a Genre-Based Approach to help Students to be able to communicative. Communicative can be in the form of oral, written, or even nonverbal. It is an inclusive term that refers to having knowledge of the language as well as the skills to use language in real-life situations to meet communicative needs. Language according to the researcher, is achievement in communication. During teaching and learning activities, observations were made by collecting field notes and student text. data analysis used thematic analysis to analyze field notes and text documents therefore, trigulation was carried out to validate the data. the findings describe the practice of English village at nyayum village using a genre-based approach in learning activities. The practice of English village using a genre based approach as a method in teaching and learning activities can help students practice English because there is interaction between tutors, and participants. So, it can be used to teach English both informal and non-formal education.

Artikel Info	Abstrak
	Penelitian ini bersifat deskriptif kualitatif yang bertujuan untuk mengetahui praktik-praktik desa Inggris di desa Nyayum. Suatu kelas terdiri dari delapan belas peserta dari kelas yang berbeda yang sengaja dipilih sebagai sampel. Pengumpulan data dilakukan dengan observasi partisipan, catatan lapangan dan dokumen teks siswa. Penelitian ini dilakukan pada saat kegiatan belajar mengajar. Penelitian ini berlangsung selama delapan kali pertemuan. Dalam kegiatan belajar mengajar diterapkan empat tahapan pedagogi genre, yaitu *knowledge building, modeling, combine construction*, dan *independent construction*. Penerapan Pendekatan Berbasis Genre untuk membantu Siswa mampu mengomunikasikan. Kompetensi komunikatif dapat berbentuk lisan, tulisan, atau bahkan nonverbal. Ini adalah istilah inklusif yang mengacu pada memiliki pengetahuan tentang bahasa serta keterampilan untuk menggunakan bahasa dalam situasi kehidupan nyata untuk memenuhi kebutuhan komunikatif. Bahasa, menurut peneliti merupakan pencapaian dalam berkomunikasi. selama kegiatan belajar mengajar, observasi dilakukan dengan mengumpulkan catatan lapangan dan student text. analisis data menggunakan analisis tematik untuk menganalisis catatan lapangan dan dokumen teks dianalisis menggunakan tata bahasa fungsional. oleh karena itu, dilakukan trigulasi untuk memvalidasi data. Temuan tersebut menggambarkan praktik kampung bahasa inggris di desa nyayum menggunakan pendekatan berbasis genre dalam kegiatan pembelajaran. Praktik Kampung inggris dengan menggunakan pendekatan Genre Based Approach sebagai metode dalam kegiatan belajar mengajar dapat membantu siswa berlatih bahasa Inggris karena ada interaksi antara tutor dan peserta. Jadi, dapat digunakan untuk mengajar bahasa Inggris baik pendidikan informal maupun nonformal.

I. INTRODUCTION

Language is a communication tool used to convey messages to one community and another. Through language, people can understand each other about the message they want to convey. Because language is one of the communication tools that are needed by the community occurs with each other by using these communication tools. The skill of using these communication tools is called skill. Language is an inevitability

for humans (Prastyo, 2015). One of them is English. It is an international language that is needed by anyone. Therefore, English must be learned to be mastered. English is an international language spoken by the world and as the language of communication between countries. English in Indonesia must be taught to the community in the village to improve the quality of human resources in terms of language skills. It is a foreign language to the villagers and most people consider it a language that is difficult to learn, and difficult in pronunciation unlike Indonesian and Kalimantan, Dayak language is a striped language that becomes the typical language of the Dayak tribe. Therefore, learning English must be learned, known, and practiced. The success of society in learning the language can be seen from the understanding is gained. English is one of the international languages spoken by foreign countries as the official language spoken around the world. (Britannica, 2015) English is the dominant language in all countries of the world.

