CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter is devoted to review some relevant theories underlying this study. It consists of some items such as: learning and teaching processes, communicative language teaching approach, outdoor education, teaching productive skills, and English outing program.

A. Learning and Teaching Processes

In English Language Teaching (ELT), learning and teaching processes are needed to be understood by the teachers. The process is divided into language learning and language teaching. Language learning refers to students' process in learning English. On the other hand, language teaching refers to teachers' effort in teaching English.

1. Language Learning

Learning is acquiring or getting of knowledge of a subject or skill by studying experience or instruction. Learning is relatively permanent change in behavioral tendency and the result of reinforced practice.[1] There are several definitions about the component of learning, namely:

a. Learning is acquisition or getting.

b. Learning is realization of information or skill.

c. Learning is storage system, memory, cognitive organization.

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[1] Douglas Brown, *Principle of Language Learning and Teaching Second Edition,* (USA: Prentice Hall Regents, 1987), 7

d. Learning involves active, conscious focus or acting upon events outside or inside the organism.

e. Learning is relatively permanent, but subject is easy to forget.

f. Learning involves some form of practice, perhaps reinforced practice.

g. Learning is a change behavior.[2]

Each learner has different competence to learn language. There are two factors that influence their competence. Those are their brain and motivation.[3]

a. Learner's Brain

In the context of language learning, there are three different levels of language learning such as the subconscious, the conscious, and the metaconscious. The subconscious and conscious are called cognitive process. On the other hand, the metaconscious is called metacognitive thinking. The differences are based on learner's brain works for them.

The first, people sometimes learn language subconsciously. It means that the learners are in a situation where they can expose the natural language use in real social interaction. *The second,* people also learn language consciously, through formal study or in the classroom. In this situation, learners study the language based on the materials that their teachers give, usually it follows an organized syllabus. *The third,* in addition to the previous cognitive process described, people also work

[2] Ibid., 6

[3] Julian Edge and Sue Garton, *From Experience to Knowledge in ELT,* (New York: Oxford University Press, 2009), 15

metacognitively. It means that learners study language independently. They decide how they learn and what aspect does and does not work well for them.

These two types of cognitive process and metacognitive thinking can support each other. For example, when the learners study foreign language naturally, they might later analyze the language and think about the language grammatically. On the other hand, when the learners are studying one area of a language, they may pick up some other element of the language without being aware of it at the time. Therefore, the important thing is that the teachers can try to teach language for their learners subconsciously, consciously, and metacognitively.[4]

b. Motivation

Learners learn language for different reasons which are influenced by their motivation in learning language. Motivation is internal impulse of people that influence them to do something. According to Jeremy Harmer, motivation is some kind of internal drive which pushes someone to do things in order to achieve something.[5] There are two types of motivation such as extrinsic and intrinsic motivation. On the one hand, extrinsic is motivation that is caused by outside factors. For example, some students have an external reason for learning. They decide to learn English because they need it for further study. On the other hand, intrinsic motivation comes from within the individual or

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[4] Ibid., 16
[5] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition,* (United Kingdom: Longman,_), 51

inside factors. For instance, the students decide to learn English because they want to, without any particular need.

The motivation that brings students to learn English can be affected and influenced by many factors. These are some sources of motivation that can influence students' motivation in learning English:

a. The society they live in

Outside of the class, there are attitudes to language learning and the English language in particular. Although, the students have made their own decision to a class to study English, they will bring the attitudes of their society whether these attitudes as thoroughly positive or somewhat negative.

b. Closed People

The students' motivation to learn English is also affected by the people who are closed to them such as family and friends.

c. The teacher

If teachers have a good enthusiasm for English and English learning, it will affect classroom atmosphere and students' motivation in learning English.

d. The method

If the teachers and students are comfortable with the learning method that is used, they will have a good motivation. So, they can achieve success in learning English.[6]

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[6] Ibid., 52

Motivation is so central to language learning. Therefore, the teachers' role is really important for this aspect. Teachers need to try to find out why their learners are learning the language, what they need to learn, how they prefer to learn, what they are interested in, and what they might become interested in.[7]

2. Language Teaching

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in study of something, providing with knowledge, causing to know or understand. Another state of Douglas Brown in his book *Principle of Language Learning* states that teaching is guiding, facilitating learning, enabling to learn, setting the condition for learning.[8]

Teacher is one of the most important factors in teaching and learning process. They are the most powerful person in language classroom and have many different roles to play. All of the many things any teacher has to do, these are the most important: [9]

a. Organizing

It is the most important roles of the teachers. They are as organizer of what goes on in the classroom, so that the learners feel their activity is purposeful, and they can learn in effective learning and teaching process.

