

**THE IMPLEMENTATION OF STRATEGIES BASED
INSTRUCTION (SBI) IN TEACHING SPEAKING
AT MADRASAH ALIYAH NEGERI 2
PEKANBARU**



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PEKANBARU
1431 H/2010 M**

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ABSTRAK

Defri Firmansah (2009): Implementasi dari Strategi-Strategi Berdasarkan Instruksi (SBI) dalam Pengajaran Berbahasa Inggris di Madrasah Aliyah Negeri 2 Pekanbaru

Skripsi ini berjudul “Implementasi dari Strategi-Strategi Berdasarkan Instruksi dalam Pengajaran Berbahasa di Madrasah Aliyah Negeri 2 Pekanbaru”. penelitian ini merupakan penelitian deskriptif yang hanya mempunyai satu variabel, subjek penelitian ini yaitu para guru yang mengajar mata pelajaran bahasa Inggris, sedangkan objek penelitian ini adalah implementasi strategi-strategi berdasarkan Instruksi (SBI) mereka dalam pengajaran berbahasa Inggris.

Penelitian ini ditujukan kepada seluruh guru mata pelajaran bahasa Inggris di MAN 2 MODEL. jumlah Populasi yang diteliti berjumlah tiga orang. penelitian ini mengemukakan dua rumusan masalah, yaitu:

1. Bagaimana implementasi dari strategi-strategi berdasarkan instruksi dalam pengajaran bahasa?
2. Faktor-faktor apa saja yang mempengaruhi strategi-strategi guru dalam implementasi dari strategi-strategi tersebut?

Adapun manfaat dari penelitian ini ialah untuk memperoleh dan mengungkapkan informasi secara teori dan akademik tentang usaha-usaha guru dalam implementasi Strategi-strategi Berdasarkan Instruksi dalam pengajaran bahasa Inggris, apakah mereka mempunyai kemampuan yang baik atau buruk dalam mengimplementasikan Strategi-strategi Berdasarkan Instruksi dalam mengajar bahasa Inggris. Serta mencari tahu faktor-faktor yang lebih dominan dalam meningkatkan guru-guru dalam mengimplementasikan Strategi-strategi tersebut.

Untuk mengumpulkan data, penulis menggunakan checklist observasi sebagai instrument utama, sedangkan angket digunakan sebagai data pelengkap.

Dari data analisis -analisis deskriptif dengan menggunakan presentase-, dapat disimpulkan bahwa Implementasi dari Strategi-Strategi Berdasarkan Instruksi dalam Pengajaran Berbahasa Inggris di Madrasah Aliyah Negeri 2 Pekanbaru adalah “Bagus”, dimana diperoleh presentase sebesar 77.7%, artinya implementasi strategi-strategi berdasarkan instruksi dalam pengajaran bahasa adalah baik. dimana faktor-faktor yang sangat mempengaruhinya antara lain:

1. Internal faktor
 - sikap guru
 - persiapan guru
2. Eksternal faktor
 - faktor sekolah

ABSTRACT

Defri Firmansah (2009)

The Implementation of Strategies Based Instruction (SBI) in Teaching Speaking at Madrasah Aliyah Negeri 2 Pekanbaru

This paper entitles “The Implementation of Strategies Based Instruction (SBI) in Teaching Speaking at Madrasah Aliyah Negeri 2 Pekanbaru”. This research is descriptive study. There is only one variable used in this research. The subject of the study is teachers who teach English, while the object is The Implementation of Strategies Based Instruction (SBI) in Teaching Speaking

The research had been conducted to all of English teachers at Man 2, total population that researched are three teachers. There are two formulations of problems presented in this project paper, there are as follow:

1. How is the implementation of Strategies Based Instruction (SBI) in teaching speaking?
2. What factors influencing teachers in implementation of strategies based instruction?

The significant of this research is to obtain and reveal the theoretical and the academic information about teachers’ ways in implementation of Strategies Based Instruction (SBI) in teaching speaking; whether they have good or bad implementation of Strategies Based instruction in teaching speaking. And to find out which teachers’ factors are more dominant influencing teachers in implementation of strategies based instruction in teaching speaking.

To collect the data, writer uses checklist observation as the prior instrument and questionnaire as second instrument.

Based on data analysis -descriptive analysis by using percentage-, it can be concluded that The Implementation of Strategies Based Instruction (SBI) in Teaching Speaking is “good”, where the percentage of the result is 77.7%. It means the implementation of Strategies Based Instruction in teaching speaking is good. There are several factors that influence the strategies, they are as follows:

1. Internal factor
 - Attitude
 - Readiness
2. External factors
 - School factors

ملخص

دفري فيرماتشاه (2009): التطبيق من الإستراتيجيات المستندة على الأمر في تعليم اللغة الإنجليزية في المدرسة العالية الحكومية 2 باكنبارو.

كان موضوع هذا البحث: التطبيق من الإستراتيجيات المستندة على الأمر في تعليم اللغة الإنجليزية في المدرسة العالية الحكومية 2 باكنبارو. هذا البحث من بحث وصفي الذي فيه متغير واحد، الموضوع من هذا البحث معلموا درس اللغة الإنجليزية، والهدف هو التطبيق من الإستراتيجيات المستندة على الأمر في تعليم اللغة الإنجليزية في المدرسة العالية الحكومية 2 باكنبارو.

قصد هذا البحث إلى جميع معلمي درس اللغة الإنجليزية في المدرسة العالية 2 موديل. عدد السكان المبحوثة ثلاثة أنفار. قدم الباحث رمزين اثنين هما:

1. كيف كان التطبيق من الإستراتيجيات المستندة على الأمر في تعليم اللغة؟

2. ما العوامل التي تؤثر ستراتيجية المعلم في تطبيق تلك الإستراتيجيات؟

كانت فائدة هذا البحث لنيل الأخبار ن جهة النظرية والتربية عن سعي المعلمين في التطبيق من الإستراتيجيات المستندة على الأمر في تعليم اللغة الإنجليزية، هل كانوا قادرين على تطبيق من الإستراتيجيات المستندة على الأمر في تعليم اللغة الإنجليزية مع البحث عن العوامل المؤثرة إلى ترقية المعلمين في تطبيق تلك الإستراتيجيات.

