

CHAPTER II

LITERATURE REVIEW

2.1 The Four Skills in Teaching and Learning English

According to Sadiku (2015), the four skills in language class have many purposes, namely providing strong support to students, providing opportunities for students to be creative, exchanging real information, and abilities possessed during learning, which is self-confidence. Language has many uses and is needed as a means of communication. These four skills help students meet standards and gradually develop communicative competence. Reading, listening, speaking, and writing skills must be combined effectively in teaching English. Listening and speaking are two complementary skills to achieve adequate oral communication. Reading and writing have a strong relationship with effective written communication. The following explains reading, listening, speaking, and writing skills.

Reading is the most prominent language skill. Reading offers a productive approach to increasing language vocabulary and word power. According to Johnson (2008), reading uses text to create meaning. Reading is finding meaning in the text (Cline, et al., 2006). With a vast vocabulary, students can listen better and understand more, write more words to choose from, and speak better because of the muscular power of words. Reading aims to obtain information, knowledge, insight, and understanding from the reading material. Therefore, reading activities must attract students' attention to read.

Students who cannot express themselves in writing will struggle to communicate effectively with others. Writing is a hard copy skill on an intellectual level or expression level. The process of writing is taught in schools and colleges. As Walsh (2010) stated, writing is critical because it is widely used in higher education and the workplace. Writing for a good cause allows students to brainstorm almost anything under a topic or theme. Teachers can guide students to find issues, goals, audiences, and forms of writing. After that, students wrote down the results of their brainstorming. Then students revise the writing and perfect the ideas in the composition by re-reading the draft and correcting punctuation and grammar to read the writing optimally. Then, the last step is publishing the final work.

Listening skills play an essential role in teaching and learning activities. Students learn better when they can listen well. A teacher also needs good listening skills. Rost (2009) said that listening is an active mental ability. It helps understand the world and is essential to successful communication (cited in Pourhosein Gilakjani & Sabouri, 2016). Listening is necessary because good listening is an integral part of the communication process. Good listeners can manipulate sounds into words and their contextual meanings. Listening must be improved to become a better speaker.

Speaking is a skill when ideas are written down, and thoughts are heard. All that is needed is express-speaking skills (Sadiku, 2015). Speaking is a unique skill; what students say determines how they express their speaking skills. If students are slow to muffle or project their voices, the listeners will

miss a lot, causing students to fail to become good speakers. Therefore, pronunciation and building a good vocabulary must be the speaker's priority.

2.2 Students' Level Engagement In and Outside the Classroom

Smith et al. (2013) explained several elements to understanding the roles of students' autonomy inside the classroom environment, such as the teacher's role, the student's role, instructional practices, and assessment varieties. The teacher's role here refers to how the teacher conducts the classroom, whether in a teacher-centered way or a student-centered way. The teacher's role here also relates to the personal connection between the teacher and students. The student's role includes several activities, such as asking questions and interacting with peers. Instructional practices relate to technology integration, collaborative work, and peer review. Then, assessment variety refers to formative assessment.

Meanwhile, students' learning engagement outside the classroom can be seen through various elements, such as context, resources, formality, self-instructions, and self-directed naturalistic learning (Benson, 2011). Context refers to the location or setting where learning outside class occurs. In any given context, the material resources can be different. It can refer to tangible or physical elements or social resources such as communities. In addition, different levels of formality impact the activities that learners engage in when using these resources. According to Benson (2011), formal resources are those that are in line with curricular objectives and institutional frameworks.

In contrast, informal resources are unrelated to curricular objectives and are present in daily life. Another element is self-instruction, which refers to a learner's purposeful, self-initiated attempts to use available resources to accomplish a learning objective. A learner who wants to improve her spelling specifically might do this by writing down the lyrics to a song she listens to. Then, self-directed naturalistic learning relates to a less organized deliberate learning experience. Here, the student uses naturally occurring circumstances and resources to address practical requirements while acknowledging the educational benefits of this activity. Learners listening to a song to expand their linguistic repertoire illustrates self-directed naturalistic learning. Yet, she is not actively learning a language while listening to the song; instead, they are interested in the song's words, music, and enjoyment.

2.3 The Need for Combining In-class Learning and Outside Learning

Both learning in and outside the classroom is necessary for successful language acquisition. Each learning environment includes unique resources that can be used for various activities. As mentioned by Benson (2011), when students are engaged in both learning environments, they will have better language outcomes. There are several classroom learning limitations, such as time limitations, many students, test-oriented curricula, and so on, but learning outside the classroom can make up for those limitations. Because the two learning environments complement one another, it is necessary to integrate in and outside learning.

2.4 Previous Studies

Several studies have been conducted on learning inside and outside the classroom. The first research, by Lai (2015), concluded that language learning settings inside and outside the classroom have different roles. Eleven students can act on the capabilities of the two contexts to create a synergistic learning experience. Students learn the basics of the language in the classroom, while experiences outside the classroom concern culture, identity, a sense of community, and ways of learning. In particular, they are powerful at connecting and shaping learning experiences inside and outside the classroom. And the second study, by Nguyen & Strack (2021), concluded that students act differently in learning inside and outside the classroom. Students are more proactive outside the classroom because the curriculum and teacher's instructions are insufficient.

The similarities between previous and recent research are that current research and previous research used qualitative methods and research instruments, namely interviews and data analysis using the same method. Meanwhile, the differences between previous and recent research are the different research contexts and participants. Previous studies used four students as a sample and were located at the university. A recent study used three sample students located in high schools. As well as the sampling technique is different from previous research. In the latest research, the sampling technique uses purposive sampling.