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[7] Edge, *From Experience to Knowledge,* 10
[8] Harmer, *The Practice of English Language Teaching,* 7
[9] Edge, *From Experience to Knowledge,* 8

b. Providing Security

Teachers must provide security to their learner. If learners feel safe, they will be able to take a good part in the lesson.

c. Motivating

Teacher is one of motivation sources that will influence students' motivation to learn. When the teachers give interesting task to the students and teach successfully, the students will have a good motivation to learn.

d. Informing

When the teachers teach their students, they should make clear what things/ instructions that students do not understand about.

e. Modeling

Learners need to be *shown* things, and *shown how to do* them. So, the teachers must be able to give modeling/ example to their students.

f. Giving Feedback

Learners need to know how close they are getting to their targets. They need any feedbacks from their teacher.

g. Guiding

Learners need a helping hand to discover new things and to practice new skills. The teacher must be able to give guiding to them.[10]

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[10] Ibid., 9

h. Monitoring

When learners are working on their own, or in pairs and groups, they need to know that they are doing what they are supposed to be doing. They may need a helping to complete the task. Therefore, the teacher should monitor intensively when their students' working on their task.

i. Encouraging

Teacher need to encourage their students while they learn language. Learners need to feel that the language is developing inside them, although they are producing at the moment seems unlike English standard.

j. Evaluating

Teachers need to evaluate their students in order to let them to know where they stand, what they have achieved, and what they still need to learn.[11]

Based on the most important roles of the teacher above, we also can know how to teach students to use a language. There are two ways to teach students to use a language:[12]

a. Move from communication to language.

It means that this approach moves from meaning to form, starts with subconscious learning and shifts to conscious learning. This approach is called task-based learning (TBL). According to this approach, there are some ways to teach language:

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[11] Ibid., 10
[12] Ibid., 17

1) Teachers create a situation in which the students want to communicate something.

2) Teachers encourage the students to communicate as best they can.

3) The teachers focus their attention on the language forms used to achieve communication.

b. Move from language to communication by combining the different elements of the language that have been isolated for learning.

This approach moves from form to meaning, starts with conscious learning and shifts to subconscious learning. The form of this approach is often referred to as Presentation, Practice, and Production (PPP). According to this approach, there are some ways to teach language:[13]

1) Teachers provide a model of the items of language to be learnt (the target language of the lesson).

2) Teachers get the students to copy and practice the model.

3) Teachers encourage the students to personalize the model by using it to communicate something they want to say.

Based on the ways to teach language, the teachers need to combine both approaches in order to be fair to the preferences of different students. On the one hand, by focusing teaching English sometimes on language and sometimes on communication, students can take the advantages of subconscious and conscious learning. On the other hand, metacognitive strategies can be applied by giving students opportunities to reflect on what

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[13] Ibid., 18

they are doing and become better learners. If students are aware of their own preferences and the preferences of others, they can better appreciate what is happening in class and better support their own learning outside the classroom.[14]

B. Communicative Language Teaching Approach

In learning and teaching process, there are some language teaching approaches. Those approaches will help teachers to teach language to their students. In this modern era, one of types of teaching approaches that is common used is *Communicative Language Teaching* (CLT). This kind of approach supports this study because English Outing program is conducted based on this approach. That program concerns to make English students provide their productive skills effectively. There are some topics related to this approach that will be explained here in order to make us understand about communicative language teaching approach. Those are the definition, the types of learning and teaching activities, learners and teachers' roles and strengths and weaknesses of this approach.[15]

1. Definition of Communicative Language Teaching

Communicative language teaching is a language teaching approach that focuses on communication in authentic situation. In CLT, the goal of language teaching should not translating and learning a number of rules but

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[14] Ibid., 19

[15] Jack C. Richards and T.S Rodgers, *Approaches and Methods in Language Teaching 'A Description and Analysis'*, (Cambridge: Cambridge University Press, 2001),165

should be based on the goal communicative competence.[16] According to Richards and Rodgers (2001), they illustrate that:

> "The emphasis in communicative language teaching on the process of communication rather than mastery of language forms, leads to different role for learners from those found in more traditional second language classrooms."[17]

Based on statements by Richards and Rodgers above, in learning and teaching process, the learners should become active participant. They should interact during the lesson by using the target language as much as possible.

