An Investigation on Teaching Approaches in Teaching English Speaking Skill at Harau Valley English School

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Abstract

This study aimed to investigate the teaching approaches used to enhance English speaking skills at Harau Valley English School. This studay was used qualitative research method to gather data through observation and interviews with tutors and students at the school. The analysis used direct approach theory adapted by Bean (2011) and indirect approach theory adapted by Woolfolk (2018). The findings revealed that Harau Valley English School employs teaching approaches that incorporate strategies used in direct approach such as emphasizes clear learning objectives, guided practice, reinforcement and review, and structured lesson plans. This approach ensures a focused learning environment with specific goals communicated to students, active participation in structured activities, and opportunities for consolidation of learning through reinforcement and review activities. In addition, in indirect approach such as Socratic questioning and problem-based learning to empower students in their learning process. These findings highlighted the strengths of various teaching approaches in the context of English language learning. Thus, this study provided valuable insights into effective teaching practices in a specific educational setting and can serve as a basis for the development of improved teaching approaches in the future. These approaches created a dynamic and participatory learning environment at Harau Valley English School. Tutors employ a student-centered approach that not only develops language skills but also nurtures critical thinking, creativity, and practical application of knowledge

INTRODUCTION

The pursuit of English proficiency has become increasingly vital in contemporary society, permeating various facets of daily communication. Institutions like the English Village play a pivotal role in fostering language acquisition, particularly in countries where English is not the primary language. Situated amidst the

breathtaking landscapes of Pare, Kediri, Indonesia, the English Village offers a unique immersive learning environment designed to enhance students' English language skills comprehensively. Through a variety of approaches spanning listening, speaking, reading, and writing, the institution aims to provide an intensive and enjoyable learning experience for its students (Trottier, 2008).

One distinctive feature of the English Village is its incorporation of camping classes within its curriculum, set against the backdrop of picturesque surroundings. This innovative learning design has garnered significant interest among students, highlighting the positive impact of the institution's approach. However, diverse perceptions exist among students regarding the English Village, reflecting individual beliefs and viewpoints. While some students perceive the institution favorably and acknowledge its effectiveness in enhancing English proficiency, others express concerns about potential drawbacks, such as prioritizing games over structured learning activities (Anthony, 1963).

Despite these varying perceptions, the English Village continues to attract a considerable number of students seeking to improve their English skills. The institution's appeal extends beyond language learning, offering courses in additional subjects like Arabic, Mandarin, mathematics, and academic preparation. Moreover, the English Village serves as a hub for individuals pursuing further education, scholarships, or seeking spiritual growth (Luky, 2021).

One such institution following the English Village model is the Harau Valley English School, located in the scenic Harau Valley of West Sumatra. Like its counterpart, Harau Valley English School attracts students eager to enhance their English proficiency through its diverse programs. Through interviews with former students, it was revealed that participation in the English learning program led to significant improvements in English proficiency and increased confidence in language use.

However, despite the positive feedback, questions remain regarding the specific teaching approaches employed by Harau Valley English School to achieve these outcomes. While previous studies have explored students' motivations and perceptions in similar language learning environments, there is a notable gap in research focusing on the teaching methodologies utilized by institutions like Harau Valley English School, particularly concerning English speaking skills (Bean, 2011).

According to Bean (2011) The direct approach in teaching emphasizes explicit instruction, where the teacher provides structured information and demonstrations to the students. This method involves clear learning objectives, explicit explanations, guided practice, immediate feedback, reinforcement, and review, as well as structured lesson plans. It is beneficial for its clarity, efficiency, foundation-building, and effectiveness in introducing new concepts. However, it's important to balance direct instruction with other teaching methods to cater to diverse learning styles.

On the other hand, the indirect approach (Woolfk, 2018) involves problem-centered learning, where the teacher acts as a facilitator, guiding students to discover knowledge on their own. This method includes guided discovery, Socratic questioning, problem-based learning (PBL), case studies, project-based learning (PBL), inquiry-based learning, and role play. It encourages critical thinking,

problem-solving, and self-directed learning, fostering a deeper understanding of the subject matter.

