

TEACHING STRATEGIES IMPLEMENTED IN *GLOBAL ENGLISH COURSE* IN TEACHING SPEAKING ABILITY.

(Strategi Pengajaran yang Diterapkan di *Global English Course* dalam Mengajarkan Keterampilan Berbicara)

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ABSTRACT

This study aimed to find out teaching strategies that were implemented in *Global English Course* during its English village called “*London Village*” program covered three speaking components are: fluency, accuracy, and comprehensibility. The study was qualitative analytics research using observation, interviews, recordings, field notes, open ended questionnaire, and documentation instruments to explore the teaching strategies implemented in *Global English Course* in improving speaking ability. The collected data were analyzed by using Miles and Huberman’s model (2014) consisting of four steps, namely: data collection, data display, data condensation, and conclusion-drawing/verifying. The participants of this research were seven English learners and seven English instructors of *Global English Course*. The findings of this research are the teaching strategies applied in London Village of *Global English Course* to develop the learners speaking fluency, accuracy, and comprehensibility. They show that London Village applied Cooperative Learning in its learning process during the program in a two weeks English camping. Other findings showed that six Language

Learning Strategies categorized by Oxford (1990) were used to develop the learners' speaking skills.

Keywords: Global English Course, London Village, speaking fluency, accuracy, and comprehensibility.

INTRODUCTION

Speaking is one of the most important skills in all languages of four competence skills. Since language is a tool of communication, speaking plays the significant role to communicate intentions and purposes to other people. It is also a part of language that enables the speakers and the listeners understand each other easily. Although English speaking skills taught since elementary school to senior high school, even in the higher institution in Indonesia, and lies in the second order in the basic competence of curriculum, but mostly students fail in obtaining such competence that should be mastered after a few years of study.

To overcome such problem above, the strategies implemented in Global English Course in its English Village called "London Village" (LV) is one of the solution to solve the problem. It has set of teaching strategies which enables the English learners have basic or intermediate level of English speaking skills after passing the program in fourteen days of English Village (EV). The teaching strategies implemented in this program are: active, innovative, creative, inspired, and enjoyable.

The teaching strategies which were investigated in this research covers three components of speaking skills, they are: fluency, accuracy and comprehensibility. The investigation also explored about the relationship with Strategy Inventory for Language Learning by Oxford (1990) that is consisted of three strategies, namely: memory, cognitive, compensation, metacognitive, affective and social strategies. Hence, the purpose of this research were to investigate the teaching strategies in improving the learners' speaking skills in three components (fluency, accuracy and comprehensibility) that are implemented in Global English Course in its learning process during "London Village" program.

REVIEW OF RELATED LITERATURE

Not all English learners have accurate learning strategy on how to master English conversation or speaking skills in a short time. Each person has a different talent in learning language, so he or she has also a different period of time to speak fluently in English. Some of them need long time to adapt themselves with the language they are learning. Even, some others fail to acquire the language after joining some courses. That is why, the role of Language Learning Strategies is really essential to instruct to the learners by English teachers. In this case, LLS support learners in developing competence, while the instruction of LLS by teachers are able to support individual apply more effective learning strategies (Oxford, 1990 in Razmjoo, and Ardekani, 2011). Kinoshita (2003 in Razmjoo, and Ardekani, 2011) recommended that language instruction is teaching approach aims to upgrade the learners' awareness of learning strategies and provide learners with systematic practice, reinforcement, and self-monitoring of their strategy used to language learning activities.

In terms of English Village, Hengki, Jabu and Salija (2017) stated that using Cooperative Learning Strategy through EV (English Village) succeed and more efficient and effective to improve the students' speaking skills in academic language function. The student's oral communication after joining the program is much better than before. There are two dominant factors who have given great contribution to the students speaking achievement, they are students' motivation and environment. Environment is essential factor in affecting the learners' English speaking improvement in LV.