The communicative approach in language teaching starts from a theory of language as communication. The goals of this language teaching approach refer to communicative competence. According to Hymes (1972), communicative competence is what speakers need to know in order to be communicatively competence in a speech community.[18] It means that this approach is conducted to provide speakers' competence to communicate in target language.

Communicative language teaching is the learner-centered teaching. CLT refers to methods and curricula that include both the goals and the processes of learning in the classroom. For teaching practice, the competence is viewed as social interaction.[19] Therefore, CLT provides the learners with the opportunities to experience language through

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[16] Deborah L. Norland and Terry Pruett- Said, *Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages*, (London: Libraries Unlimited, 2006), 18
[17] Jack C. Richards and T.S Rodgers, *Approaches and Methods in Language Teaching*, 166
[18] Ibid., 70
[19] Sandra J. Savignon, *Communicative Language Teaching*, (State of the art: TESOL Quarterly, 1991), 263

communicative activities. Communicative activities help the learners to achieve communicative competence.

In the level of theory, there are some characteristics of communicative language teaching approach. These characteristics are based on how this approach views language. Those are:

a. Language is a system for the expression of meaning.

b. The main function of language is for interaction and communication.

c. The structure of language reflects its functional and communicative uses.

d. The main unit of language is not only its grammatical and structural features, but also the functional and communicative meaning for example in discourse.[20]

Based on the characteristics above, communicative language teaching approach intends to use language to communicate intensively.

2. Types of Learning and Teaching Activities

The number of types and activities of communicative language teaching approach is unlimited. The aims of those activities are to make the learner can achieve the communicative objective of the curriculum, to engage learners in communication, and to require the use of such communicative processes as information sharing, negotiation of meaning and interaction.[21]

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[20] Jack C. Richards and T.S Rodgers, *Approaches and Methods in Language Teaching*, 71
[21] William Littlewood, *Communicative Language Teaching*, (Cambridge: Cambridge University Press, 1981), 20

To make clear about the types of learning and teaching activities of this approach, there are two major activity type of this approach such as functional communication activities and social interaction activities. According to Littlewood (1981), he illustrates that:

> "Functional communication activities include such tasks as learners comparing sets of picture or noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape; or how to complete a map; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations and debates."[22]

To sum up the statement above, on the one hand, the functional communicative activities refer to complete the tasks that are mediated through language. On the other hand, the social interaction activities refer to the use of language to communicate.

3. Learners and Teachers' Roles

In the learning and teaching process that applies communicative language teaching approach, the learners have the important role. The learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener. So, the learners should interact communicatively during the lesson. They should not focus on the fault of their communication.[23]

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[22] Ibid., 20
[23] Breen and Candlin, 'The Essentials of A Communicative Curriculum in Language Teaching' *Applied Linguistics,* (1980), 99

While in teaching on CLT, teachers have to consider the various roles of them. There are two main roles of teachers. The first, teacher must be able to facilitate the communication process between all participant and various activities and text. The second role, teachers must be able to act as an important participant within the learning teaching group.[24] So, the teacher must focus on facilitating their learners to communicate and becoming important participant during learning and teaching processes.

Teacher must know the strategies of applying CLT approach in order to achieve the learning objectives using this approach. There are some specific strategies to apply communicative language teaching in learning and teaching processes. The first, teacher should determine the communicative goals of the students. The second, teachers should create situations and activities in which students produce authentic, meaningful and contextualized communication.[25] Teachers should focus on accuracy of the communication in as much as errors that would disturb communication are corrected.

4. Strengths and Weaknesses

Communicative language teaching approach also has some strengths and weaknesses. On the one hand, the strengths of this method are this method can creates a learning environment that closely replicates how students will use language in real- life situations. That is, students participate in real, authentic, and interactive language use in the classroom.