في جمع البيانات، استعمل الباحث قائمة تدقيق الملاحظة كالألة الأساسية، والسائل استعمل للبيانات الإضافية. في تحليل النتيجة المعدلة من أجوبة الألتين استعمل الباحث الرمز "مين"، ولكسب النسبة المئوية من تلك البيانات استعمل الباحث الرمز:

من تحليل البيانات الوصفية باستعمال النسبة المئوية استنتبط أن التطبيق من الإستراتيجيات المستندة على الأمر في تعليم اللغة الإنجليزية في المدرسة العالية الحكومية 2 باكنبارو "جيد"، ما كسبت النسبة المئوية 77,7%، بمعنى أن المعلم قادر على تحسين قدرة التلاميذ حسنا. العوامل التي تؤثر منها:

1. العامل الداخلي

- موقف المعلم

- إعداد المعلم

2. العامل الخارجي

- عامل الدراسة

CONTENTS

ABSTRACT		
SUPERVISOR'S APPROVAL		
EXAMINERS' APPROVAL		
ACKNOWLEDGMENT	i	
TABLE OF CONTENTS	iii	
LIST OF TABLES	v	
CHAPTER I	INTRODUCTION	
	A. Background	1
	B. Problem	4
	C. Objectives and Significances of the Research	6
	D. Definition of the Terms	7
CHAPTER II	THEORETICAL FRAMEWORK	
	A. Theoretical Framework	9
	B. Relevant Research	19
	C. Operational Concept	20
CHAPTER III	RESEARCH METHODOLOGY	
	A. Research Design	21
	B. Time and Location of the Research	21
	C. Subject and Object of the Research	21
	D. Population and Sample	22
	E. Technique of Data Collection	22
	F. Technique of Data Analysis	23
CHAPTER IV	DATA PRESENTATION AND DATA ANALYSIS	
	A. Data Presentation	24
	B. Data Analysis	40
CHAPTER V	CONCLUSION AND SUGGESTION	
	A. Conclusion	43
	B. Suggestion	43
BIBLIOGRAPHY		
APPENDICES		

CHAPTER I

INTRODUCTION

A. Background

Nowadays, a great deal of information comes and pours from all sides of the world into our environment in such a way that none can hinder it. There is so much information that one cannot absorb all of it. Therefore, when people try to avoid this fact, as we believe, they will leave behind.

The ability to speak English has always become very important goal for learners of this language in both its natural and foreign settings. Although learning English without learning how to speak is impossible, many learners know about language, but very few of them know how to use it in daily life. Savignon (1983:4) said “learning how to be better communicators is important to all of us in both our private and public lives”. Better communication means better understanding among the sender and receiver of information.

In Indonesia, English is as foreign language. As an international language, we need this language to communicate, moreover in this era, all things uses English. So, it is ignorant when we do not learn English.

As we know, English is taught in every level of education. English learners are prepared to be able to attain their target language in the form of four skills. They are listening, speaking, reading and writing. If the students have ability in these four languages skills, they are easy to go to work field.

However, the problems that happen in every level of school are some students do not understand the materials delivered by the teachers, like some students do not have ability to write in English, some students do not have ability to speak in English, so, most of students are lazy to learn English and they are bored to learn it. It means teachers must work hard to make them understand and apply their knowledge in daily life. In teaching and learning process, a teacher is the main factor who much influences the result of teaching and learning process. When we are talking about teachers, of course, we talk about their duties and their function as educators in education field.

A teacher will succeed in teaching not only determined by teacher's responsibility to cover the attitude of students that possibly disturb the teaching and learning process and the situation in which they learn, but also determined by the application of teaching and learning process such as choosing appropriate materials, and mastering the materials. In addition, Heda (2008) said:

They are “7 ways to assess effectively for learning”. Like, know your students well and how they interpret errors, be clear with your expectations, whether they are products, performance or any other evidence of learning, Involve students in the assessment process, be a motivator, Give effective feedback. Praise less and describe expected results more, Use triangulation of evidence to base feedback on, be a reflective practitioner who is involved in professional dialogue.

With this ways she believes, we as teacher will success in learning process. In means to be a success teacher we must know “students world”.

Based on the explanation above, the teacher in teaching and learning process has to master how to manage material of teaching and how to make students able to understand and apply the subject based on teacher's strategies.

They are some theories about teaching English. Every theory implicates toward the implementation of teaching learning process. Matthews (1985:1) says that the teacher as a motivator is to mind the single most important role for, whatever technical virtues a teacher possesses. Cohen (2001: 2) said “One way to help students catch the goal is through styles and strategies based instruction, where the teacher not only teaches the language but also assists learners in :

1. Developing their awareness of their own preferred learning styles.
2. Determining the nature of their current language learning and language use strategy repertoire.
3. Both enhancing their current strategy repertoire while at the same time complementing it with additional strategies that may be benefit, given their style preferences and the task that they need to accomplish in the target language”.

From opinion above, we can conclude that teacher has chance to enable students in English in both spoken and written.

Madrasah Aliyah Negeri (MAN) 2 is one of formal institution. It is located in Pekanbaru, Riau Province. The existence of teacher will determine teaching and learning process. Besides, teacher is a teaching program organizer. He or she is demanded to be able to organize the simple teaching. English teachers of MAN 2 are graduates from English department, and also have professional skills in teaching English.

Even though the teachers are graduates from English Department from different universities, they are demanded to be proficiencies. However, their

students' English proficiencies are still low. This statement can be seen based on writer's preliminary observation. In short, the difficulties can be depicted as follows:

1. Teachers use graceless media to convey the material.
2. Some of students experience difficulties in understanding the material.
3. Some of students fell difficult to apply their knowledge, especially in skills product like speaking and writing.
4. Some of students lack of vocabularies.
5. Some of students speak slowly.
6. Some of students take to long time to response teacher's question.
7. Class conditions do not support oral activities.
8. Some of students are poor grammar.

