CHAPTER II

THEORETICAL REVIEW

A. Sanggar Kegiatan Belajar (SKB)

Sanggar Kegiatan Belajar (SKB), a non-formal school established by the government, operates as a guiding light for accessible education in Indonesia. This distinctive establishment stands at the intersection of conventional learning and alternative education, embodying a dedication to inclusiveness, adaptability, and community involvement. Located in a region renowned for its abundant cultural legacy, SKB utilises the distinctive circumstances of Central Java to its advantage. The institution's approach acknowledges the significance of cultural resonance in education, fostering an academic atmosphere that incorporates local customs, traditions, and folklore. Recent research by Kim and Lee (2021) reveals that these schools emphasise learner-centric approaches, personalised instruction, and experiential learning. This immersion in cultural elements enriches the educational encounter and fosters a sense of identity and pride among the students.

One of the distinguishing characteristics of SKB is its provision of English language instruction via the "Kejar Paket" initiative. This forward-looking endeavour aligns with global educational trends and aims to equip students with the necessary linguistic abilities to engage actively in an increasingly interconnected world. SKB's dedication to English language

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proficiency reflects a vision of preparing learners for many opportunities beyond their immediate community. Darling and Hammond (2020) highlight that these schools have gained prominence, partly in response to shifts in the educational landscape resulting from the COVID-19 pandemic. Tooley and Dixon (2020) argue that non-formal schools have emerged as an alternative for families seeking access to quality education for their children, particularly in underserved areas. The "Kejar Paket" program at SKB exemplifies a commitment to offering flexible and adjustable educational pathways. This endeavour allows learners to pursue their education at their tempo, catering to individuals who may have encountered obstacles to formal schooling. The program's theoretical foundation revolves around the concept that education should be a personalised and comprehensive expedition accommodating diverse educational backgrounds.

By recognising education as a means of empowerment, SKB adopts a transformative approach to learning. By providing an alternative pathway for learners, particularly those facing socio-economic or geographical obstacles, SKB empowers individuals to shape their futures. The school's theoretical foundation emphasises the role of education as a catalyst for personal and societal transformation. SKB's commitment to lifelong learning reinforces that education extends beyond traditional age groups. The "Kejar Paket" program enables individuals of all ages to engage in

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continuous learning, dismantling educational barriers and fostering a culture of intellectual curiosity and development.

B. English Teacher

A teacher is a person who, through the teaching process, aids students in acquiring knowledge, competence, or virtue. The following are some of the roles and characteristics of a teacher (Syahabuddin et al., 2020):

1. The Role

Use instructional aids to improve instruction in the classroom, grab students' attention, and inspire learning. Encourage pupils to study as much as possible while teaching them social values like respect for oneself and others, responsibility, teamwork, loyalty, and honesty. Find out what students already know and believe about a subject and how they tend to "hook into" new concepts. Understanding variances that may result from culture, family experiences, evolved bits of intelligence, and learning styles is also necessary for engaging pupils in learning. While assisting pupils with their academic foundation, teachers also impart essential life skills by providing a good example. Teachers must adhere to a code of ethics since they are role models. This guarantees pupils an unwaveringly honest, fair, and impartial education.

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2. The Characteristics

Successful teachers should be able to evaluate themselves critically and identify areas for improvement. This may apply to how they teach, the subjects they cover, or even their personal life; interacting with other instructors, seeking advice from peers and superiors, and connecting with other teachers on social media are all crucial for developing into a great teacher. Knowledge of the subject matter in-depth: A good teacher ascertains what the students already know and believe about a subject and how they are likely to "hook into" new concepts. Understanding variances that may result from culture, family experiences, evolved bits of intelligence, and learning styles is necessary for engaging pupils in the learning process. Effective and supporting: Students are more likely to develop closer bonds with and show greater interest in the courses given by supportive and friendly teachers. It has been established that effective teachers encourage student involvement and autonomy, incorporate humour into their lessons, and are willing to have fun (Nugroho et al., 2020).