Both approaches have their advantages and are effective in different contexts. While the direct approach provides clarity and efficiency in teaching foundational knowledge, the indirect approach promotes independent thinking and decision-making skills through problem-solving and discovery-based learning activities. Combining elements of both approaches can optimize the overall learning experience and accommodate the diverse needs of students.

Therefore, this study aims to address this gap by investigating the teaching approaches employed at Harau Valley English School to enhance English speaking skills. By delving into the methodologies applied by the institution, this research seeks to provide valuable insights into effective language teaching strategies in non-formal education settings. Through this exploration, the study endeavors to contribute to a deeper understanding of language learning approaches and their impact on English language proficiency.

METHOD

This research was focus on exploring teaching approaches regarding the differences in study methods between Harau Valley English School and public schools. Therefore, the researchers was conducted descriptive research, aiming to gather descriptive data in the form of written or spoken words from individuals and observed behaviors. The research design for this study was adopted a descriptive qualitative method (Miles & Huberman, 1984).The participants in this study were the teacher who is teaching at Harau Valley English School.

RESULT AND DISCUSSION
Research Finding

The data indicates that tutors at Harau Valley aim to create a dynamic learning environment where students are actively encouraged to explore and discover English language concepts. This is achieved through problem-solving, real-life case analysis, and project-based assignments. By combining these two approaches, the school strives to provide a comprehensive and innovative learning experience. This chapter will shed light on how the integration of both direct and indirect approaches contributes to a profound understanding of students' progress in mastering English speaking skills within a diverse and inventive learning environment. Here is the data description;

1. Direct Approach

The direct approach, as outlined in the theoretical framework provided by Bean (2011), involves a set of key elements and strategies designed to facilitate effective teaching and learning.Accroding to Bean (2011), there are ten key elements and strategies such as, The direct approach, as outlined in the theoretical framework provided by Bean (2011), involves a set of key elements and strategies designed to facilitate effective teaching and learning.

Based on the observation, the tutor Harau Valley English School used direct approach to start the learning process. The tutor seems to employ a conversational and interactive teaching approach, characterized by informal exchanges and group

activities. This approach aligns closely with the communicative language teaching method, which emphasizes real-life communication and learner-centered activities. It can be seen in the following dialogue;

> *Tutor: Good evening, everyone. How's everyone doing today?*
> *Student 1: I'm drunk, I'm drunk, I'm drunk. It's not a lot. Soju.*
> *Tutor: Soju, huh? Korean people love Soju. By the way, are you Korean?*
> *Student 1: Because Korean people. Oh, Korean people. You look like a Mingho sometimes.*
> *Student 2: But when the lamp is turned off, you look like a Mingho. Thank you, you bully.*
> *Tutor: We're like family here. Family can tease each other. Do you know that tea can also help you stay awake during the night?*

In this dialogue, the tutor initiates the conversation with a greeting and a casual question about the student's well-being. The students respond playfully, mentioning drinking soju and teasing each other. The tutor then transitions the conversation to the topic of staying awake at night, introducing the idea of tea as an alternative to coffee for staying alert. Other example can be seen the following dialogue;

> *Tutor: Okay, so from our previous discussion, what is the topic for today, guys? Bad habit? Not a bad habit?*
> *Student 1: Stay awake during the night. What is your opinion about that phenomenon? Healthy. Healthy. Healthy.*
> *Tutor: What do you think about these phenomena?*
> *Student 2: It is a good habit. Yeah, it is a bad habit. Is it a good habit to stay up late?*
> *Student 3: No, it's really. It is a bad habit. Yeah, how about others? What do you think, only about this phenomenon?*

In this example, the tutor guides the conversation by referring back to a previous discussion and prompting the students to share their opinions on staying awake at night. The students express different viewpoints, some considering it healthy while others view it as a bad habit. This dialogue reflects the tutor's facilitation of a discussion on a specific topic to encourage critical thinking and engagement among the students. The tutor initiates the session with a casual greeting, creating a relaxed and friendly atmosphere conducive to open communication. By engaging students in light-hearted banter about their favorite drinks and daily habits, the tutor establishes rapport and encourages active participation.