Several studies have been conducted relate to teaching strategies especially on how to improve the speaking ability. Davis (1999) proposed her idea that in Cooperative Learning, the learners working in a small group tend to learn more of what is taught and retain it longer when the same content is presented in other instructional format. While Hengki, Jabu and Salija (2017) found that Cooperative Learning Strategy through English Village is effective way to teach speaking skills. Oradee (2012) affirmed that the score of the students' English abilities was significantly higher than pretest one after applying three communicative activities, are: discussion, problem-solving and role-playing. Ahmad and Yusuf (2014 in Gudu, 2015) argues that the learners' classroom activities encourage shy learners to speak by

communicating face to face, independent working, minimal involvement of the teacher so their speaking skills improve through practice. Furthermore, the application of teaching strategies causes the learner apply more Language Learning Strategies based on the instructors' instruction.

The Concept of Teaching Strategies

Teaching Strategies in this article refers to the structure, system, method, technique, procedures and process that a teacher uses during instruction. These are strategies the teacher employs to assist students learning

Some models of teaching speaking:

Rocio (2012) administers some speaking activities, they are:

1. Drills. They are used to learn grammar and vocabularies because they are repetitive exercises where students practice and repeat the same thing several times.
2. Discussion activities. They are the kind of activities that give learners chance to speak freely and express themselves.
3. Discussing and solving problems. The kind of activities where learners can talk about a topic chosen by teachers or by themselves and then, they express their possible solutions.
4. Debates. Kind of activities that ask learners to give statement and they have to decide whether they are agree or disagree and their reasons.
5. Role plays. Each learner acquires a personality or interpret characters and receive card with information about their role and the situation.
6. Games. Kind of activities to liven up a lesson, such as yes no question, etc.

The following are other speaking activities proposed by some experts:

1. Story telling and retelling. Telling stories are good chance for the learners to practice longer stretches of discourse (Solcova, 2011).
2. Interviews. The kind of activities that can motivate the learners specially if they involve personal experience or sharing (Solcova, 2011).
3. Morning conversation. It is held once in a week instead of vocabulary in the morning with the aim to train and familiarize students in English usage (Efrizal, 2012)

4. Memorizing vocabulary. Kind of activities which are done by the students either from a book that has been decided from the educational work of students, and guided directly by class supervisor or court of language (Efrizal, 2012).
5. Speech training. The kind of activities held in English and Arabic to encourage students to improve the quality of language learning, motivate students to master English and Arabic in learning process in the classroom, so they are able to speak English and Arabic well.
6. Bilingual fun. Kind of activities in which games using English and Arabic for entertaining and exciting to eliminate fatigue boredom so the designed target is reached and learners can absorb what the teacher give well (Efrizal, 2012).
7. Award. They aims to give students motivation in carrying out language disciplinary. Through this awarding, the learners complete to be better than the others (Efrizal, 2012).

The Concept of Learning Strategies

Language Learning Strategies can be defined as “ specific actions, behavior, steps, or techniques—such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task—used by students to enhance their own learning (Scarcela & Oxford, 1992 in Oxford, 2003). While Rubin (1975 in Alkahtani, 2016) defined strategies as the technique or device which a learner may use to acquire knowledge.

Language Learning Strategies have a significant role in determining the successful of learners. Some language learners succeeded in their learning to acquire the target language because they use appropriate language learning strategies, while other learners fail because they use inappropriate language learning strategies. LLS plays an important role in L2/FL learning, due to the fact that they can help learners to facilitate the acquisition, storage, retrieval or use of information and increase self-confidence (Chang, Yi & Liu, Chen & Lee, Nan, 2007 in Rustam, et.al, 2015). While Mohammed et. Al (2015) claimed that LLS make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation.

Oxford (1990) Classification of Language Learning Strategies

Oxford (1990) classified LLS into two major groups, they are direct and indirect strategies. Direct strategies are directly involved in the learning process of a second language and 'require mental processing of the language'. While Indirect Strategies support and manage language learning without directly involving the target language. Direct Strategies consisted of three categories: memory, cognitive, and compensation strategies; while indirect strategies comprised of: metacognitive, affective, and social strategies. The following are brief description for the term:

1. **Memory Strategies.** They help second/foreign language learners memorize and recall new information when needed and help learners create connection between different part of the language, such as: creating mental linkage and applying image and sound.
2. **Cognitive Strategies.** They are essential for language learners to manipulate or to manipulate or transform the target language, such as: practicing, receiving and sending message, and analyzing, reasoning and creating structure for input and output.
3. **Compensatory Strategies.** They enable learners use the new knowledge for either comprehension or production despite possible limitation in information such as: guessing intelligently, overcoming limitation in speaking and writing.
4. **Metacognitive Strategies.** These strategies are approach engaged by language learners so that they control their own cognition and learning process. They provide indirect support for language learning, such as: centering learning, arranging and planning learning, and evaluating learning.
5. **Affective Strategies.** They refer to strategies that support language learners create positive attitude, increase motivation or overcome emotion, such as: lowering anxiety, encouraging oneself, and talking emotional temperature.
6. **Social Strategies.** They refer to techniques employed by the learners to communicate and work with others, or to understand culture and language, such as: asking questions, cooperating others.

This study concerns about the teaching strategies implemented to improve the speaking ability in three component of speaking skills, they are: fluency, accuracy, and comprehensibility. The teaching Strategies model in this article used by Global English

Course in its English Village called “London Village” for a couple of week English camping. The strategies here can refers to speaking activities model by some linguists for instance: Rocio (2012), Solcova (2011), Valimareanu (2010), and Efrizal (2012). In implementing the teaching strategies on the speaking skills, the instructors instruct their learner by using various model of speaking strategies that enable their learners use Language Learning Strategies based on the direction of the instructors. These are related to what Oxford (1990 in Razmjoo, S.A., and Ardekani, S.G., 2011) that the instruction of LLS by teacher can help individually apply more effective learning strategies. While Kinoshita (2003 in Razmjoo, S.A., and Ardekani, S.G. proposed that language instruction is teaching approach aims to upgrade the learner awareness of learning strategies and provide learners with systematic practice, reinforcement, and self-monitoring of their strategy used to language learning activities.

METHOD

This research used qualitative analytics research method. Analytics involves studying about past historical data to investigate possible trends, to analyze the effect of certain treatment or events or actions or to evaluate the performance of a given instrument or scenario. The goal of analytics is to improve business by gaining knowledge which can be used to make improvement or changes (WebFinance Inc., 2017). This research method used to investigate the teaching strategies implemented in Global English Course in its English Village called “London Village for a couple of week camping. The participants of this research were the learners and the instructor of London Village in 214 batch, took place on the third to fourth week of December, 2017. The participants consisted of seven English learners and seven English instructors.

The data were collected through six instruments, they are: observation, interview, recording, questionnaire, field note and documentation. The collected data were coded and then analyzed and interpreted through Miles, Huberman, and Saldana, J. model (2014), namely: data collection, data display, data condensation and conclusion (drawing/verifying).

FINDINGS AND DISCUSSION

Findings

The Teaching Strategies used in developing the learners' Speaking fluency

Based on the data from observation, audio and video recording of interviews, questionnaire sheets, field note, and documentation, the researcher found some teaching strategies in developing the learners' fluency as follow:

1. The learners were asked to memorize ten words each day or 100 to 200 words during the program.
2. Using London Village's Id card names to develop the learners' vocabulary indirectly.
3. Practicing question list (136 item of questions) and talk to talk with in pairs in the first five days.
4. The other learning activities in the first five days were: telling childhood and annoying experience, dreams, describing an object, etc.
5. London Village environmental system forced the learners to speak English
6. There was English days. One of the learner stated that: "English day itu semua berbahasa Inggris, ee... dan saya fikir itu akan melatih kemampuan kita untuk terbiasa berbahasa Inggris. Eee.. Dan saya merasakan kayak...kalau misalnya, saya keluar untuk belanja sesuatu, saya selalu ee..keceplosan kayak bicara bahasa Inggris dengan tukang bakso" [*There was "English day" in sixth day. All learners spoke English in English day, and I thought it would be exercise our abilities to be accustomed to use English. And I felt that, for example....I went out to buy something...I used to let slip such as using English to talk with meatballs soup seller*].
7. The activities in English days were such: seminar, interactive dialog, small discussion, telling experience, and how to teach.
8. There were group division in outdoor meetings
9. Allowing to use gesture and code switching in the first five days, but they were not allowed during the English days.
10. Using clarification instead of code switching (e.g. by saying " what is the English word for...? or how do you say...in English?").