Syafii and Miftah (2020) looked into what made EFL teachers unique and came up with three features that set language instruction apart from teaching other topics. These three factors were the teacher's personality, the topic content, and the teaching style. According to Silviyanti et al. (2020), some components make up successful teaching:

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1. As evidenced by value-added, test-based, or alternative measurements, effective instructors have high expectations for their students and actively support their learning.

2. Effective teachers influence positive academic, behavioural, and social outcomes for students, including regular attendance, timely advancement to the next grade and graduation, self-efficacy, and cooperative behaviour.

3. Effective instructors use various resources to arrange and plan interesting learning opportunities, monitor their students' development, modify their lessons as necessary, and assess their learning using various data sources.

4. Effective teachers help create classrooms and institutions that encourage diversity and civic engagement.

EFL teachers work with other educators to ensure students' success, particularly the success of kids with special needs and those at high risk of dropping out.

As an English as a foreign language (EFL) teacher, it is important to have a variety of teaching strategies and approaches to cater to different learning styles and needs. Successful language learning strategies are important to consider in second/foreign language teaching and learning. According to Mali (2021), various teaching methods, approaches, and techniques can be used in EFL classrooms, such as direct instruction,

discussion, small-group work, role play, problem-solving, and cooperative learning.

Teaching English as a Foreign Language (TEFL) courses can provide an overview of the fundamental theories, methods, and practices of teaching EFL and practical applications to the EFL/ESL classroom. Teachers can use the basic ideas of teaching something valuable and relevant to students, having them practice it in a structured way that assures success and allows them more freedom to apply the language to their circumstances. Cultivating relationships with students, being culturally aware, and teaching language skills across all curriculum topics are essential strategies for teaching English language learners (Mahbub, 2020).

By having a variety of teaching strategies and approaches, EFL teachers can engage students and facilitate their language learning. Additionally, being aware of successful language learning strategies, taking TEFL courses, and cultivating relationships with students can help teachers to be more effective in the classroom.

3. The Challenges

When examining challenges in teaching English in specialized contexts like non-formal schools, various theoretical perspectives can illuminate the complexities involved. Two key areas of challenge often arise from students' diverse backgrounds and limited learning sources.

Drawing on relevant theories and literature can help contextualize these challenges and inform effective teaching strategies.

a. Students' Background

Students in SKB Kalibagor may come from diverse linguistic, cultural, and socioeconomic backgrounds, which can impact their English language learning experiences. According to Cummins' (2004) theory of language acquisition, students' proficiency in their first language (L1) influences their ability to acquire a second language (L2). Therefore, students with limited proficiency in their L1 may face additional challenges in learning English. Furthermore, Bourdieu's (2004) theory of cultural capital suggests that students from disadvantaged backgrounds may lack the cultural resources and support systems necessary for academic success in English language learning contexts.

b. Limited Learning Sources

Access to quality learning resources and instructional materials can be limited in specialized language schools like SKB Kalibagor. The lack of adequate English language learning materials and technology infrastructure may hinder students' exposure to authentic language input and interactive learning experiences. This challenge aligns with Vygotsky's (1978) sociocultural theory, which emphasizes the importance of social interaction and cultural tools in cognitive development. In the absence of rich learning resources, students may

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have fewer opportunities for meaningful language practice and engagement in communicative tasks.

Addressing these challenges requires a multifaceted approach that considers students' diverse backgrounds and the availability of learning resources. By integrating theories of language acquisition, sociocultural perspectives, and educational equity into teaching practices, educators in non-formal schools can design inclusive and effective English language programs that meet the needs of all learners.

C. Teaching Strategy

1. Definition of Teaching Strategy

According to Indah (2015), when designing and choosing a teaching technique, it is important to consider both the nature of the subject matter and how students learn. Many current trends in education foster much creativity. Human development occurs through reason, and it is a fact. This fresh idea and reasoning enhance creativity.

Joseph (2013) asserts that suitable teaching methods encourage pupils to learn, foster critical thinking, and stay on topic.

a. A teaching strategy is a way to impart knowledge, whether in person, online, or through another medium.

b. A teaching strategy consists of guiding ideas and instructional techniques.