Additionally, the tutor incorporates humor and playful teasing, such as jokingly referring to students as "crocodiles," to maintain student interest and involvement. Furthermore, the tutor facilitates group discussions and collaborative activities, such as dividing students into groups and assigning them tasks related to the topic of coffee addiction. This approach promotes peer interaction, cooperative learning, and critical thinking as students work together to brainstorm ideas and share their

perspectives. The tutor's teaching approach can be characterized as learner-centered, communicative, and engaging, fostering a supportive learning environment where students feel comfortable expressing themselves and actively contributing to the discussion.

The direct approach is considered beneficial for its clarity, efficiency, and the establishment of a strong foundation of knowledge. It is particularly effective when introducing new or complex concepts, offering a controlled and structured learning environment for students. In this observation and interview found that Harau Valley English School using this approach in teaching speaking class to improve speaking skill ability;

A. Clear Learning Objectives

In the observed teaching context at Harau Valley English School, the application of Clear Learning Objectives from the direct approach is evident in the tutor's emphasis on specific learning goals for each lesson, particularly targeting speaking skills and language proficiency. The tutor, Tiara, mentions the importance of having clear objectives for the lessons, aligning with the first element of the direct approach outlined by Bean (2011). In the transcript, Tiara acknowledges that the primary goal in the speaking class is to enhance students' ability to communicate effectively in English. This goal is specific and aligns with the principles of clear learning objectives, ensuring that the students understand the intended outcome of each lesson.

> *Tiara: "Kalau speaking class sendiri, kita sebenarnya pakai banyak metode tiap hari" (In the speaking class itself, we actually use many methods every day).*

This statement reflects the varied approaches employed in the class, aligning with the idea of having clear learning objectives for each session. For instance, Tiara mentions utilizing various strategies such as presentations, debates, LGD (Large Group Discussion), FGD (Focus Group Discussion), and team projects to expose students to diverse speaking scenarios they might encounter in their daily lives. This aligns with the idea of having clear learning objectives, as each strategy serves a distinct purpose in developing the students' speaking proficiency. The tutor's approach ensures that the objectives are explicitly communicated and that students are aware of the skills and competencies they are expected to acquire.

B. Guided Practice

Guided Practice as an element of teaching, involves students participating in structured activities or exercises under the guidance and supervision of the tutor. In the context of the transcripts from the interviews with Tiara and Yoga, both tutors at Harau Valley English School, evidence of Guided Practice is observed in the various strategies they employ to enhance students' speaking skills.

In Tiara's interview, she discusses the use of LGD (Large Group Discussion) and FGD (Focus Group Discussion) as part of the speaking class activities. LGD involves students engaging in discussions within a large group, while FGD focuses on smaller group discussions. Both methods require active participation and

collaboration among students under the tutor's guidance. The tutor sets the stage for discussions, ensuring that students are actively involved in the conversation, contributing to the Guided Practice aspect. Additionally, Tiara mentions role play as one of the methods where students take on specific roles, such as becoming a mayor or minister in a team project. The tutor guides and supervises these role-playing scenarios, providing students with a structured environment to practice and apply speaking skills within the given context. This aligns with the Guided Practice approach, as the tutor oversees and supports students during these interactive exercises. For example;

> *Tiara: "...LGD itu lebih ke rancangan itu pada umumnya. Contohnya kayak bikin keputusan gitu, bikin misalnya kita punya event, kita bikin acara apa. FGD lebih ke diskusi. Diskusinya itu kita berpikir, misalnya seandainya kita ini memang punya kesempatan nggak sih untuk bikin acara, misalnya. Itu nanti ada hasil FGD. Terus diskusi itu nanti bakal jadi sesuatu yang lebih besar lagi. Jadi lebih ke brainstorming gitu..." (LGD typically involves planning. For example, making decisions, organizing events, or planning activities for an event. On the other hand, FGD is more about discussions. During discussions, we contemplate whether we have the opportunity to organize an event, for instance. The output of FGD is the result of this discussion. Then, the discussion becomes something more extensive, leaning towards brainstorming).*

The utilization of debate as a teaching approach yields several notable benefits, particularly in structured learning, language proficiency, and critical thinking. Firstly, the debate format inherently offers a structured platform for students to articulate and express their thoughts in a coherent manner. Through this structured framework, students develop enhanced organizational skills, ensuring that their ideas are presented logically and comprehensively. This not only contributes to their ability to communicate effectively but also fosters a sense of order in their thought processes.