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[24] Ibid., 99
[25] Deborah L. Norland and Terry Pruett- Said, *Kaleidoscope of Models and Strategies for Teaching English,* 19

On the other hand, the weaknesses of this method are the students only focus on improving oral skill/ speaking skill. They may not put enough emphasis on reading and writing skill in which both of them are the important skill for students. In addition, in an attempt to produce communicative skills quickly, accuracy may be given little attention.[26]

C. Outdoor Education

In common practice, almost all the processes of learning and teaching language take place in classroom. This setting gives shape to the physical and psychological environment in which students and teachers work. Ideally, the classroom is a teaching space that is suitable for learning. In otherwise, sometimes the students also feel bored to learn language in the classroom. That felling may be because there is no appropriate room that supports learning and teaching activities run well. Therefore, there are some ideas to take place the learning and teaching process in outdoor class. Those ideas are based on that some learning process is better suited out of doors.

1. Definition of Outdoor Education

The outdoor education is basic theory which conducts learning and teaching process outside the class. Priest (1986) states that:

> "Outdoor education is an experiential process of learning by doing, which takes place primarily through exposure to the out of doors. In outdoor education the emphasis for the subject of learning is placed on relationship, relationship concerning people and natural resources."

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[26] Deborah L. Norland and Terry Pruett- Said, *Kaleidoscope of Models and Strategies for Teaching English*, 19

Based on the statement above, Outdoor education is all school- related academic education which takes place outdoor. There is relationship between people and natural resources. There are also six points of the definition above:

a. Outdoor education is method of learning

b. The process of learning is experiential

c. The learning in outdoor education takes mainly, but not exclusively, in the outdoor setting (for instance: preparation for a field trip)

d. Experiential learning requires the full use of the five senses and involves three domains (cognitive, affective, and motoric) of learning.

e. The learning in outdoor education is based upon interdisciplinary curriculum matter.

f. The learning in outdoor education is a matter of many relationships (for example: interpersonal, intrapersonal, ecosystem and community).[27]

The purpose of outdoor education is to enrich, vitalized, and complement content areas of school curriculum by means of individual observation and experience outside of classroom. Another purpose of extending the classroom into the out of doors provides the setting for bringing deeper insight, greater understanding, and clearer meaning to all areas of knowledge. In the practice, classroom instruction often deals with abstract ideas and non- real world experiences. Conducting outdoor education allows the students, which have limited opportunities to interact

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[27] Dennis Eaton, *Cognitive and Affective Learning in Outdoor Education* (Thesis for Doctor Education) ,(Canada: National Library, 1998), 7

with the natural world, a chance to do learning in meaningful ways.[28] So, the learners can have joyful learning and make them easy to understand the material.

There are some terms of outdoor education. Those are differentiated based on their purpose. According to Ford (1986), there are some terms used for outdoor education namely conservation education, outdoor recreation, outdoor pursuits, adventure education, experiential education, and environmental education.[29]

a. Conservation education

Conservation education is education about the wise use of natural resources. This study focuses on animals, soil, water, and air as single topics in relation to their utilization for preservation, recreation and human relation.

b. Outdoor recreation

Outdoor recreation refers to outdoor activities that are participated in during leisure time purely for pleasure or some intrinsic value. For instance hiking, camping, cycling, and swimming, and so on.

c. Outdoor pursuits

Outdoor pursuits are similar with recreation education. It is done in areas remote from the human amenities.

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[28] Ibid., 8
[29] Ibid., 11

d. Adventure education

Adventure education refers to the activities that are built elements perceived by participant being dangerous. Actually, the activities are not dangerous as taught, it is just appeared to be so to the participants in order to make they can sense the adventure such as mountaineering and rock climbing.

e. Experiential education

Experiential education is learning by doing or experience. In many ways, outdoor education may be viewed as experiential, especially when the learning takes place through experience.

f. Environmental education

Environmental education refers to a technique used to help learners understand the phenomena on display, while they need more information.

2. The Strength and Weakness of Outdoor Education

Outdoor education has several strengths and weaknesses. On the one hand, the strengths of outdoor education are that give chance for the learners in learning about nature, learning about society and social interaction, learning about working with others, and learning new skills/ improving their skills. In addition, outdoor education also offers the learners new learning experiences and supports social and emotional learning. On the other hand,

the weaknesses of outdoor education are that the teachers have difficulties to manage their students and there is a high risk of accidents.[30]

3. The Correlation of Outdoor Education Theory toward English Outing Program

Based on the theory of outdoor education, English Outing program that will be observed in this study is one of the types of outdoor education. English Outing program refers to experiential education and recreation outdoor. On the one hand, it is related to experiential education, the students learn English through conversation with native speakers. They do experience in improving their speaking skill. On the other hand, it is related to recreation outdoor, the students exercise their English ability through getting in touch with native speaker in natural recreation areas.