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c. The selection of the teaching technique or strategies to be utilised depends mainly on the knowledge or skill being imparted; however, it may also be impacted by the student's enthusiasm, ability, and learning style.

d. In this kind of instruction, students act as instructors and instruct their classmates.

According to Oxford and Crookal in Novitasari (2017), a teaching strategy is a means to decide on a course, a particular class, or even an entire curriculum after analysing the essential factors in the teaching environment. These factors include the qualities of the students, the learning goals, and the teacher's preferred methods of education. After these factors have been examined, and deliberations about the course's structure, content, evaluation strategy, and other crucial elements can be had. Planning a course is a more complicated procedure (the process of developing an instructional strategy also applies to an individual class or a complete curriculum, even though "the course" is the unit of analysis being discussed).

2. **Types of Teaching Strategy**

Current and future instructors must take ownership of the teaching technique. Since the learning process includes art, competence, and knowledge to convey information to students following goals, efficiency, and effectiveness, qualifications for educators are both crucial and significant.

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Abdurahman (2020) introduced kinds of teaching strategies, such as the following:

a.   Teaching Strategy – Expository Strategy

b.   Teaching Strategy – Inquiry Strategy

c.   Teaching Strategy – Contextual Teaching and Learning

d.   Teaching Strategy – Quantum Teaching

An effective EFL instructor will use the following teaching techniques in the classroom (Wiraningsih and Santosa, 2020):

a. Expository strategy for teaching

In essence, the expository technique is direct education. Students take notes as the teacher lectures from the front of the classroom. When learning independently, students may become sidetracked and perplexed by irrelevant knowledge and struggle to prioritize what's crucial.

b. An inquiry-based teaching technique

Inquiry as a teaching approach establishes a context for teaching and learning scientific procedures, allowing for teaching scientific inquiry as content. A set of learning exercises called "teaching inquiry strategy" emphasises using analytical and critical thinking to help students arrive at solutions to problems.

c. Contextual teaching and learning strategy in the classroom

Connecting the classroom and the outside world helps students understand what they are studying. It incorporates students' unique

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abilities, passions, and experiences into what they learn, how they know it, and how they are evaluated. Contextual teaching and learning (CTL), in other words, is a theory of learning that encourages students to establish connections between their knowledge and its practical application in their daily lives while also assisting teachers in connecting classroom lessons with students' real-world contexts.

d. Problem-based learning approach to instruction.

Another teaching and learning technique that encourages students to look for solutions to problems in the actual world is problem-based teaching. The two main components of problem-based learning are the student's discovery of a solution and a question or problem that is either teacher- or student-generated.

D. Teaching Strategy in Non-Formal School

The adaptable nature of the "Kejar Paket" program is reflected in the pedagogical strategies employed at non-formal schools. Educators modify their instruction to accommodate pupils' diverse educational backgrounds and learning paces. This individualised approach fosters a more productive and all-encompassing educational encounter. Given the global orientation of the "Kejar Paket" program, instructional methods at non-formal schools focus on English language proficiency. Teachers employ techniques that augment their students' linguistic abilities, equipping them for broader prospects in an interconnected world. The pedagogical methods at non-

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formal schools place a premium on interactive and participatory learning. Educators involve learners in discussions, group tasks, and hands-on experiences, cultivating a collaborative and dynamic classroom milieu. This approach ensures that students actively engage in their educational trajectory.

In line with Jones and Brady (2022), applying such reflexive activities within the teaching and learning environment from the perspective of being an integrative and important function embeds the concept of reflection itself. As the students encounter the collection of teaching and learning methods through a systematic planning approach, these become the 'norm' for students as educational practices alongside traditional theory-based knowledge acquisition. Informal education pedagogy can offer students access to explore 'how' concepts can be understood and utilised within practice. Reflecting upon their learning as they encounter formative tasks and exercises (case studies, researching and presenting, argument forming, positionality, moral and ethical debates, etc.), individually and in groups, enables their learning development before they apply it in practice. Through such activities, the theoretical concepts can be discussed and critiqued in the learning space, exploring the meaning of moving from being 'reflective to reflexive'. Using non-formal education pedagogy approaches, students can develop the meaning of the subject matter in readiness to expand their more profound knowledge and

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understanding in discovering other concepts as they draw upon this continually developing learning process.