Based on difficulties mentioned above, thus, the writer regards conducting a research on this area is still important. Therefore, the writer is interested in carrying out a research entitled, **THE IMPLEMENTATION OF STRATEGIES BASED INSTRUCTION (SBI) IN TEACHING SPEAKING AT MADRASAH ALIYAH NEGERI 2 PEKANBARU**

B. Problems

Based on the description above, it is clear that there are many students encounter problems in the classroom activities. They get bored easily while teaching and learning activity is going on, especially a lot of students experience difficulties in responding or answering the questions from teacher.

There are many factors that may instill why students encounter difficulties and intricacies in responding the questions from teachers. Some of the factors may lie within the teachers or within the students themselves. The factors that may lie within the students are – their background knowledge, interest, attitudes, aptitudes, and so forth. On the other hand, the factors that may lie within teacher are – not mastering the material, unclear explanation, inappropriate method, strategy and material, etc.

1. Identification of the Problems

Based on background and the phenomena on the difficulties and intricacies encountered by the teacher and students, thus the problems of this research are identified in the following identifications:

1. Does teacher not master about materials those students need?
2. Does teacher not use method that suitable to the material?
3. Does teacher not use appropriate strategies in teaching?
4. Does teacher use graceless media to convey the material?
5. Why students feel difficult in understanding the material?
6. Why students feel difficult to apply their knowledge especially in product skills like speaking and writing?
7. Do students lack of vocabulary?
8. Do students speak slowly?
9. Why students take long time to response teachers' questions?
10. Do class conditions not support oral activities?

11. Are students' poor grammar?
12. How is implementation of strategies Based instruction (SBI) in teaching speaking at MAN 2 Pekanbaru?
13. What factors influencing teachers in implementation of strategies based instruction?

2. Limitation of the Problems

It is too broad to investigate the problems above, therefore, in this research, the writer limits the problems of his research to implementation of strategies based instruction (SBI) in teaching speaking at MAN 2 Pekanbaru

3. Formulation of the Problems

Since this research is focused on implementation of strategies based instruction (SBI) in teaching speaking at MAN 2 Pekanbaru. The writer specifies the problems discussed in the formulated questions:

1. How is the implementation of Strategies Based Instruction (SBI) in teaching speaking?
2. What factors influencing teachers in implementation of strategies based instruction?

C. Objective and Significant of the Research

1. Objective of the Research

The objectives of this research can be described as follows:

1. To figure out teachers' ways in implementation of Strategies Based Instruction (SBI) in teaching speaking.
2. To find out which teachers' factors are more dominant influencing teachers in implementation of strategies based instruction in teaching speaking.

2. Significance of the Research

This study will be useful for English teachers and their students. Since this research shows the teachers' ways in implementation of strategies based instruction in teaching speaking, consequently, it is aimed at enhancing and expanding the writer's knowledge. This research also to fulfill one of the requirements to finish the study at English Department Education and Teacher Training Faculty of UIN SUSKA RIAU.

D. Definition of the Term

In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary to define the following terms:

1. **Strategy:** procedures used in learning, thinking, etc. which serve as a way of reaching a goal. (Jack c Richards, 1999: 355). Based on Cohen "strategies been used to refer both to general approaches and to specific actions or techniques used to learn second language" (1996:3)
2. **Strategies-Based Instruction** is "a learner-centered approach to teaching". (Cohen, 1996:6)

3. **Teacher:** is a person whose occupation is teaching or teachers are those who teach students or pupils, often a course of study or practical skill.
(dictionary laborlawtalk)
4. **Student:** person who is studying at a school, college or university
(Oxford Essential Dictionary)

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Speaking Skill

Based on SIL (1998:1), “Speaking is the productive skill in oral mode, speaking like other skills, is more complicated than it seem at first and involves more than just pronouncing words.” It means that speaking is more difficult than other skills in target language. Speaking, is not only how to pronounce a word, but also how people send and receive messages understood each other.

There are three kinds of speaking situations, like:

- Interactive

Speaking situation like telephone calls, chat in internet. In this situation, sender and receiver need clarification, repetition, to convey messages in conversation activity.

- Partially interactive

Not completely situation speaking like speech. In other word, only senders have opportunity to speak, the receivers or audiences do not have chance to replay or response messages, but sender and receivers still in a place.

- Non-interactive

Not completely situation of speaking like partially interactive, but sender and receiver are not at the same situation at time. Like, recording speech in broadcast and report news in television. Sender and receiver at different place. (SIL: 1998)

Based on definitions above, we know there are many kinds of situations that can be mediators in communication. But in fact, people especially students feel difficult to speak English.

To upgrade speakers' ability in speaking, there are some micro skills that should have for speakers, there are:

- Pronounce the word clearly
- Use stress, rhythms pattern, intonation clearly
- Use the correct form of words
- Put words together in correct word order
- Use appropriate vocabulary
- Use language variety that suitable with situation
- Make good sentences (SIL: 1998)

2. Strategies for Developing Speaking Skills

Based on the National Capital Language Resource Center (2004), some strategies help students learn to speak so that the students can use speaking to learn.

1. Using Minimal Response

Language learners who lack confidence in their ability to practice successfully in oral interaction often listen in silence while other does speaking.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

2. Recognizing scripts

Greeting, apologies, complement, invitations, and other function that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that conversation partner has not understood them.

With these strategies there are believe students will able to be active speaker.

3. Teaching Speaking Theories and Methodologies

Based on Jack C. Richard, there are many problems in learning process. Learners have typical problems. Such as:

- Cannot sustain spoken interaction beyond short segments
- Frequent communication breakdowns and misunderstandings
- Lacks of vocabulary needed to talk about common utterances
- Lacks of communication strategies
- Speaks slowly and takes too long to compose utterances
- Cannot participate actively in conversation
- Spoken English doesn't sound natural
- Poor grammar
- Poor pronunciation

Beside learners, teachers also have poor speaking skills. There are some reasons for poor speaking skills:

- Lacks of curriculum emphasis on speaking skills
- Teachers' limited English proficiency
- Class conditions do not favor oral activities
- Limited opportunities outside of class to practice
- Examination system does not emphasize oral skills

Based on typical problems above, we know the mistakes are not only in students' side but also in teachers' side. Meaning that teachers do not judge students are stupid but must have self introspection, she or he is knowledgeable to teach students.