D. Teaching Productive Skills

In language teaching, the four skills are described in terms their direction. Language that is generated by learner (in speaking and writing) is referred to as productive skills. Language that is directed at the learner (in reading and listening) is referred to as receptive skills.[31] Related to this research, review of literature about productive skills supports this research. English Outing program is a practice program that gives chance for English Department students to practice and improve their productive skills especially

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[30] P. Higgins and R. Nicol, *Outdoor Education: Authentic Learning in the Context of Landscapes (Volume 2)*, (Sweden: Kisa, 2002), 70

[31] David Nunan, *Second Language Teaching and Learning*, (Boston, MA: Heinle and Heinle, 1999), 48

for speaking. So, it is important to know the concept of teaching speaking and writing.

1. Teaching Speaking Skill

Mastery of speaking skill in English is very important for many second-language and foreign-language learners. Consequently, many learners measure their success in learning English through their ability in English speaking skill. Therefore, many teachers and textbooks make use of a variety of approaches that are focused on improving English speaking skill. There are differences between spoken/ oral skill and written skill. Spoken/ oral skill tends to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. In writing, learners may be creating a record, committing events, or moments to paper.[32]

An important thing when we are speaking is that we must use speaking style that is appropriate to the particular of circumstance. Speaking style is the way of our speaking. There are some differences of speaking style. Those reflect the roles, age, sex and the status of the participant in interaction and also reflect the expression of politeness. According to the Brown and Levinson (1978), they also state that:

> "The different styles also reflect the perceptions of social roles of the participants in the speech event. If the speaker and hearer are judged to be of more or less equal status, a causal speech styles that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a

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[32] Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice,* (Cambridge: Cambridge University Press, 2008),19

more speech style is appropriate . . . Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations."

Based on the statement above, if the speakers and hearer have equal status, a causal speech styles/ informal speech styles is appropriate. However, if the participants have different status, formal speech style is appropriate. It is very important to manage speaking styles during conversation in order to create the politeness. The polite speaking skill will create harmonious social relations.[33]

In designing speaking activities or instructional materials for second-language or foreign-language teaching, it is also necessary to recognize the different functions of speaking performance in daily communication and the different purposes of which the students need speaking skill. These are the functions of speaking skill: [34]

a. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a basic social function. This function occurs when people meet. They will exchange greetings, engage in small talk, recount recent experiences, because they want to be friendly and establish comfortable relation with others. It prefers to focus on how the speakers present themselves each other rather than on the message.

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[33] Ibid., 21
[34] Ibid., 21

There are some characteristics of talk as interaction, namely, it has a primarily social function, it reflects role relationships and speakers' identity, it may be informal or formal, it uses conversational rules, it reflects degree of politeness, it uses many generic words/ common words, it uses conversational register and it is jointly constructed. Speakers should pay attention toward those characteristics in order to get success in interaction.

Here are some skills that are involved in using talk as interaction. Those are opening and closing conversation, choosing topics, making small- talk, joking, recounting personal incidents and experiences, turn-taking, interrupting, reacting to others and using appropriate style of speaking. Mastering talk as interaction is really important for English learners. It is the most important function of speaking. So, the learners must do a lot of exercises in improving their speaking skill in order to be able to use talk as interaction. According to this research, getting in touch with native speakers is included as talk as interaction.[35]

b. Talk as transaction

Talk as transaction is the second function of speaking. It refers to situations where the focus is on what is said or done. The central focus of this function is the message and making oneself understood clearly and

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[35] Ibid., 23

accurately, rather than the participant and how they interact socially each other.[36] These are some examples of talk as transaction:

1) Classroom- group discussion and problem-solving activities

2) Asking someone for directions on the street

3) Ordering food from a menu in restaurant

4) Making a telephone call to obtain flight information

5) Buying something in a shop.