In exploring the challenges and strategies for teaching English in non-formal schools, relevant educational theories and language teaching methodologies can provide a robust foundation for analysis and recommendations. Sociocultural theory, as proposed by Vygotsky (1978), emphasizes the role of social interaction and cultural context in learning. Applying this theory to the context of non-formal school, educators can recognize the importance of creating collaborative and supportive learning environments that promote interaction among students and between students and teachers. By scaffolding learning experiences and providing opportunities for meaningful communication, teachers can facilitate language development and academic achievement.

The utilization of visual aids, multimedia resources, balanced feedback, and engaging activities are all rooted in various educational theories and methodologies aimed at enhancing learning outcomes and student engagement.

1. Visual Aids and Multimedia Resources

Visual aids such as charts, diagrams, and multimedia presentations align with the principles of cognitive load theory, which suggests that presenting information in multiple formats can reduce cognitive overload and enhance comprehension (Sweller, 1988). Additionally, these resources draw upon principles of constructivism, emphasizing

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the importance of active engagement and meaningful learning experiences (Piaget, 1977). By providing visual representations and interactive multimedia content, educators can cater to diverse learning styles and facilitate a deeper understanding of lesson concepts.

2. Balanced Feedback

The approach to providing balanced feedback, including verbal praise and constructive criticism, is grounded in theories of social cognitive learning (Bandura, 1977). According to Bandura's social learning theory, feedback plays a crucial role in shaping behavior and fostering self-efficacy. By offering positive reinforcement through verbal praise, educators can motivate students and reinforce desired behaviors. Moreover, constructive criticism provides opportunities for reflection and growth, supporting students' development of metacognitive skills and self-regulation (Vygotsky, 1978).

3. Engaging Activities

Engaging activities such as role-plays, games, simulations, and group discussions are informed by principles of experiential learning (Kolb, 1984) and sociocultural theory (Vygotsky, 1978). Experiential learning emphasizes the importance of hands-on experiences and reflection in the learning process, while sociocultural theory underscores the role of social interaction and collaborative learning in cognitive development. By incorporating these activities into lessons,

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educators create opportunities for active participation, language practice, and real-world application of language skills.

Incorporating these theoretical frameworks into instructional practices enhances the effectiveness of teaching strategies aimed at promoting comprehension, engagement, and language development among students. By leveraging visual aids, multimedia resources, balanced feedback, and engaging activities, educators can create dynamic learning environments that cater to diverse learner needs and foster holistic language acquisition.

Teaching strategies in non-formal schools can differ from those in formal schools. Here are some teaching strategies that can be effective in non-formal schools (Jones and Brady, 2022):

1. Project-Based Learning

   This strategy involves students working on a project relevant to their interests and goals. It can help students develop critical thinking, problem-solving, and collaboration skills.

2. Experiential Learning

   This strategy involves students learning through hands-on experiences. It can help students develop practical skills and apply what they have learned in real-world situations.

3. Inquiry-Based Learning

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This strategy involves students asking questions and exploring topics on their own. It can help students develop their curiosity and critical thinking skills.

4. Gamification

This strategy involves incorporating game elements into the learning process. It can help students stay engaged and motivated.

5. Personalized Learning

This strategy involves tailoring instruction to meet students' individual needs and interests. It can help students feel more engaged and motivated in their learning.

6. Collaborative Learning

This strategy involves working in groups to solve problems or complete tasks. It can help students develop teamwork and communication skills.

7. Differentiated Instruction

This strategy involves tailoring instruction to meet the individual needs of students. It can help students meet their unique needs and hit their full potential.

8. Visual Learning

This strategy involves using visual aids such as diagrams, charts, and videos to help students understand complex concepts. It can help students retain information better.