There are some strategies for successful in speaking class:

- Activities focus on oral skills.

It means, teacher not only teaches how to make accurate form of word but more focus on how to speak freely –fluency to accuracy.

- Fluency and accuracy activities are equal.
- Activities are suitable to students for different background knowledge.

These refer to, same activities but different contents based on capacity each student.

- Teachers are as applicant in activities.

Meaning that, teacher does first before give lessons or task to students.

- Students are active in lessons.

Teachers must make suitable situation for students condition, this way can make students interested in the course.

- Have enough time to practice.

In real, average of students does not enough time to practice their speaking, because English are only used in class, not in daily activities. Thus, teacher must make situation that all of students can participate in lessons.

- Students feel success.

Teachers make students feel comfortable when they are able to use English.

- Make enjoy situation.

When students feel enjoy and relax, they can receive knowledge totally. (Jack Richard)

4. Strategies-Based Instruction (SBI)

Strategies-based instruction is a learner-centered approach to teaching that has two major components:

1. Students are explicitly taught how, when, and why strategies can be used to facilitate language learning and language use tasks.
2. Strategies are integrated into everyday class materials, and may be explicitly or implicitly embedded into the language tasks. (Cohen et al, 1996:6)

These strategies are combination from two strategies, learning and communication strategies. McDonough in Brown, (2000:130) says that SBI can make effective classroom activities because with SBI teachers are “teaching learners how to learn “. It means teacher are not “spoon feeding”

students anymore, but teacher make students to be autonomy and be facilitator of students autonomy itself (Widen in Brown: 130). Brown said there are ten suggestions for good language learning. These strategies have two side focuses on teachers and students:

Teacher's version

1. Lower Inhibitions
2. Encourage risk taking
3. Build self-confidence
4. Develop intrinsic motivation
5. Engage in cooperative learning
6. Use right-brain processes
7. Promote ambiguity tolerance
8. Practice intuition
9. Process error feedback
10. Set personal goals

Learner's Version

1. Fear not
2. Dive in
3. Believe in yourself
4. Seize the day
5. Love thy neighbor
6. Get the Big picture
7. Cope with the chaos
8. Go with your hunches
9. Make mistakes work for you
10. Set your own goals

These “commandments” are too broad when writer explain all of them therefore, writers focus on teachers' version.

1. Lower Inhibition

This strategies teacher use game that make students feel enjoy in learning process.

2. Encourage risk taking

Teachers challenge students to show their ability that focus on speaking.

3. Build students' self-confidence

Teachers explain he or she believe about students ability.

Teachers ask what they know about the lessons.

4. Develop Intrinsic motivation
Teachers give reward when students are able to speak for giving solution about a problem in learning activities.
Teachers describe job opportunities when they are able in English.
5. Promote class discussion
Teachers direct students to share their knowledge with teachers or among them.
6. Encourage students to use right-brain processing
Teachers use movies or tapes in class.
Do skimming exercise.
7. Promote ambiguity tolerance
Teachers encourage students ask question when they are do not understand something.
Explain the lesson very simple and brief.
8. Help students use their intuition
Teachers praise students for good guesses.
Do not always give explanation of errors
9. To get students to make their mistake work for them
Teachers records student' oral production and ask then to identify the errors and try to find the right one.
10. To get students to set their own goals
Teachers ask students to set their own goals
Ask students to make additional time at home to improve their ability at home.

Based on strategies above, we can improve teachers' because all of strategies upgrade teachers' ways to improve students' ability.

In this research writer used 5 of 10 SBI commandments that very influences teacher in improving students' ability in speaking. They are:

- Lower inhibition
- Encourage risk taking

- Build self confident
- Promote class discussion
- Set own goal

Deborah and Terry (2006:21) said “This ways are to create meaningful learning experiences that will help students develop genuine fluency in another language.” Meaning that students will able to speak fluency went teacher use this ways.

5. Factors that influence strategies

Some factors that influence strategies listed by Slameto (2003:54) are consisting of internal and external factors that listed as follows;

a. Internal factors

In these factors, slameto separates to three factors, like:

- Physical factor

It consists of health and physical defect. These factors can influence learning activities because when teacher is sick, she or he can not teach maximal. Meaning that, students can not receive knowledge from teacher.

- Psychology factor

1. Intelligence

J.P. Chaplin in Slameto (2003:55) formulated intelligent into three abilities, like:

1. The ability to meet and adapt to novel situation quickly and effectively.

2. *The ability to utilize abstract concept effectively.*

3. *The ability to grasp relationships and to learn quickly.*

Based on explanation above, intelligence is ability to understand some thing quickly and effectively.

2. Interest

Hilgard said “*interest is persisting tendency to pay attention and to enjoy some activity or content*” in Slameto (2003:57)

Interest has a big influence in learning activities.

When teachers do not interest about the lesson, more over students, teacher must make interested lesson to make students enjoy in learning activities.

3. Aptitude

“*Aptitude is the capacity to learn*” based on Hilgard in slameto (2003:57).

Teacher must teach lesson based on students aptitude, when it is realized, students can learn more effectively.

4. Attitudes and Beliefs

These were reported to have a profound effect on the strategies learners choose; with negative attitudes and beliefs often cause poor strategy use or lack of orchestration of strategies.

5. Motivation

More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivation orientation, especially as related to career field) was important in the choice of strategies.

6. Readiness

“Readiness is preparedness to respond or react”

James Driver in Slameto (2003:59).

Meaning that, when teacher prepare all tools that needed before teaching, learning activities can be effective.

b. External factors

Family factors, school factors, and environment factors are included in external factors.

- Family factors

Family factors consist of family members like wife or husband and children. These factors can influence teachers' strategies because when her husband or his wife supports to upgrade him or her ability in teaching, teacher can be easier to teach.

- School Factors

Like: Facilities of school, time allocation, discipline.