11. Allowing to use Indonesian when the learners still have poor vocabularies in stating something during the learning activities in the first five days.
12. The learner may use synonym and antonym during the learning activities.
13. The instructors gathered the low capable learners into special group and gave them special treatment to upgrade their capability before joining into the general groups.
14. Searching the words or phrases in the google translate when the learners did not know the words they wanted to say before they were speaking.
15. Using London Village's Id card names to determine the learners' turn and each learner should speak at least three minutes
18. Designing pro and cons discussion to stimulate learners to speak
19. Global English Course (London Village) allowed instructors to make variations in their teaching activities.
20. The learners must stand and speak in front of the audience when they get their turn to speak
21. Instructors were used to encourage and motivate their learners to learn more in various approach
22. The instructors were used to joke in English to encourage and to motivate the learners to learn and speak.
23. To overcome the learner's anxiety, unbravery and shame to speak, the instructors were used to ask the learners to speak confidently without worrying their pronunciation.
24. Reciting prayer was one of the learning activities to encourage the learners to speak.
25. The instructors were used to present games to keep the learners' motivation to study when they were generally tired.
26. Instructors were used to accompany and guide the learners to speak in front of other learners.
27. Punishment to the learners.
28. Instructors were used to translate the Indonesian utterance produced by learners into English when they speak in any speaking activities.
30. The instructors were used to present games and sing English songs to overcome affective problems such as: tired, bored, sleepy, and others.

31. To keep the learner speaking, the instructors were used to inform their learners not to be afraid in making mistakes.
32. The learning situation was relaxed because the instructors teach the learners informally and they always close to their learners.
33. The instructors were used to announce the best learners/participants in the end of the program to motivate them learn more, such as: the best participants, the most diligent, the most active either male or female learner, and the most inspiring alumni.
35. Interacting with the foreigners. The instructors were used to ask their learners to interact with the foreigners because the place of the program are often visited by foreigner.
36. The learners cooperated with other learners.
38. Reviewing the learners' progress. In the end of the program, there was post test which measure the mastery level of the learners' competences after joining the program for a couple of week or a fourteen days with others. The capable learners were used to support the low capable learners to speak in small group activities.
37. Fining the learners. Learners were fined with two reasons, namely: firstly, because they spoke beyond English in English days either by his/her friend(s) or by himself; secondly, because they were not discipline in joining some learning activities of London village or they were late.

The Teaching Strategies Used in Developing the Learners' Speaking Accuracy

Based on the collected data from six instruments as seen earlier, the teaching strategies to develop the learners' accuracy are as follow:

1. Learners must wear London Village Id card's names to develop the learners' vocabularies indirectly.
2. Memorizing words, phrases or expression
3. Translating English songs into Indonesian and giving some vocabularies to memorize
4. Correcting the learners' pronunciation while memorizing or speaking
5. Asking to watch western movies
6. Allowing the learners to speak Indonesian in the first five days

7. Coaching the low capable learners by giving them special treatments
8. In teaching grammar and structure, for example tenses, instructors first, explained the definition of the tenses; the second, they gave structure pattern of them; the third, they gave some examples, and the last, they asked the learners to practice by mentioning some sentences in Indonesia and then asking learners to translate them into English.
9. Writing some vocabularies in the white board related to the learning activity materials to memorize.
10. In speaking activities such as: discussion, interactive dialog, seminar, etc., the learners integrated with grammar under the guidance of instructors.
11. There were question list and talk to talk to develop the learners' grammar and structure.
12. Asking the learners to use clarification when they didn't know the word or phrases they wanted to say and then instructors directly translated them.
13. The learners also might use synonyms beside using clarification if suddenly they didn't know the English words while speaking.
14. Let's the learners speak ungrammatically and then instructors correct them to use the correct grammar.
15. There were special instructors note the learners' incorrect utterance when they were speaking and the instructors reviewed their result in the end of the learning activities.
16. Repeating the words pronunciation many times, so learners could imitate the pronunciation in precisely correct.
17. Approaching the different learners in different capability. The low capable learners should be given special attention by giving them special treatments to upgrade their capability, so they could join the general learning activities.
18. Correcting the learners' grammar when they were speaking and asked the learners to increase their vocabularies.
19. Reviewing all subjects that had given before and testing in the end of the program.
20. Instructors were used to accompany learners to stand and speak in front of their friends and guide the learners to speak.
21. Instructors designed discussion activities to stimulate all learners to speak up.