Burns (1998) distinguishes between two types of the talk as transaction. The first type is situation where the focus is on giving and receiving information and where the participants focus on what is said or achieved, for instance asking someone for directions. The second type is transactions that focus on obtaining goods or services, for example ordering food in the restaurant. So, this kind of talk prefers the message of communication rather than how the speakers present themselves each others.[37]

c. Talk as performance

Talk as performance is the last function of speaking skill. It refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The form of talk as performance is monolog. The format of talk as

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[36] Ibid., 24
[37] Ibid., 26

performance is closer to written language than conversational language.[38]

The examples of talk as performance are:

1) Giving a class report about a school trip

2) Conducting a class debate

3) Giving speech of welcome

4) Giving a lecture

5) Making sales presentation, and so on.

6) Becoming tour guide.[39]

According to this research, the concept of talk as performance also underlies the students' performance in English Outing program. During this program, the lecturers give the duty for their students to be a tour guide for native speakers that they met. They also present their performance as tour guide on the *Advance Speaking* class. As we know, that becoming tour guide is one of the examples of talk as performance.

Based on the functions of the speaking above, there are the implications for teaching. It is very important to have plan about speaking activities for an English class. The first, teacher should determine what kinds of speaking skills the class will focus on. And the second, teachers should indentify teaching strategies to teach each kind of talk.[40] These are the implementation of teaching speaking based on the functions of talk:

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[38] Ibid, 27
[39] Ibid, 27
[40] Ibid, 29

a. Teaching Talk as Interaction

Talk as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and such phenomena that takes places under the control of unspoken rules. These are best taught by providing examples embedded in naturalistic dialogs for example opening and closing conversations, making small talk, recounting personal incidents and experiences, and reacting to what other say.[41]

b. Teaching Talk as Transaction

Teaching talk as transaction is more easily planned since current communicative materials that are resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to talk for sharing and obtaining information, as well as carrying out the real- world transactions. These activities include ranking, values clarification, brainstorming and simulations.[42]

c. Teaching Talk as Performance

Teaching talk as performance requires a different teaching strategy. Jones states that:

> "Initially, talk as performances need to be prepared for and scaffold in much the same way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language."

According to the statement above, talk as performances need a preparation. So, teachers should make their learners understand how to

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[41] Ibid., 29
[42] Ibid., 30

make preparation in the use of many kinds of talk as performances. The teachers can apply some approaches to teach talk as performance. Those are providing examples or models of speeches, oral presentations, stories, etc trough video or audio recordings of written examples.[43]

In teaching speaking skill, it is important to know how to evaluate performance in speaking activities of the students. For any activity the teachers use in class, whether they apply talk as interaction, talk as transaction or talk as performance, they need to consider what successful completion of the activity involves. The type of criteria that is used to assess students' performance during a classroom activity will depend on which kind of talk they are talking about and the kind of classroom activity they are using.[44]

A speaking activity that requires talk as performance has different criteria in assessing students' performance. These might include such as clarity of presentation: for example the extent to which the speaker organizes the information in an easily comprehensible order and uses discourse markers, repetition, and stress to emphasize important points.[45] Teachers should use different criteria to assess students' performance based on the kind of the speaking activity that they use. The different kind of speaking activity may influence the kinds and levels of the preparation and supports.

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[43] Ibid., 35
[44] Ibid., 39
[45] Ibid., 39

2. Teaching Writing Skill

a. The Definition of Writing Skill

Writing is identified as the process of putting ideas down on paper to transform thought into words.[46] However, writing is not as simple as jotting down what we think and finish it without considering many essential elements related to it. Therefore, writing is a "thinking process" where a writer needs to consider many things to make it perfect.[47]

As it is believed, writing skill is more difficult to attain than the three other skills: listening, speaking, and reading since writing is the last skill acquired by human. Children will learn first to catch what other people said by listening, and then gradually they imitate to speak. After that, children acquired reading and at last they will transform what they have read or listen in a piece of written text. However, in contrast with speaking, Lenneberg noted down that writing is a "learnt behavior".[48] Human will naturally learn how to speak as they learn to walk by imitating others because being able to walk or speak is needed by nature to survive. In contrast, human needs someone to teach or books to guide to be able to write since writing is more than imitating. Writing is not just numbers of vocabularies arranged without any specific organization, language use, and mechanical patterns.