- Environment factors

Like society, mass media and students' parents. These factors have side-effect to influence teacher in teaching.

The list above simply show the importance of studying factors that influence learning strategies both teachers and students.

B. Relevant Research

The research can be conducted, and be continued because it is relevant with several researches that have been accepted before. However, the research has the same object, but it is different problem. It can be seen from several previous researches as follows:

1. Novia Leli (2005), the title is *The teacher's methodological skill in improving students interest in learning English at MTS Al-Muttaqin Pekanbaru*. The subject of the research is teachers. The technique used is descriptive. Based on the research, writer can conclude that teacher's methodology skill in improving students in learning English was fair. The percentage is 62.78%.
2. Sulastri (2006), entitled *The teacher's activities in managing the English teaching activity at State Junior High School SMPN Bagan siapi-api*. The subject of the research is teachers. The technique used is descriptive. The percentage is 55%. It means the teacher's activities in managing English teaching activity in this school is fair.

3. Fauziah (2006), entitled *the teacher's talk in teaching English at the second year students of SMAN 2 Kampar*. The subject of the research is teachers. The technique used is descriptive. The percentage is 59.2% it means teacher's talk in teaching English in this school is fair.
4. Supriyadi (2007), entitled *the teacher's responsibility in mastering material that delivered to the students in English subject At SMA Rengat*. The subject of the research is teachers, The technique used is descriptive. The percentage is 52.5% it means teacher's responsibility in mastering material that delivered to the students in this school is fair.

C. Operational Concept

Operational concept is a concept used to avoid misunderstanding in scientific study. Because the review is still an abstract form, so, it should be interpreted into particular words in order to make it easy in analyzing the problem.

The strategies of teacher in students' speaking ability as follow:

- a. Teachers use games to minimize inhibition.
- b. Teachers encourage students to take risk taking.
- c. Teachers build students' self confidence.
- d. Teachers promote class discussion
- e. Teachers guide students to set their own goals.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design used in this research is descriptive qualitative research. It is a kind of method that involves the collection of data for the purpose of describing existing condition. Gays (1978: 11) state that the descriptive research involves collecting data to the test hypothesis or to answer question concerning the current status of the subject of the study. Therefore, this research tries to describe the implementation of strategies-based instruction in teaching speaking in MAN 2 Model Pekanbaru.

B. Time and Location of the Research

The location of this research is at MAN 2 Pekanbaru, is located at Diponegoro street, Pekanbaru. This research was conducted on May until June 2009.

C. Subject and Object the Research

The subject of this research is English teachers who teach at MAN 2 Pekanbaru. While the object of this research is The Implementation of Strategies Based Instruction (SBI) in teaching speaking at MAN 2 Pekanbaru.

D. Population and Sample of the Research

The population of this research is English teachers who teach second year students at MAN 2 Pekanbaru. The number of sample is 3 teachers. According to Notoatmojo (2005), if population is small, it will be better to take all of the population as a sample (p. 79). In this research, writer uses total population sampling technique.

E. Technique of Data Collection

The data needed in this research will be collected through:

a. Observation

This technique is used to observe the implementation of Strategies Based Instruction (SBI) in teaching speaking.

b. Questionnaire

This technique is used to obtain some data by giving some questions to obtain teachers perceptions about factors that influence teachers' in implementation of Strategies Based Instruction (SBI) in teaching speaking.

F. Technique of Data Analysis

This study is descriptive study. The reason of the study is only to attempt as objective as possible to describe and interpret the data on the implementation of strategies-based instruction in teaching speaking. The data

obtained would be qualitatively analyzed into qualitatively category. The formula used to percentage the data in this research as follows:

$$i. \text{ Percentage (\%)} : P = \frac{F}{N} \times 100$$

P= Percentage

F= Frequency

N= Number of respondents

Then, the result of percentage is categorized as follows:

Good (76-100%)

Fair (56-75%)

Less (40-55%)

Bad (Less than 40)

(Suharsimi Arikunto, 1996: 244)

Besides using type formulation above in taking the percentage, it is needed to identify the mean for each category that absolutely has different value in every item on the questionnaire. The formulation of mean score is:

$$ii. \text{ Mean } (M_x) = \frac{\sum x}{N}$$

M_x = Mean

$\sum x$ = Total score

N = Number of cases

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

This chapter discuss about the implementation of strategies-based instruction in teaching speaking in MAN 2 MODEL Pekanbaru that presented and described by tables. The data was filled and interpreted based on observation and questionnaire information after each of populations is equally given to the same portion of questions. Three English teachers have contributed on it.

To answers the two research questions of this study, the data presentation are divided in two forms. First, the observation refers to the implementation of strategies-based instruction in teaching speaking and second, the questionnaire refers to factors those influencing teachers' strategies. In observation, there are ten parts, each part consists of two items. Total items in observation form are ten items. In the other sides, questionnaire consists of thirty statements, there are internal and external factors. Intelligence, attitude, motivation, interest, belief, aptitude readiness are include in internal factors, Family, school and environment factors are include in external factors that influencing teachers in improving students ability. Internal factors consist of twenty one items and nine items in external factors. All of these statements are going to be presented and calculated in percentages and means that can seen on tables bellow:

1. The Implementation of Strategies-Based Instruction in Teaching

Speaking

Result of Observation of teacher A

TABLE IV.1.a

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To Lower inhibition								
- To ice braking the class, teacher gives some games to students	√		√		√		3	100%
- Teacher asks students to make small groups to share their opinion about the topic		√	√			√	1	33.3%
Σ							4	66.6%

Based on table above, teacher A often used game to minimize students' bored but teacher rarely making groups.

TABLE IV.1.b

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To encourage risk taking								
- Teacher uses fluency exercise where errors are not corrected at the time		√	√		√		2	66.6%
- Teacher gives assignment to speak in front of class		√	√			√	1	33.3%
Σ							3	49.9%

Based data above teacher A encourage risk taking only 3 frequencies for 6 frequencies.