C. Reinforcement and Review

The use of various activities like debates and discussions serves as reinforcement and review sessions. In the instructional context of Harau Valley English School, the "Reinforcement and Review" approach is a crucial pedagogical strategy aimed at consolidating students' learning, fostering critical thinking skills, and maintaining a dynamic and interactive learning environment. This approach is manifested through various activities, with a notable example being debates. The structured nature of debates provides students with a platform to articulate their thoughts coherently, enhancing their organizational and communicative skills.

For instance, during a debate on the topic of "coffee addiction," students engage in discussions where they not only express personal opinions but also analyze and evaluate opposing arguments. This active participation stimulates critical thinking, requiring students to delve deeper into the subject matter. The tutor guides these discussions, ensuring that language proficiency remains a key focus. By encouraging students to express their thoughts in English, the debates serve as a

practical application of language skills, reinforcing vocabulary and grammatical structures. It can be seen in the following dialogue;

Penanya: Jadi kalau misalnya ngasih misalnya nih ketika siswanya presentasi atau apa gitu kan Kakaknya sebagai tutor tuh ngasih feedback gimana gitu? (So, if, for example, you give, for example, when the students are presenting or something like that, how does the tutor give feedback?)

Narasumber: Oh aku sebagai tutor tergantung pertama kali yang harus aku lakukan itu adalah bikin broken englishnya Oke Selama mereka ngomong misalnya ada tenses yang salah atau misalnya ada yang seharusnya dibikin itu verb tapi malah dijadinya bentuk noun Nah itu yang salah aku perbaiki disana terus setelah itu nanti ini selama mereka masih presentasi Mereka presentasi di depan aku nulis di belakang gitu kan Terus aku juga mengadainya yang namanya speaking assessment buat nilai ini mereka pronunciation, grammar, fluency sama vocabulary mereka Nanti itu ada pilihannya bad, not bad, good gitu blablabla very good, excellent gitu kan Nah itu juga cara keduanya dengan speaking assessment tadi ya Aku juga catat di buku itu speaking assessmentnya selain di link aku juga catat di buku Biar nanti kalau perlu bisa dilihat lagi Nah terus yang terakhir itu udah selesai nanti mereka presentation Kita kasih applause bersama terus kita nanti aku tanya satu satu ke group yang lain ke siswa yang lain Eh gimana tadi menurutmu pendapatnya ini apa yang kurang apa yang lebih eh Nampilan si Anu misalnya si A misalnya apa yang kurang apa yang lebih Nanti kita tulis di depan apa yang kurang apa yang lebih tapi itu metodenya beda-beda tergantung tutornya Tergantung tutornya Iya untuk si broken english nanti kan udah dicatat tapi itu gak langsung dikoreksi tunggu mereka selesai presentasi dulu Udah banyak nanti broken englishnya nanti kita fix satu satu ini kenapa? I can dreaming about you Nah ini kenapa? Salah ini kenapa salah dreaming? Nanti mereka ini modal harusnya ketemu sama verb satu bukan verb ing Nah itu mereka nanti disana mengkoreksinya Oke oke. (Oh, as a tutor, it depends. The first thing I have to do is to fix their broken English. Okay, while they're speaking, for example, if there are incorrect tenses or if something should be turned into a verb but ends up as a noun, that's where I correct it. Then, after that, during their presentation, they present in front, and I write behind, like that. I also conduct what is called a speaking assessment for their grades. Pronunciation, grammar, fluency, and vocabulary have options like bad, not bad, good, etc. Very good, excellent, like that. That's the second way. I also record it in a book, not just in the link, so that it can be checked later if needed. Then, the last thing is when they finish their presentation, we give applause together, and then I ask one by one to the other groups, to the students, "How was it?