Exploring the practices of English village at Nyayum village with the application of a Genre-Based Approach to help Students to be able to communicate competence. Looking at the results of the previous study it turned out that no one had applied it to the context of English Village whose student not only came from the level of primary education but also came from the secondary education level. Therefore, this study wants to find out how to apply the Genre-Based Approach in English language teaching to students of English Village at Nyayum Village. Researcher found that the stage of teaching in a Genre-Based approach the stages in English language teaching in 4 basic skills such as building of the field, modeling, joint contruction and independent construction. Previous studies that both focused on English villages in teaching English have been carried out by several researchers. Communication patterns used between traders and buyers, teachers and students, and the community in Pare village or English village, Kediri Regency, East Java by Suzy Azeharie, (2015). English The Need Analysis of Participation in an English Immersion Village at Kampung Inggris Pare by Pratiwi, W. R., Atmowardoyo, H., & Salija, K. (2020), participation, interaction, community coordination and agglomeration of businesses and services in English Village by Candra, B. E., Kuspriyanto, D., & Kes,M. (2015), adaptation strategies Learning English Village students in the new normal era by

Sholihah, S.M., Wahyuningtyas, N., & Ruja, I.N. (2022), and cross-cultural communication that occurs between immigrant students and the people of Pare by Putera, A. S. (2019).

Communicative competence can be in the form of oral, written, or even nonverbal. It is an inclusive term that refers to having knowledge of the language as well as the skills to use language in real-life situations to meet communicative needs. Language, according to researcher, is an achievement in communicating. to communicate effectively in foreign languages and to convey information in a manner that is easily understood (Cited in Sipra, 2013). Based on previous relevant research, English Village in nyayum village, Landak requires learning with new innovations. From the results of previous studies, it turns out that all previous studies have focused on English villages in teaching English. The values that were most often found in previous research were communication patterns, namely verbal and non-verbal communication theory, analyzing the need for participation in English language immersion programs, service businesses in English Village, learning adaptation strategies for English Village students in the new normal era, and communicative situations in the English village. Cross-cultural communication in the English Village. Meanwhile, limited studies have been conducted in the context of non-formal education. Therefore, the difference with previous research is that this research does not focus on participation in the English village program in student text but the researcher aims to achieve communication in language. Researchers have applied the practice of Kampung English in teaching English in non-formal education. Therefore, researcher is interested in conducting this research on how the practice of the English village can be resumed in order to improve the achievement of communication in learning English. And also this research has not applied the practice of the English village to the participants of the English Village of Nyayum Village who came from various hamlets. Therefore, this research has been applied in teaching English to students in teaching English in Nyayum village, Landak, West Kalimantan.

II. METHOD
1. Research Design

In this research use a descriptive case study research design to achieve the objectives of this research, namely by knowing how to practice a genre-based approach in teach-

ing English to English village students in Nyayum village, Landak, West Kalimantan, Indonesia. Qualitative researcher use the purposive sampling technique to determine the respondents who will be used in the study Descriptive research is used as a method in research that can describe existing phenomena as accurately as possible (Atmowardoyo, 2018). The characteristics of this case study began by using 1 case involving students of English Village at Nyayum village, Landak, West Kalimantan, Indonesia. This case is sufficient because the participants are in a special context and can contribute to the development of the theory (Rowley, 2002; Scholz & Tietje, 2002) on a Genre-Based Approach in the context of Nyayum Village English Village. The second characteristic of this case study is using of more than one source of evidence (Swanborn, 2010; Yin, 2011). This study will use a qualitative approach in collecting data that involves field notes and students using Participant Observation, interview sessions, fieldnotes, Documents, worksheet of Students texts and Documentation. Then, the last characteristic of this case study is using analysis Tehniques to analyze the textual data obtained (Guest et al., 2011; Travers, 2001). Data analysis techniques are analytical techniques that focus on qualitative data. In qualitative data analysis techniques, namely analyzing or discussing the concepts of a problem and not accompanied by data in the form of numbers.