TABLE IV.1.c

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To build students' self-confidence								
- Teacher asks their believe about students ability	√		√		√		3	100%
- Teacher asks students what they know or have accomplished so far in course	√		√		√		3	100%
Σ							6	100%

This item is fully applied. We can look based data presented, the percentage is 100%

TABLE IV.1.d

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To promote class discussion								
- Teacher builds small groups work of students		√	√			√	1	33.3%
- Teacher constructs students thought they are a team		√	√			√	1	33.3%
Σ							2	33.3%

Teacher A has low score to promote class discussion, it is viewed in data above.

TABLE IV.1.e

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To get students to set their own goals								
- Teacher encourages students to go beyond the classroom goals then set their own goals in learning English	√		√		√		3	100%
- Teacher asks students to specific time commitment at home to study the language.	√		√		√		3	100%
Σ							6	100%

Teacher helps students set their own goals, with total frequencies 6.

TABLE IV.1
THE RESULT OF OBSERVATION FOR TEACHER “A”

No.	ITEM OBSERVED	P
1	To Lower inhibition	66.6%
2	To encourage risk taking	49.9%
3	To build students' self-confidence	100%
4	To promote class discussion	33.3%
5	To get students to set their own goals	100%

Based the data above, they are some aspect that implemented highly, like:

- To ice breaking the class, teacher gives some games to students.
- Teacher belief about students' ability.
- Teacher encourages students to ask him/her and each other, question when they do not understand about some thing.
- Teacher encourages students to go beyond the classroom goals then set their own goals in learning English.
- Teacher asks students to specific time commitment at home to study the language.

Result Observation of teacher B

TABLE IV.2.a

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To Lower inhibition								
- To ice braking the class, teacher gives some games to students	√		√		√		3	100%
- Teacher asks students to make small groups to share their opinion about the topic	√		√		√		3	100%
Σ							6	100%

Based on data above, teacher B always uses games and makes small groups to minimize students' inhibition.

TABLE IV.2.b

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To encourage risk taking								
- Teacher uses fluency exercise where errors are not corrected at the time	√			√	√		2	66.6%
- Teacher gives assignment to speak in front of class		√		√	√		1	33.3%
Σ							3	49.9%

Teacher B encourages risk taking of students with percentage 49,9%, it means teacher's strategy in this item is fair.

TABLE IV.2.c

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To build students' self-confidence								
- Teacher asks their believe about students ability	√		√		√		3	100%
- Teacher asks students what they know or have accomplished so far in course	√		√		√		3	100%
Σ							6	100%

This item is implemented 100%. Meaning that, teacher B always builds students' self confidence.

TABLE IV.2.d

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To promote class discussion								
- Teacher builds small groups work of students	√		√		√		3	100%
- Teacher constructs students thought they are a team	√		√		√		3	100%
Σ							6	100%

Class discussion helps students catch the goals of learning easier. This teacher knows about it, therefore he always promotes class discussion with students.

TABLE IV.2.e

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To get students to set their own goals								
- Teacher encourages students to go beyond the classroom goals then set their own goals in learning English	√		√		√		3	100%
- Teacher asks students to specific time commitment at home to study the language.	√		√		√		3	100%
Σ							6	100%

Teachers B always asks students to set their own goal before class over.

TABLE IV.2
THE RESULT OF OBSERVATION FOR TEACHER “B”

NO.	ITEM OBSERVED	P
1	To Lower inhibition	100%
2	To encourage risk taking	49.9%
3	To build students' self-confidence	100%
4	To promote class discussion	100%
5	To get students to set their own goals	100%

From teacher “B”, the high implemented consist of eleven items, such as:

- To ice breaking the class, teacher gives some games to students.
- Teacher asks students to make small groups to share their opinion.
- Teacher constructs students thought a team.
- Teacher encourages students to ask with her and each other, question when they do not understand about some thing.
- Teacher encourages students to go beyond the classroom goals then set their own goals in learning English.
- Teacher asks students to specific time commitment at home to study the language.

Result Observation of teacher C

TABLE IV.3.a

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To Lower inhibition								
- To ice braking the class, teacher gives some games to students	√		√		√		3	100%
- Teacher asks students to make small groups to share their opinion about the topic		√	√		√		2	66.6%
Σ							5	83.3%

In this item, teacher C has good performance because the percentage is 83.3%

TABLE IV.3.b

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To encourage risk taking								
- Teacher uses fluency exercise where errors are not corrected at the time		√	√			√	1	33.3%
- Teacher gives assignment to speak in front of class		√	√			√	1	33.3%
Σ							2	33.3%

To encourage risk taking, teacher C has low score with percentage only 33.3%

TABLE IV.3.c

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To build students' self-confidence								
- Teacher asks their believe about students ability	√		√		√		3	100%
- Teacher asks students what they know or have accomplished so far in course	√		√		√		3	100%
Σ							6	100%

Teacher C always builds students' self confidence. It is viewed in data above with percentage 100%.

TABLE IV.3.d

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To promote class discussion								
- Teacher builds small groups work of students		√	√		√		2	66.6%
- Teacher constructs students thought they are a team		√	√		√		2	66.6%
Σ							4	66.6%

In promoting class discussion, teacher C has fair score, 66.6%.

TABLE IV.3.j

Item observed	Observation time						F	P
	1		2		3			
	Yes	No	Yes	No	Yes	No		
To get students to set their own goals								
- Teacher encourages students to go beyond the classroom goals then set their own goals in learning English	√		√		√		3	100%
- Teacher asks students to specific time commitment at home to study the language.	√			√	√		2	66.6%
Σ							5	83.3%

Teacher encourages students to go beyond the classroom goals then set their own goals in learning English. This item is good applied.

TABLE IV.3
THE RESULT OF OBSERVATION FOR TEACHER “C”

No.	Item observed	P
1	To Lower inhibition	83.3%
2	To encourage risk taking	33.3%
3	To build students' self-confidence	100%
4	To promote class discussion	66.6%
5	To get students to set their own goals	83.3%

Based data above, teacher “C” have seven items that implemented highly, they are:

- To ice breaking the class, teacher gives some games to students.
- Teacher believes about students' ability
- Teacher encourages students to ask with him/her and each other, question when they do not understand about some thing.
- Teacher encourages students to go beyond the classroom goals then set their own goals in learning English.