What do you think, what's lacking, what's good?" The appearance of someone, for example, person A, what's lacking, what's good. We write it down, what's lacking, what's good, but the methods vary depending on the tutor. It depends on the tutor. Yes, for the broken English, it's already noted, but it's not immediately corrected. We wait until they finish the presentation. There are many, then we fix them one by one. Why? "I can dreaming about you." Why is this wrong? Why is "dreaming" wrong? They should have encountered the verb "dream" instead of "dreaming." They correct it there. Okay, okay.

The reinforcement and review process also extend to post-debate activities. After each presentation, the tutor provides feedback, reinforcing correct elements and addressing misconceptions. This immediate feedback loop is essential for students to grasp the nuances of the topic and refine their language usage. The tutor's constructive comments contribute to the continuous improvement of students' language proficiency and critical thinking abilities. Moreover, the inclusion of applause and peer review sessions at the end of presentations enhances the positive learning environment. Applause acknowledges students' efforts, fostering a sense of accomplishment. The peer review component promotes collaborative learning, as students share their opinions about each other's presentations. This collaborative approach not only reinforces the subject matter but also cultivates a supportive community of learners.

D. Structured Lesson Plans

In a structured lesson plans, a classroom setting for teaching a beginner-level language course could be considered. The teacher structures the class with clear objectives, a detailed curriculum, and specific learning materials. The learners follow a set schedule, covering one topic at a time, with step-by-step guidance and predetermined activities. Based on the observations, it can be concluded that a structured lesson plans provides significant benefits, especially for learners who tend to thrive in an organized learning setting. In the context of a beginner's language class, it is evident that this approach establishes a solid foundation for effective learning.

First, the structured curriculum serves as the mainstay of this learning environment. A clear and detailed lesson plan guides learners through the steps of language skill development, starting from understanding basic vocabulary to mastering more complex language skills. This creates a strong and systematic foundation for learners' growth. Well-defined learning objectives constitute the second point that provides clarity for learners. In a language class, these objectives may involve mastering common greetings, understanding sentence structures, and acquiring basic vocabulary. This clarity offers a clear picture of what is expected from each learning session. It can be seen in the following sentences;

E. Narasumber: Ada tiga sesi pembelajaran speaking, yaitu sesi vocation and action, persiapan presentasi, dan presentasi. Setiap sesi memiliki tujuan pembelajaran yang jelas, dan tutor memiliki rencana yang terorganisir untuk memandu siswa dalam

mencapai tujuan tersebut. (There are three speaking learning sessions, namely vocation, vocabularu and action session, presentation preparation, and presentation. Each session has clear learning objectives, and the tutor has an organized plan to guide students in achieving these goals.

The selection of predetermined learning materials is also a crucial characteristic. In the context of a language class, the use of textbooks, audiovisual materials, and specific exercises supports the established curriculum. These materials are directed towards reinforcing the taught concepts and providing a controlled learning experience. A predetermined schedule adds another element of structure to this learning environment. Each learning session has a specific focus, covering a particular topic or skill. This ensures a directed progression of learning, avoiding confusion or chaos among learners.

2. Indirect Approach

The application of the indirect approach in teaching, as outlined by Woolfolk (2018), encompasses various strategies aimed at fostering active engagement, critical thinking, and independent learning among students:

A.Socratic Questioning

Socratic questioning is a teaching method where the tutor employs thought-provoking questions during chit-chat sessions and discussions to stimulate critical thinking among the students. Instead of providing direct answers, the tutor encourages students to analyze, evaluate, and synthesize information independently. This approach aims to foster a deeper understanding of the subject matter, enhance problem-solving skills, and promote active engagement in the learning process.

Based on observations and interviews, the tutor employs Socratic questioning carefully and strategically during chit-chat sessions and discussions. The tutor often initiates with open-ended questions during chit-chat sessions, encouraging students to share their perspectives and experiences. Subsequently, the tutor utilizes more profound Socratic questions to guide students in reflecting on specific concepts or ideas. These questions are designed to spark discussions involving in-depth analysis, synthesis of information, and the application of concepts in real-world contexts. It can be seen in the following sentences;

> Narasumber: "Misalnya, nanyain kabar, udah makan atau belum Bagus, setelah itu, kita angsur-angsur dari bahas minuman, liburan, dan akhirnya sampai ke tema seperti coffe addiction." (For example, asking about well-being, whether they have eaten or not. Good, after that, we gradually move from discussing drinks, holidays, and finally, we reach topics like coffe addiction).