22. Using ask for clarification when the learners did not know the English words while speaking.

The Teaching Strategies Used in Developing the Learners' Speaking Comprehensibility.

1. Question list and talk to talk. The instructors targeted all learners can remember and understand all the questions list after practicing with their pairs.
2. Speak in Indonesian first. The instructors allowed the learners to speak in Indonesia first if they didn't know the English words while speaking especially in the first five days.
3. Using bilingual languages. To develop the learners' speaking comprehensibility, instructors were used to speak in English then continued to speak in English to make the learners can understand the learning materials easily.
4. To maximize the learners' comprehension, the instructors were used to use code switching to Indonesian.
5. Instructors were used to repeat the words or phrases pronunciation in the question list many times till really understand and could pronounce them correctly based on standard English.
6. Dividing the learners into two categories, namely: capable learners and lower capable learners. The capable learners got their extensive learning activities while the low capable learners got private teachings from different instructors to nearly equalize their capability with capable learners so they can gather in general meetings in the English days.
7. Putting the learning materials based on the order of difficulty rates. The easier learning materials were put earlier than the more difficult one, while the most difficult were put in the last.
8. The Instructors taught the learners with relaxed teachings and not so taut in learning process, so the learners could comprehend the learning materials easily.
9. The instructors were used to joke and close to the learners to get their comprehension
10. The instructors were used to clarify the instructors' mean and repeat the utterance many times so the learners could get the instructors point.

Discussion

Teaching Strategies to develop the learner' speaking fluency

This part provides discussion of the observation, interview, recording, questionnaire, field note, and documentation. From some phenomenon analyzed, it seems that London Village employed Cooperative Learning as proposed by Davis (1999) that working in a small group tend to learn more of what is taught. In doing collaborative task, she recommends some suggestion such as assigning group task that promote learning, teaching students to work in a group, forming and guiding groups, evaluating group works, and experimenting to learn.

Small group activities such as: talk to talk, morning speech, to be an interpreter, afternoon speech, small discussion, interactive dialog (forming groups and guided at least one instructor) are similar with Cooperative learning proposed by Davis (1999). They are focused on the learners' centeredness and called learning method by Ordade (2012) where the learners are divided into small groups.

In comparing with some models of teaching speaking, the speaking activities implemented in London Village (GEC) are closely related to what some Linguists theorize. Learning activities such as: question list, talk to talk and teaching grammar are closely related to *drills* (Rocio, 2012). While, seminar, small discussion, interactive dialog, morning speech, afternoon speech are similar with *discussion activities* (Rocio, 2012). Evening discussion is similar with *discussing and solving problem* (Rocio, 2012). Seminar, small discussion, and interactive dialog can also be categorized *debate* as (Rocio, 2012). Learning activities: being an interpreter or medicine seller, being a teacher are kinds of *role plays* (Rocio, 2012). Telling past experiences, describing a place may include *story telling* (Rocio, 2012). *Talk to talk* is similar with *interviews* (Rocio, 2012).

The researcher also found some similarities of learning activities in Islamic boarding school as proposed by Efrizal (2012) such as: fining the learners is similar with *language movement*, morning speech and afternoon speech are similar with *speech training*, games is similar with *bilingual fun*, announce who break English days similar with *procurement amplifier instrument*, announce the best participant and give them reward is similar with *reward* (Efrizal, 2012).

In comparing with the Strategy Inventory for Language Learning (SILL) as stated by Oxford (1990), the following are the description.