2. Technique of collection data

Techniques Data collection is an important stage in conducting research, research must be supported by data needed in research. Research data must be adapted to the approach and method used. This research uses a qualitative approach and descriptive methods. The data collection techniques that will be used in this research are through participant observation, interview sessions, and documents. Observation is technique of collecting data in which the researcher must observe a phenomenon and research subject directly or indirectly. In this study, the researcher directly observes the state of an object without participating directly. Non-participant observation means that the observer just looking at the participant and

not playing an active role (Cited in Urquhart, 2015).

a) Participant Observation

A collaborator in this study is a Lecturer of Ikip Pgri Pontianak. According to Fraenkel et al., 2011) (In jurnal Aunurrahman, 2020), The function of the collaborators is to provide reflections and feedback to ensure better performance of the teaching and learning activities and also to reduce the bias of the results of the participant observation.

b) Interview sessions

Interview sessions is a data collection technique that is carried out through face-to-face and direct question and answer between data collector and researcher to informants or data sources. in this interview session can be applied as a data collection technique. An interview is a meeting conducted by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic, (Cited in Sugiyono, 2015: 72).

c) Documents

The documents in this study use that students text was write on teaching activities and student can practice them orally. The selection of the text will be done taking into account aspects of originality, credibility, representation, and meaning. Through aspects of originality, credibility, and representation will be carried out for the assessment of researcher. Meanwhile, aspects of meaning are considered using functional grammatical frameworks and genres based on systemic functional linguistics (Eggins, 2004; Emilia, 2014; Martin, 2014). shows that the study will use participant observation techniques that require interview sesions and documents in the form of student text

3. Tools of Data Collection

Data collection is a process that collects data, gathers information and then someone answers relevant questions and evaluates the results. The purpose of data collection is to obtain quality evidence by recognizing the formulation of convincing and credible answers to the questions asked, and collecting accurate data is very important in the integrity of research. That data collection was

obtained from audio recording, fieldnotes, worksheet, and documentation, (Cited in Sugiyono, 2018).

a) Audio recording

Audio recording from a smartphone to record all exposures or information obtained when researchers are conducting interviews. this audio is very useful for researcher during the interview session and by using this recording device the results can be stored in a storage media or researcher archive. The researcher will use field notes as a tool for collecting data. Field notes are an essential component of rigorous qualitative research (Phillippi and Lauderdale, 2017). Collection of field note is so widely regarded as essential that standardized criteria for qualitative research reporting encourage researcher to include a statement of collection of field notes in manuscripts. A worksheet lists questions or activities for students or trainees to work through (Ajoke, 2017). Student's worksheet is the efforts of teachers to guide students in a structured way, which the activities are giving an incentive for students. Documentation is a way used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information which can support research. Documentation is used for collect data then analyzed. Documentation used in this study include fieldnotes, worksheet, students and tutor or teacher, (Cited in Sugiyono, 2015).

III. RESEARCH AND DISCUSSION

A. Research

In the following chapter IV, the researcher was findings of the description of the research results from the discussion (analyst) of the research results. In this study, researchers have analyzed data whose sources are in field notes and student worksheets during the implementation of the English village practice in the village of Nyayum. The results of this study were obtained from field notes and student documents that had been analyzed and findings from field notes included participant observation of the practice of the English village through interviews with village heads, community leaders and students of English villages in the village of Nyayum. English village activities start from pre-

paration, implementation and evaluation activities.

a) Preparation

The preparatory activity was carried out by visiting the Nyayum village secretary named sampuri, on May 8, 2021 to ask for permission to hold an English village program and request village profile data. The English village program in the village was carried out for 2 meetings, namely on May 10 and May 14, 2022 after explaining the good intentions and objectives of the English village activities, the village through the village secretary and the village administrator gladly allowed the implementation of the English village activities. The researcher then asked for permission to find a place for English village activities and asked for help in conveying information on English village activities to local residents so that Nyayum village elementary school students were willing to take part in English village activities. In addition, the researcher also asked for information on village profile data, such as population size, data location for elementary, middle, high school and college students. The following is village data which will be explained in table 1.