The speaker provides an illustrative scenario of how interactions unfold in a conversational setting, particularly within the context of language teaching. The speaker exemplifies a step-by-step approach to initiate and navigate a conversation with learners. It begins with the tutor inquiring about the well-being of the students, asking casual questions like whether they have had a meal. The acknowledgment of a positive response sets the stage for a smooth transition, where the tutor incrementally

shifts the focus of the conversation. Moving seamlessly through topics such as beverages and holidays, the tutor creates an environment conducive to language learning by incorporating everyday subjects. Finally, the speaker mentions that the conversation can evolve into more complex themes, using "coffee addiction" as an example. This approach not only reflects a structured method for engaging learners in dialogue but also showcases the tutor's ability to guide the conversation towards more challenging linguistic content, ensuring a gradual and comfortable progression in language acquisition.

B. Problem-Based Learning

Based on the observations and insights gained from the interview, it is evident that Problem-Based Learning (PBL) is effectively implemented in the educational context. One notable aspect is the strategic application of action planning within this pedagogical approach. During the interview, the speaker highlighted that PBL is designed to address real-world issues, providing students with a meaningful and practical learning experience. It can be seen in the following sentences;

> *Narasumber: "Kadang-kadang kita menerapkan metode action planning terutama untuk topik-topik yang tengah hangat, seperti cyberbullying atau keuangan." ("Sometimes we apply the action planning method, especially for trending topics, such as cyberbullying or finance."*

Based on the statement from the speaker, it is evident that the tutors occasionally employ the action planning method in their teaching approach. This method is particularly utilized when addressing current and relevant topics that are prevalent in society, such as cyberbullying or finance. The use of action planning indicates a proactive and strategic approach to dealing with these subjects. It suggests that the tutors aim not only to inform the students about these issues but also to empower them to take actionable steps in response. The consistent use of this approach by all the tutors highlights its effectiveness and versatility in engaging students in meaningful discussions and problem-solving related to contemporary and impactful topics.

Discussion

The investigation on teaching approaches in teaching English speaking skills at Harau Valley English School presents a comprehensive exploration into the strategies employed to enhance the speaking proficiency of students. This research delves into the pedagogical methodologies implemented by tutors in this educational setting, shedding light on the diverse techniques adopted to cultivate effective oral communication.

Learning English at Harau Valley English School has several advantages that make it effective in facilitating learning. Based on the results of observations and interviews, there are several supporting factors that differentiate it from other research. First of all, the approach used at this school emphasizes the use of the Socratic questioning method. This method allows teachers to stimulate critical thinking in students through a series of provoking questions, rather than providing direct answers. This allows students to develop a deeper understanding of the subject matter, as well as improve problem-solving skills and active involvement in the

learning process. Additionally, this approach also provides opportunities for students to participate in collaborative discussions, which strengthens their critical and creative thinking skills.

In addition, another advantage of learning English at Harau Valley English School is the effective implementation of Problem Based Learning (PBL). In PBL, students are invited to tackle real-world problems, providing them with meaningful and practical learning experiences. The main supporting factor for PBL in this school is the implementation of strategic action planning. This method is used especially when discussing actual topics that are relevant in society, such as cyber or financial issues. This approach allows students to not only understand the issues, but also empowers them to take implementable steps in response.

Apart from that, another advantage of learning English at Harau Valley English School is its supportive learning environment. From the results of observations and interviews, it appears that this school creates an inclusive atmosphere and supports student growth. Tutors and students interact in a relaxed and friendly manner, creating a comfortable and non-intimidating atmosphere. This is very important in facilitating effective communication and increasing students' confidence in speaking English. In addition, tutor support in facilitating collaborative discussions and providing constructive feedback is also an important factor in strengthening students' speaking skills.

It should also be noted that in the learning approach at Harau Valley English School, the use of English as the language of instruction is constant. This provides an opportunity for students to continue to practice and be skilled in using English in everyday situations. An English-speaking environment also allows students to become familiar with a variety of accents and speaking styles, increasing their understanding of real-world variations of English.