These effective teaching strategies can be used in non-formal schools. Teachers should be willing to try new techniques and incorporate new technologies into their lessons to provide students with the highest quality of education possible.

E. **English Language Curriculum Kejar Paket C in Non-Formal School**

Kemendikbud (2017) emphasized the national curriculum's objectives encompass the achievement of four competencies: (1) spiritual attitudes, (2) social attitudes, (3) knowledge, and (4) skills. The core competency of spiritual attitude that learners need to possess is "Appreciating and practicing the teachings of their religion." The core competency of social attitude is that learners are capable of "Demonstrating honest, disciplined, responsible, caring (cooperation, collaboration, tolerance, peace), courteous, responsive, and proactive behavior as part of the solution to various problems in effectively interacting with the social and natural environment and positioning oneself as a reflection of the nation in global interactions." Both of these competencies are achieved and developed through indirect teaching processes, namely exemplification, habituation, and culture in educational units and the community, taking into account the characteristics of equitable education, subjects, and the needs and conditions of learners. The cultivation and development of attitude competencies are carried out throughout the learning process to achieve harmonisation with learners' daily lives. They can be used as considerations for tutors in further developing learners' characters.

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F. English Language Teaching in Non-Formal School

English Language Teaching (ELT) at non-formal schools within the "Kejar Paket" program is a dynamic and comprehensive procedure that caters to learners of various age groups, reflecting the community's diverse educational backgrounds. The ELT strategies are meticulously developed to accommodate this age diversity, ensuring that all learners receive efficient and meaningful language instruction (Evans, 2024).

ELT in non-formal schools recognises the diverse age groups of learners and utilises materials suitable for each age group. Whether teaching adolescents or adults, the curriculum is crafted to be captivating and applicable, aligning with each age group's cognitive and developmental levels. Acknowledging that learners of different ages may have different learning paces, non-formal school embraces flexible teaching approaches. This enables each individual to advance through the English language curriculum at a pace that suits their requirements, promoting personalised learning experiences. ELT strategies at non-formal schools highlight interactive and participatory learning activities suitable for learners of all ages. Through group discussions, role-playing, or collaborative projects, learners actively participate in the language learning process, fostering a communicative and inclusive environment (Belle, 2024).

Integrating cultural relevance across generations is a crucial aspect of non-formal schools' English Language Teaching (ELT) curriculum. By

incorporating local traditions and stories that resonate with learners of different ages, the language lessons enhance linguistic skills and hold cultural significance. The non-formal school recognises their unique needs and offers tailored support for adult learners participating in the "Kejar Paket" program. This support may involve flexible class schedules, targeted language skills development, and consideration of the life experiences that adults bring to the learning environment. The language assessment approach at non-formal schools is designed to accommodate learners' diverse language proficiency levels across different age groups. By adapting assessment methods, the non-formal school ensures fair evaluation and fosters a supportive environment that encourages active participation from all learners.

Intergenerational collaboration is actively promoted in ELT at non-formal school. Younger and older learners are provided with opportunities to collaborate on language projects, creating a space for mutual learning and exchanging perspectives. This perspective enriches the overall language-learning experience. The ELT strategies at non-formal schools go beyond language proficiency and integrate life skill development across all age groups. Learners of different ages acquire valuable communication, critical thinking, and problem-solving skills that apply to real-life situations. Recognising that learners of different ages may thrive in different learning environments, non-formal schools adopt flexible learning strategies. This flexibility includes creating diverse learning