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[46]H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (New York: Addison, 2001), 336
[47]Ibid., 334
[48]Ibid., 335

Writing is a difficult skill for many learners, even write in their mother tongue. There are several reasons for this. The first is writing has to be learnt, unlike speech, which is acquired in the mother tongue as part of a child's normal development. Another difficulty is the problem of the absent audience. Then there are linguistic difficulties. The last difficulty, when we are writing, we have to know how to organize and sequence our ideas.[49]

When you teach writing you can show to the learners how to produce a particular text type, for example a thank you letter, a business report, or an article. You can also focus on the stages a writer goes through to produce text: for example brainstorming ideas, writing draft, and editing. This is called process writing.[50]

b. Teaching Writing

When helping students to become better writers, teachers have a number of crucial tasks to perform. This is especially true when the students are doing 'writing-for-writing' activities, where they may be reluctant to express themselves or have difficulty finding ways and means of expressing themselves to their satisfaction.[51] Among the tasks which teachers have to perform before, during, and after student writing are the following:

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[49] Ibid., 336
[50] Ibid., 336
[51] Ibid., 337

1) Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing; teachers have to be able to draw these features to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written function.

2) Motivating and Provoking

Student writers often find themselves 'lost for words', especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be. It helps, for example, if teachers go into class with prepared suggestions, so that when students get stuck they can immediately get help rather than having, themselves, to think of ideas on the spot. Time spent preparing amusing and engaging ways of getting students involved in a particular writing task will not be wasted. Students can be asked to complete task on the board or reassemble jumbled texts as a prelude to writing; they can be asked to exchange 'virtual' e-mails or discuss ideas before the writing activity starts. Sometimes teachers can give them the words they need to start a writing task as a way of getting them going.[52]

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[52] Ibid., 337

3) Supporting

Closely, allied to the teacher's role as motivator and provoker is that of supporting. Students need a lot of help and reassurance once they get going both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

4) Responding

The way we react to students' written work can be divided into two main categories, that of responding and that of evaluating. When we make a respond, we react to the content and construction of a piece supportively and often (but not always) make suggestions for its improvement. When we respond to a student's work at various draft stages, we will not be grading the work or judging it as a finished product. We will, instead, be telling the student how well it is going so far.

5) Evaluating

There are many occasions however, when we do want to evaluate students' work, telling both them and us how well they have done. All of us want to know what standard we have reached (in the case of a progress/achievement test). When evaluating our students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades; but, although

test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity. When we hand back marked scripts we can get our students to look at the errors we have highlighted and try to put them right–rather than simply stuffing the corrected pieces of work into the back of their folders and never looking at again.[53]

E. English Outing Program

1. Background of the Program

English Outing is a practice program that is conducted by English Department of State College for Islamic Studies (STAIN) Kediri. The lecturers of English Department consider that English learning and teaching processes in the classroom for improving English ability is not enough. Learning and teaching process that is done in the classroom prefers to give basic knowledge rather than practical experience. Practical experience is really important to improve students' skill. The example of practical experience is improving speaking skill trough get in touch with native speakers. However, there are no lecturers that are native speakers in this university. Therefore, the lecturers conduct recreation outdoor program for their students.[54]

English Outing program is not only a practice program that gives practical experience through using English in real communication but also it

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[53] Ibid, 338

[54] The Committee of English Outing Program, *LPJ Kegiatan English Outing Bali 2013(The Responsibility Report of English Outing program in Bali 2013)*, (Kediri: English Department, 2013), 1-2

is the program that can give academic atmosphere and new learning experience for the lecturers and students. So, this program is expected to improve students and lecturers' spirit and motivation in learning and teaching process. Therefore, English outing program is part of English course that give and improve English communicative competence both speaking and writing.[55]

2. The Objectives of the Program

There are some objectives of English Outing program. Those are:

a. To give an opportunity to the students to improve their English communicative competence trough getting in touch with native speakers.

b. To give an opportunity to the students to develop their writing skills through making a report trip or English Outing magazine.

3. The Significance of the Program

The lecturers expect that this program could give good significance not only for the students but also for the lecturers and for the learning and teaching process. These are some significance expected from this program:

a. To improve self-confidence of the students to communicate in English with native speakers directly.

b. As an effective communication media between lecturers and students, lecturers and lecturers, and students and students outside the class in order to build a good academic atmosphere.

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[55] Ibid., 1-2

c. Because this program is conducted outside the class through recreation, it is expected that this program could improve students' perception that learning English is fun.[56]

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[56] Ibid., 2