**Recapitulation of Result of Implementation of Strategies Based Instruction
(SBI) in Teaching Speaking at Madrasah Aliyah Negeri 2 Pekanbaru**

TABLE IV. 4

NO	OBSERVATION ITEMS	T. A F	T. B F	T. C F	$\sum F$	$P = \frac{F}{N}$
1	To Lower inhibition	4	6	5	15	83.3%
2	To encourage risk taking	3	3	2	8	44.4%
3	To build students' self-confidence	6	6	6	18	100%
4	To promote class discussion	2	6	4	12	66.6%
5	To get students to set their own goals	6	6	5	17	94.4%

Based on data recapitulation of all teachers that researcher observed, all of them have some aspects that implemented from high to low

1. Teachers build students' self-confidence.
2. Teachers get students to set their own goals.
3. Teachers use lower inhibition.
4. Teachers promote class discussion.
5. Teachers encourage risk taking.

2. The Factors Influencing Teachers in Implementation of Strategies Based Instruction

TABLE IV.5
INTERNAL FACTORS STATEMENTS FREQUENCIES OF ITEM

No.	Statements	AL	OF	SM	NV
1	I on time arrive to class	1	2		
3	I update new strategies and methods in teaching		3		
4	My styles of teaching are Varies	1	2		
5	I motivate students to focus in learning		3		
6	I satisfy with students achievement		1	2	
8	I follow teacher training or course to upgrade my ability in teaching		3		
9	I am proud with my profession as teacher	2	1		
10	One of my motivation is achievement of success		3		
12	I make closer communication with students, and parents of students.		3		
13	In teaching process, I inform instructions of learning clearly	1	2		
14	I receive feedback from students, parents, and others teachers	1	2		
15	The duration of time is enough for me to inform the lesson	1	2		
16	I am upgrade quality of teaching continuously		3		
17	Sometimes I use games in teaching		3		
18	I give praise when students able to fulfill their task or answering my questions correctly	3			
19	I motivate students for big purpose, like job opportunities, study in England, when they are able to use English.		3		
20	I believe, clear instruction make students learn easier	2	1		

21	I inform my purposes in teaching to students		2	1	
22	Students' condition influence me in choosing strategies of teaching	1	2		
23	Physical conditions influence me in designing teaching strategies	1	2		
24	My achievement at schools and university is:		3		

TABLE IV.6
VALUE OF ITEMS

Items No	Always	Often	Sometime	Never	Amount	Mean
	4	3	2	1		
1	4	6			10	0.47619
3		9			9	0.42857
4	4	6			10	0.47619
5		9			9	0.42857
6		3	4		7	0.33333
8		9			9	0.42857
9	8	3			11	0.52381
10		9			9	0.42857
12		9			9	0.42857
13	4	6			10	0.47619
14	4	6			10	0.47619
16		9			9	0.42857
17		9			9	0.42857
18	12				12	0.57143
19		3			9	0.42857
20	8	3			11	0.52381
21	4	6			10	0.47619
22	4	6			10	0.47619
23	4	6			10	0.47619
24		9			9	0.42857
26	12				12	0.57143
Total					204	9.71429

Based on data above, mean of internal statement is 9.71. The high score is 0.57.

TABLE IV.7
EXTERNAL FACTORS STATEMENTS
FREQUENCIES OF ITEM

No.	Statements	AL	OF	SM	NV
2	My background knowledge support my teaching ability	1	2		
7	I use appropriate media in teaching process		3		
11	I involve parents to find good solution for students	1	1	1	
15	The duration of time is enough for me to inform the lesson		2	1	
25	Teaching process, I use kinds of tools. To improving students' aptitude in learning process	1	2		
27	My family support me to upgrade my ability in teaching	1	2		
28	School has enough facilities that I needed in teaching process		3		
29	Time and condition influencing my performance in teaching		3		
30	The condition of my environment is comfortable		2	1	

TABLE IV.8
VALUE OF ITEMS

Items No	Always	Often	Sometime	Never	Amount	Mean
	4	3	2	1		
2	4	6			10	1.111111
7		9			9	1
11	4	3	2		9	1
15		6	2		8	0.888889
25	4	6			10	1.111111
27	4	6			10	1.111111
28		9			9	1
29		3			9	1
30		3	4		7	0.777778
Total					81	9

The mean of external factors based on data above is 9, with high score 1.1.

A. DATA ANALYSIS

Based on the data presentation performed previously, this sub chapter presents the analysis of the data. The writer uses the simple indicators based on observation, the statements on observation are also supported in questionnaire.

1. The teachers have good strategies, the data are classified 76-100%.
2. The teachers have a fair strategies, the result of percentage is categorized in 56-76%.
3. The teachers have a less strategies, the result of percentage is categorized in 40-55%.

4. And bad strategies are categorized in 0-39%.

(As cited from Suharsimi, 1996: p 244).

1. The Implementation of Strategies-Based Instruction in Teaching Speaking

It can be seen in data presentation especially in table IV.4, there are ten items. Lower in habitation which percentages is 83.3% in this item, teachers use game to ice breaking the class and students make small groups. Teachers encourage risk taking which percentage is 44.4%. This strategy is still low because not enough time, the duration of English subject in each class only twice a week -fours hours- except XII classes. (cited on MAN 2 schedule of study). Teachers build students' self-confidence which percentage 100%. This result is sustainable with questionnaire statement item no.20 which mean 0.5. Teachers promote class discussion like build small group and construct student's thought they are a team, which percentage 66.6%. Last strategy is asking students to set their own goals, which percentage 94.4% it means this strategy is good applied.

So, to know the percentage of teachers' strategies in improving students' ability as follow

$$P = \frac{F}{N}$$

$$P = \frac{70}{90} \times 100\%$$

$$P = 77.7\%$$

Based on result above, writer concluded the teachers' strategies in improving students' ability is "good" where the percentage among 76-100%.