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spaces catering to learners' specific needs and preferences and fostering a comfortable and conducive atmosphere for language learning.
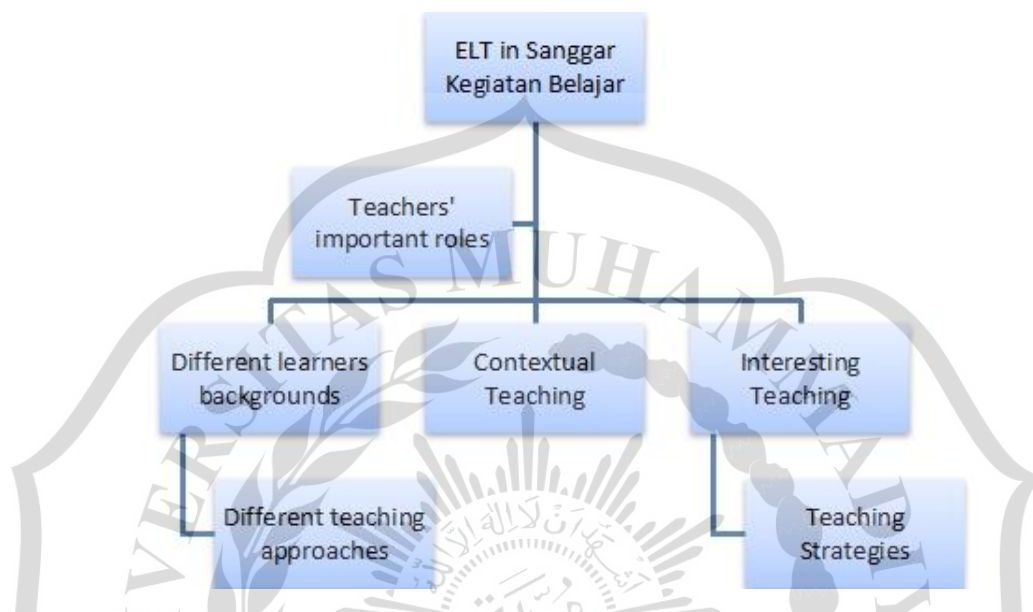
G. Basic Assumption

Fig 1. Basic Assumption

Fig 1 explains the basic assumption of this study. Teachers play a critical role in fostering language excellence. This assumption suggests that effective teaching strategies directly impact students' language proficiency and learning outcomes. Teaching strategies need to be contextually relevant because the socio-cultural and educational context of Sanggar Kegiatan Belajar in Kalibagor, Banyumas, Central Java, Indonesia, influences the effectiveness of English language teaching strategies. The students at SKB Kalibagor are diverse in language proficiency, learning styles, and socio-economic backgrounds. This diversity might require teachers to employ various strategies to address varying needs and abilities. Language learning is enhanced through

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interactive and engaging teaching approaches. This assumes that teachers at SKB Kalibagor utilise strategies that actively involve students in the learning process, fostering better language acquisition. Teachers integrate multimodal resources (such as visual aids, technology, and real-life examples) in their teaching strategies. A variety of resources enhances the learning experience and language comprehension for students.

H. Related Studies

Some scholars have conducted studies related to challenges and strategies in teaching English in this era. Their research has shaped the framework of this research, reading their varied research, underpinned theories, and methodology.

1. Assalihee and Boonsuk (2023) investigated teaching management strategies for 21st-century Islamic education for southernmost Thai private Islamic schools. This study was to eliminate learning barriers and embrace modern education. This qualitative study investigated teaching management strategies for Islamic Education and key challenges teachers encountered in cultivating global citizenship for learners. Data were collected from interviews, focus group discussions, and observations with twelve school administrators and twelve Islamic education teachers purposively selected from twelve schools in southern Thailand. Qualitative content analysis with data organization and classification identified that the schools employed six teaching management strategies to maneuver Islamic Education: emphasizing

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individual differences, integrating information and communication technology, associating off-class experiences, bridging localness with internationalness, integrating science, and considering modern evaluation. Furthermore, the results revealed that the attitudes of the Islamic education teachers were primarily attached to conventional teaching styles, relied on subject matters less relevant to the needs of the global society, and developmental processes remained significantly ambiguous. Hence, these three challenges were the prime obstructing factors of teaching capacities and adaptability that hindered educational cultivation for 21st-century global citizenship. This study proposes new instructional models for transforming private Islamic schools, leading toward 21st-century education.