Table 1. Data Nyayum Village

Nyayum village		
1	Headmen	Nikodemus ismail, s.t
2	An Area	57, 250 ha
3	Number of Villagers	1.906 jiwa
4	Finished elementary school/equal	287
5	Finished middle school/equal	368
6	Finished high school/equal	756
8	Finished a 2-year diploma	3
9	Finished a 4-year diploma/bachelor degree	23

Souce: Nyayum Village office, 2022

From the data above, it shows that the village of Nyayum has a large population so that it is appropriate for the implementation of the English village program. At the time of the researcher and the village secretary had a meeting by conveying the purpose of the researcher arrival to the village. During a meeting with the village

secretary as a representative of the village head, the party welcomed it by giving permission, helping to provide a place and preparing students to take part in the English village program, whose research site is located in a multipurpose building next to the Nyayum village office, Rt 01 Rw 02, Kuala Behe Subdistrict, Landak Regency, West Kalimantan, Indonesia, with elementary school students who are willing to actively participate in English Village activities. This shows that the English village program in Nyayum village can be implemented by implementing the village model, where the village is willing to participate in the English village program in terms of human resources, facilities, and management. The village has a major influence on the development of life in the community

B. Discussion

Based on interviews with community leaders and the village secretary in Nyayum, The English language is very good considering that the children in this nyayum village really need English. This English village program is very good especially for children in Nyayum village so it is possible that English is very much needed. His suggestion is that this program should not be proposed only in the village, but also in the sub-district so that the English village program can develop more rapidly. According to the village government, English is very much needed at the village level and at the elementary level only because of the limitations of the teacher because it is not part of the department, it should have been studied from the elementary level, especially in this Nyayum village, access to tourist objects is not possible, for example from foreign tourists requires English only because of dependence on teachers. This village really hopes that with the English language so that there are younger generations who can speak English on a basic basis, basically memorizing the abc (alphabeth). In addition to village interviews, the researcher also interviewed students who took part in this English village program whether they had studied English at school and whether English was very difficult for them. The following are answers from students who participated in the Nyayum village English village program.

This research was conducted focusing on elementary school students in the English village of Nyayum village. The results of this study can be seen in the result of discussion shows that students' English language skills are a little good at students' pronunciation and they understand enough, but the writing of vocabulary and texts of students in Nyayum village. The students analyzed based on the table above show that high achieving students still have weaknesses in understanding and writing vocabulary texts, they still do not understand writing texts and understanding English is still minimal and where Indonesian is still included. As explained in the results of the interview with one of the village government representatives, this English village activity really helps students learn to understand and remember English lessons, one of which is learning English using a genre-based approach. The results of field notes and student texts show that the discovery of the English village has the same important role to produce communication achievement in language. This study aims to determine participation, interaction, community coordination and agglomeration of businesses and services in Kampung Inggris by Candra, B. E., Kuspriyanto, D., & Kes, M. 2015. This type of research is qualitative using case study method. The data collection procedure is done by observation, in-depth interviews and documentation, in general it can help students develop. their writing skills. Observational data showed that the improvement of students' writing skills was supported by students' texts which described the mastery of schema structure and good linguistic characteristics of the text. Researchers have applied the practice of Kampung English in teaching English in non-formal education. Therefore, researchers are interested in conducting this research on how the practice of the English village can be resumed in order to improve the achievement of communication in learning English.

The Need Analysis of Participation in an English Immersion Village at Kampung English Pare by Pratiwi, W. R., Atmowardoyo, H., & Salija, K. (2020) 24 participants from six English language institutions contributed to this qualitative study. Data was collected through participant observation and semi-structured interviews for three months in Kampung Inggris Pare (KIP), Kediri, East Java, Indonesia. Most of the students had a negative