The first, in Memory Strategies, memorization, using LV's id card names is a dominant strategy used in this case by London Village to develop the learners' speaking fluency. These are related to *applying image and sound* (Oxford (1999a). The second, in the Cognitive Strategies, giving question list, talk to talk, English days, various learning activities, community system, time management, continuous training are related to Oxford (1990a) and Rubin (1997 in Alkahtani, 2016). The third, in compensation strategies, allow to speak Indonesian in the first five days, using code switching, gesture, asking clarification, not allowed to use gesture in the English days, whispering the learners are similar with *overcoming limitation in English* (Oxford 1990a). The fourth, in Metacognitive Strategies, giving basic materials and special treatment, there were supervisor instructors, must master 136 question list, modelling discussion activities, using dictionaries and google translation, or asking instructors, guiding shy learners, giving various learning activities, maximizing the learners to speak, allowing the instructors to give variation, are similar with *centering learning, arranging and planning learning and evaluating learning*. (Oxford, 1990a & Rubin in Alkahtani, 2016). Other finding is fining the learners by the amount of money. The fifth, in Affective Strategies, developing the learners' self-confidence through delivering speech, motivated by instructors, environmental system affected learners to speak, reciting pray to develop the learners' selves confidence, train continuously develop the learners' selves confidence, social adaptation, translating and clarifying the learners' utterance, environmental system were relaxed, there were instructors' exchange, punishment encouraged the learners to speak and develop the learners' courage and awarding the best participants, encourage them to develop their competencies continuously, praying in English and reciting basmalah before starting the program. The last, Social Strategies such as: asking for clarification, interacting with foreigners and other learners, cooperating among the learners and instructors are similar with (Oxford, 1990). Others are: making jokes, talking in pairs, socializing among the learners.

Teaching Strategies to Develop the Learners' Speaking Accuracy

The prominent findings in developing the learners' speaking accuracy can be described as follows: in teaching tenses for example, instructors ordered the learning materials based on the difficulty rate. They taught simple present first, then they continued to simple future tense and simple past tense, and then present perfect tense was put in the last for these of them. Putting the learning materials based on the difficulty rate are in line with *The Comprehension Hypothesis* by Crashen (1992 in 2013), recommended that we should move from i to $i+1$ by comprehending input encompassing $i+1$. Other findings were: memorize vocabularies, phrases or expression as proposed by Efrizal (2012), talk to talk is similar with *drills* noted by Rocio (2012), write basic vocabularies related to the learning materials as similar with *morning vocabulary* mentioned by Efrizal (2012). Some others are: use London Village's Id card names, correct pronunciation while memorizing or speaking, ask learners to watch western movies, translate English songs, pronounce words, phrases or sentences many times, review all subjects and testing.

In relation to Oxford (1990) the Strategy inventory for Language Learning, the researcher proposes some important highlights as follow: The first, in Memory strategies: (1) giving LV's id card names, (2) memorizing vocabularies and expression, (3) correcting the learners' pronunciation while testing, and (4) watching western movies. Number 1,3 and 4 are in line with *applying image and sound* (Oxford, 1990). The second, in Cognitive Strategies: allowing to speak Indonesian in the five days, coming forward to coach the learners, giving special treatments, coaching the leaners with four steps in grammar, imitating the learners' pronunciation, learning grammar before presentation, integrating grammar in speaking, practicing, translating English songs, looking up and noting the meaning of the word from dictionaries are in line with *practicing* (Oxford, 1990 & Rubin 1987 in Alkahtani, 2016). The third, in Compensatory strategies, asking unknown words and translated by instructors, giving more time to prepare and translate, asking for clarification or using synonyms are in line with

overcoming limitation in speaking (Oxford, 1990 & Rubin 1987 in Alkahtani, 2016). The fourth, in Metacognitive Strategies, ordering learning materials based on the difficulty rate is in line with The comprehension Hypothesis by Crashen (1992 in 2013) that we should move from i to $i+1$, writing unfamiliar words in the white board, correcting learners pronunciation, teaching learners based on their comprehension input, repeating and teaching question list many times, giving special treatments, examining the learners' memorization, reviewing the learners' progress in interactive dialog, teaching how to speak and how to memorize, continuing the learners' speaking and repeat it are in line with *centering, arranging, planning and evaluating learning* (Oxford, 1990 & Rubin 1987 in Alkahtani, 2016). The fifth, in Affective strategies, accompanying and guiding learners when they are speaking, clarifying, summarizing or translating the learners' argument to stimulate the opponent group speaking. The sixth, in Social Strategies, asking clarification for unknown words or phrases, answering the learners' clarification, talk to talk with the learners' pairs are in line with *asking questions and cooperating others* (Oxford, 1990) and communication and social strategies by Rubin (1987 in Alkahtani, 2016).