2. Al Mahdi et al. (2022) investigated Professional Learning Communities in Private Schools in Bahrain and Oman: Reflection on Two Cases. This study explores features of professional learning community (PLC) models in the educational contexts in Bahrain and Oman. Findings based on the case studies of PLCs in two private schools in Bahrain and Oman and theoretical input from international PLC literature have implications for policy and practice. The study recommends promoting PLC approaches in the Bahraini and Omani educational systems in pre- and in-service teacher training programs, adapting best international PLC practices to the specific educational contexts of Bahrain and Oman, preparing school principals to lead PLC in their schools,

providing human and financial support to these communities, and making school cultures more collaborative. This study highlights the importance of the PLC approach, expands the existing conceptual/analytical framework, demonstrates how this approach is being used in two schools and encourages other practitioners and researchers to embrace PLC.

3. Souri and Merc (2021) investigated Adult EFL Learners' Drives to Improve Their English in Private Language Schools. The present study researched EFL adult learners' reasons for learning English in a new setting using a mixed-design research methodology. The subjects of this study were forty adult English language learners, 20 males and 20 females, who were learning English as a foreign language in a private English language school in Istanbul. Necessary data regarding the participants' reasons for learning English were collected through two instruments: questionnaires and interviews. The data analysis revealed that external factors such as finding a job and personal interests such as the desire to make friends urged and encouraged the participants to enrol in the private English language school to improve their English after a hard day of work or study. The study concluded that instrumental and integrative motivation influenced the participants' drive to study English.

4. Abdullah et al. (2020) investigated a Comparative Study of Classroom Management Strategies employed by Public and Private School English

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Language Teachers. This study was a comparative research project to study classroom management strategies of English language teachers (ELTs) at secondary-level public and private sector schools in Lahore. This research aimed to identify the teaching strategies used by the teachers. A total of 200 English language teachers, 100 from the public sector and 100 from private sector schools were selected using the random sampling technique. The researcher designed a close-ended questionnaire to collect data from the respondents. The respondents commonly used specific teaching strategies and planning and support. Significant differences were found in the techniques used by public and private sector ELTs. Policy recommendations such as organizing teacher training workshops would encourage ELTs to use classroom management strategies effectively.

5. Gholami et al. (2016) investigated An Exploration of Teaching Practices of Private, Public, and Public-Private EFL Teachers in Iran. This study researched the practices of public (high) schools, private language institutes, and public-private teachers. In particular, it addresses the role of contextual factors, the variations teachers introduce to cope with them, and the degree of sustainable behaviour among these three groups of teachers. High school teachers consisted of those who taught only in high schools and those teaching in high schools and private language institutes. For this purpose, classroom practices of 60 EFL teachers (N=20 per group) with 3 to 6 years of

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teaching experience and a BA degree in TEF) were compared in terms of group/pair work, teacher talking time, L1 use, questioning, corrective feedback, and coverage of language skills. The study's findings indicate that a significant difference exists among these three groups of teachers in terms of their practices. Notably, in the same teaching context of high school, the practices of teachers with and without private language teaching experience are significantly dissimilar except in the duration of pair/group work activities and the rates of repetition and explicit correction. This study suggests that high school EFL teachers with teaching experience in private language institutes subscribe more closely to communicative language teaching and thus can act as powerful agents of sustainable language teaching in Iranian public schools.

By engaging in a comprehensive examination of existing scholarly works and effectively expressing the unique characteristics of the research, analyze the potential impact of SKB's English language teaching on learners and the broader community. Sanggar Kegiatan Belajar (SKB) in Central Java, Indonesia, emphasizes the unique cultural aspects, socio-economic factors, and community dynamics that distinguish SKB from other non-formal educational settings with age diversity in the study. SKB's English language teaching strategies accommodate learners of various age groups, and teaching strategies or innovations implemented in SKB are not widely explored in existing

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literature. These strategies contribute to a more effective and engaging learning environment and the potential impact of SKB's English language teaching on learners and the broader community. Language proficiency contributes to individual empowerment and community development, addressing potential gaps or limitations identified in previous studies.

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