perception about English before participating in this immersion program that they found this language difficult. This perception is associated with negative experiences during the process of learning English at school. However, their awareness of low self-confidence and poor speaking performances in the face of globalization invited them to participate in village immersion English at KIP. This paper concludes that the needs, shortcomings, and desires of students underlie the analysis of the need to take part in the English language immersion program at KIP. Each group consists of students with low, medium, and high writing achievement categories. The text is then analyzed using functional grammar. Text analysis shows that students have good control over the exposition genre with its linguistic features. Thematic progress and logistic linkages at the text level and the use of indirect features at the clause level manifest students' critical thinking abilities and dispositions. Some grammatical errors and correct word choice were identified but had no effect on the analyzed text. These findings suggest adding more meetings in class so that teaching and group discussions can be more effective before students start working independently. Then the review session ventured to support student learning but was limited. This study is intended to explain the cross-cultural communication activities that occur between immigrant students and the people of Pare by Putera, A. S. (2019). This study uses an ethnographic method of communication with a qualitative research approach, supported by the constructivism paradigm. The theory used is the theory of global communitarianism. Data obtained from the results of participatory observations conducted by researchers at the research site, and supported by the results of in-depth interviews. Then the results of the data were analyzed using ethnographic thematic analysis techniques of communication. The results obtained, namely the communicative situation in cross-cultural communication in English Village, Kediri Regency. Research shows that the discovery of the English village has the same important role to produce communication achievement in language.

This finding is in line with previous research that supports student learning factors and English learning strategies to survive in the new normal conditions. The method used is a qualitative method with a case study approach. Data collection techniques were carried out by observation, interviews and documentation. The results of this study indicate that there are factors that influence students to survive in the learning process in Kampung Inggris in the new normal conditions, namely internal (motivation and aspirations) and external factors (learning environment, quality of tutors, and learning facilities). Then, the English learning strategies used by students in surviving the adaptation stage are cognitive strategies and social strategies. (by Sholihah, S.M., Wahyuningtyas, N., & Ruja, I.N. (2022). Based on the previous research above, all of them focus on the English village in teaching English. The values that were most often found in previous research were communication patterns, namely verbal and non-verbal communication theory, analyzing the need for participation in English language immersion programs, service businesses in English Village, learning adaptation strategies for English Village students in the new normal era, and communicative situations in the English village. Cross-cultural communication in the English Village.

The difference with previous research is that this research does not only focus on participation in the village English program in student texts to improve students' speaking skills. Researchers have applied the practice of Kampung English in teaching English in non-formal education. Therefore, researchers are interested in conducting this research on how the practice of the English village can be resumed in order to improve the achievement of communication in learning English. And also this research has not applied the practice of the English village to the participants of the English Village of the nyayum village who came from various hamlets. The results of this study are not without drawbacks. The weakness of this study is that it does not aim to generalize the findings because the approach used is limited to a qualitative approach that uses two data collection tools, namely field notes and student documents. However, both data from field notes and student text were triangulated to validate the findings of this study. In addition, this study also involves peers as collaborators to reduce bias.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results and discussion of the research supported by the data that has been done, it can be concluded that in general the practice of teaching and learning English uses the choice model of Kampung English which was developed through the village model. The Exploring of the village English program is carried out using a Genre-Based approach that has often been used in the context of formal education. The use of this genre-based approach in the English Village context has been piloted in the English Village in the village of nyayum, Landak in order to build interest and independence in learning English for students who are elementary school students. English Village program in order to build English communication skills of children in West Kalimantan with the concept of less material, more practice, meaning less material, lots of practice. Communication here is not only limited to verbal communication but also written communication which is very important for the future of children who will face the ASEAN free market and the era of the industrial revolution 4.0. Of course the English Village program is implemented with a little practice in non-formal education, especially in West Kalimantan, Landak Regency, English campus practice with communicative compe-tence through a genre-based approach in the village model, the teaching and learning process is very good and helps researchers in the English language learning process. Student worksheets also plays an important role because it is a teaching language that helps tutors and researchers in teaching and practicing English village. It is very helpful for students to improve students' understanding in practicing English, this can be seen from the increasing ability of students' communicative competence in learning English at every meeting using worksheets. This shows the need for English village practice in learning English.

B. Suggestions

The discussion related to this research is still very limited and requires input, suggestions for the next writer are to study more deeply and comprehensively about the Exploring The Practices Of English Village *(A Case Study at Nyayum Village).*

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