Teaching Strategies to Develop the Learners' Speaking Comprehensibility

Compared with the theories of the teaching strategies as seen earlier, some of the related findings were: pronounce the question list many times which is similar with *drills* proposed by Rocio (2012), the learning materials were ordered in series to make comprehension easier is as in line *The Comprehension Hypothesis* by Crashen (1992 in 2013).

In associating with the Strategy Inventory for Language Learning (SILL) administered by Oxford (1990), the following are the discussion. The first, in Memory Strategies, question list, talk to talk are in line with *performing physically new expression* (Oxford, 1990). The second, in Cognitive Strategies, allowing the learners to speak in Indonesian if they don't

know the English words while speaking or listening to the instructors' guidance (Oxford, 1990 & Rubin 1987 in Alkahtani, 2016). The fourth, in Compensatory Strategies, using bilingual languages and code switching are in line with *overcoming limitation in speaking*, the learners can switch to their native language are in line with Oxford (1990). The fourth, in Metacognitive Strategies, translating the learners' arguments into English, pronouncing and repeating question list many times, giving different approach to different learners, ordering learning materials in series, give some learning activities (e.g. question list, talk to talk, to be an interpreter, etc.) are in line with Oxford (1990). The fifth, in Affective Strategies, relaxed teaching make close relationship among learners and instructors. It is in line with *lowering anxiety by performing physically or mentally using progressive relaxation* (Oxford, 1990). The last, in Social Strategies, clarifying the instructors' mean by repeating their utterance many times or clarify what they mean so the learners can comprehend well.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of data analysis, findings, and discussions, the researcher put forwards the following conclusions:

The teaching strategies implemented in London Village (Global English Course) are cooperative learning as proposed by Davis (1999) where the learners are mostly divided into small groups and the instructors mostly act as facilitators.

In developing the learners' speaking fluency, Global English Course (London Village) uses teaching method that focusing on the learners' centeredness, while the instructors act as facilitators. Some learning activities to improve the learners speaking fluency are: talk to talk with in pairs, morning speech, small discussion, afternoon discussion, evening discussion, interactive dialog, seminar, interactive dialog, seminar, to be an interpreter, and to be a medicine seller. While in developing the learners' speaking accuracy, instructors of Global English Course teach grammar by putting the learning materials based on the difficulty rate, memorize vocabularies, phrases and expression, do talk to talk with in pairs, use LV' Id card names, correct the learners' pronunciation while memorizing or speaking, watch western

movies, translate English songs, pronounce words, phrases or sentences many times, and review all learning material and testing. Whereas, in developing the learners' speaking comprehensibility, the instructors pronounce the questions list many time till the learners really understand, and the learning material are arranged in series to make the comprehension easier.

In developing the learners' fluency, accuracy and comprehensibility, the instructors apply: memory, cognitive, convensation, metacognitive, affective and social strategies to their learners. Metacognitive strategies are the most dominant strategies and social strategies are the fewest strategies used during the execution of London Village.

Suggestions

Based on the conclusions above, the researcher gives some suggestions as follow:

For English teachers or English instructors, it is suggested to apply Cooperative Learning and make variations in their teaching and learning activities to get the best output toward the students or the learners' speaking skills.

For the English learners (language learners) or English students, it is recommended "to learn how to learn" English or other languages by knowing some strategies that is effectively used either by prominent English course or prominent English good learners to acquire the target language well in shorter time.

For the government or educational authorities, it is suggested to reform the English curriculum applied in school based on the updated findings by famous linguists to accelerate the learners' English mastery as the foreign language.

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