In comparing the teaching approach of Harau Valley English School with the studies conducted by Gonzales et al. (2017) and Idaryani (2013), several key points emerge regarding the uniqueness and effectiveness of each approach.

Firstly, Gonzales et al. (2017) conducted a comparative analysis of different language teaching approaches, highlighting the evolution of teaching methodologies based on social, economic, and academic needs across various epochs. Their study focused on the Grammatical, Audiolingual, Natural, and Communicative Approaches, emphasizing the theoretical underpinnings, motivations for creation, teaching resources and techniques, and roles of teachers and students in the language learning process. This research underscores the diversity of approaches and the contextual factors influencing their development.

In contrast, Idaryani (2013) delved into the advantages and disadvantages of various teaching methodologies, particularly emphasizing the benefits of an integrated approach in enhancing students' speaking and writing abilities. The study examined the effectiveness of methodologies such as PPP (Presentation, Practice, Production), content-based approaches, and task-based methods in promoting language skills development. Idaryani's research highlights the importance of tailoring teaching methodologies to specific learning objectives and student needs, ultimately aiming to foster engagement and proficiency in language learning.

In the context of Harau Valley English School, the teaching approach appears to integrate elements from both studies while also incorporating unique features tailored to the needs of its students. The school's approach emphasizes creating an immersive English-speaking environment, leveraging strategies such as Socratic questioning and problem-based learning to empower students in actively participating and applying their knowledge in real-world contexts. This aligns with the communicative and task-based approaches discussed in Idaryani's research, which prioritize student engagement and practical language use.

Furthermore, Harau Valley English School's approach seems to acknowledge the importance of theoretical foundations, as evidenced by the strategic use of teaching techniques and resources to support language learning. However, unlike the distinct methodologies outlined in Gonzales et al.'s study, the school's approach appears to draw from multiple methodologies, combining aspects of communicative, task-based, and problem-based approaches to create a holistic and dynamic learning experience.

In summary, Harau Valley English School's teaching approach represents a synthesis of principles from various methodologies, tailored to address the specific needs and goals of its students. While incorporating elements of communicative and task-based approaches observed in previous research, the school's unique blend of strategies emphasizes practical language use, critical thinking, and real-world application, ultimately contributing to a comprehensive and effective language learning experience.

In comparison with other research, the superiority of the English language learning approach at Harau Valley English School can be seen in its holistic focus. Apart from emphasizing academic understanding, this approach also pays attention to developing students' interpersonal skills, creativity and speaking courage. Thus, learning at this school is not only oriented towards academic achievement, but also towards the formation of individuals who are competent and confident in communicating in English. This makes the learning approach at Harau Valley English School more holistic and relevant to students' needs in this era of globalization.

CONCLUSION

In conclusion, the teaching approach at Harau Valley English School exhibits a well-rounded and effective methodology, combining elements of the direct and indirect approaches to enhance English speaking skills. The direct approach, as outlined by Bean (2011), is observed through the implementation of clear learning objectives, guided practice, reinforcement and review, and structured lesson plans. The use of clear learning objectives ensures a focused and purposeful language learning environment, with specific goals communicated to students for each lesson. Guided practice is evident in the structured activities, discussions, and projects where students actively participate under the tutors' guidance, fostering a practical application of language skills. Reinforcement and review occur through activities like debates and discussions, providing students with opportunities to consolidate their learning, develop critical thinking skills, and maintain an interactive learning environment. The structured lesson plans contribute to a systematic foundation for

learners, offering a clear curriculum, defined learning objectives, and specific materials to support language skill development.

On the other hand, the indirect approach, influenced by Woolfolk (2018), is evident in the application of Socratic questioning and Problem-Based Learning (PBL). Socratic questioning encourages critical thinking by employing thought-provoking questions during chit-chat sessions and discussions. This approach aims to stimulate independent analysis, evaluation, and synthesis of information among students, fostering a deeper understanding of the subject matter. Problem-Based Learning, incorporating action planning, extends the learning experience to real-world issues, encouraging collaborative problem-solving. Tutors strategically apply PBL, especially addressing trending topics like cyberbullying or finance, indicating a proactive approach to empower students with actionable steps in response to contemporary challenges.

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