2. The Factors Influencing Teachers in Implementation Strategies-Based Instruction

Based on data of factors influence presentation, writer can conclude internal factors more dominant than external factors in influencing teachers' strategies, with score 9.7 in internal and 9 in external side, where, readiness and attitude have high score in internal factors and in external factors school factors more influence then family and environment factors.

CHAPTER V

CONCLUSION AND SUGGESTION

a. Conclusion

The title of the research is The Implementation of Strategies-Based Instruction in Teaching Speaking in MAN 2 MODEL Pekanbaru. There is only one variable of this research, it is implementation of Strategies-Based Instruction in Teaching Speaking in MAN 2 MODEL Pekanbaru. The language learning as intended by researcher here is the learning of English as foreign language. After presenting of research finding in chapter IV, thus, it can be concluded that the implementation of Strategies-Based Instruction in Teaching Speaking in MAN 2 MODEL Pekanbaru is good.

By the result of investigation, there are two factors -internal and external factors- those influencing teachers in implementation of Strategies Based Instruction. Where attitude, readiness are crucial aspects have big influences towards their strategies in improving students' ability in improving teachers' question.

b. Suggestion

After conducting and getting the result of this research, absolutely writer wants to provide some suggestions to school.

The suggestions are as follow:

1. To improve students' skill especially in speaking, teachers must be facilitator to guide students to show up their ability.
2. To reach the effectiveness of English conversation class training, school may choose the new advances in conducting it, such as time setting, place setting, and appropriate media.
3. Teachers should be active in practicing English in classroom and outside of classroom.
4. To make students interested on lesson, teachers must create or adopt new information based on students' need.
5. Teachers must be partners of students in order that students feel enjoy in learning process.
6. Teachers focus on both fluency and accuracy.
7. To make students learn easier, teachers use Total Physical Response, Based on James in Brown (2000:107), this method can improve students' right-brain process.
8. Teachers must be inspiration for students.

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LIST OF TABLES

TABLE IV. 1. a	Frequencies T. A to lower inhabitation	25
TABLE IV. 1. b	Frequencies T. A to encourage risk taking	25
TABLE IV. 1. c	Frequencies T. A to build students' self-confidence	26
TABLE IV. 1. d	Frequencies T. A to promote class discussion	26
TABLE IV. 1. e	Frequencies T. A to set students' own goals	27
TABLE IV. 1	Result of recapitulation for Teacher A	28
TABLE IV. 2. a	Frequencies T. B to lower inhabitation	29
TABLE IV. 2. b	Frequencies T. B to encourage risk taking	29
TABLE IV. 2. c	Frequencies T. B to build students' self-confidence	30
TABLE IV. 2. d	Frequencies T. B to promote class discussion	30
TABLE IV. 2. e	Frequencies T. B to set students' own goals	31
TABLE IV. 2	Result of recapitulation for Teacher B	32
TABLE IV.3. a	Frequencies T. C to lower inhabitation	33
TABLE IV. 3. b	Frequencies T. C to encourage risk taking	33
TABLE IV. 3. c	Frequencies T. C to build students' self-confidence	33
TABLE IV. 3. d	Frequencies T. C to promote class discussion	34
TABLE IV. 3. e	Frequencies T. C to set students' own goals	34
TABLE IV. 3	Result of recapitulation for Teacher C	35
TABLE IV. 4	Recapitulation of all result of implementation of SBI	36
TABLE IV. 5	Ferquencies items of Internal Factors	37
TABLE IV. 6	Value items of Internal Factors	38
TABLE IV. 7	Frequencies items of External factors	39
TABLE IV. 8	Values items of External Factors	40

Observation form

No.	Observe	Yes	No
1.	To Lower inhibition		
	- To ice braking the class, teacher give some games to students		
	- Teacher ask students to make small groups to share their opinion about the topic		
2	To encourage risk taking		
	- Teacher use fluency exercise where errors are not corrected at the time		
	- Teacher give assignment to speak in front of class		
3	To build students' self-confidence		
	- Teacher ask their believe about students ability		
	- Teacher ask students what they know or have accomplished so far in course		
4	To help them to develop motivation		
	- Teacher give reward when students able to solve or answer the questions		
	- Teacher display job opportunities when their able in English especially in speaking skill		
5.	To promote cooperative learning		
	- Teacher build small groups work of students		
	- Teacher construct students thought they are a team		
6	To encourage them use right-brain processing		
	- Teachers ask students to watch a movie		
	- Teacher ask students to retell what movie talk about without corrected at the time		
7	To promote ambiguity tolerance		
	- Teacher encourage students to ask he/she and each other, question when they do not understand about some thing		
	- Teacher explain the course very simple and brief		
8	To help students use their intuition		
	- Teacher praise students for good guesses in learning activities		
	- Teacher do not always give explanations of errors		
9	To get students to make their mistakes work for them		
	- Teacher records students' oral production Then ask students to identify they errors based on records		
	- Teacher give opportunities to students to catch and correct each other's errors		
10	To get students to set their own goals		
	- Teacher encourage students to go beyond the classroom goals then set their own goals in learning English		
	- Teacher asks students to specific time commitment at home to study the language.		

QUESTIONNAIRES

The Reference and Guidance

1. This questionnaire only use for the research, it does not influence whatever your status as a teacher.
 2. Please fulfill this questionnaire truly because your identity will be saved
 3. Choose one of the alternative answers a, b, c, or d according to your best answer
 4. Give the cross (X) for the alternative answer that you have decided
 5. Thank you for your cooperation to fulfill and give back this questionnaires
-

Questionnaire Statements!

1. I always on time arrive to class
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
2. My background knowledge support my teaching ability
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
3. I always update new strategies and methods in teaching
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
4. My styles of teaching are Varies
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
5. I motivate students to focus in learning
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
6. I satisfy with students achievement
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly disagree
7. I use appropriate media in teaching process
 - a. Strongly agree
 - b. Agree
 - c. disagree
 - d. Strongly disagree
8. I follow teacher training or course to upgrade my ability in teaching
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. strongly disagree

9. I am proud with my profession as teacher
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
10. One of my motivation is achievement of success
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
11. I involve parents to find good solution for students
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
12. I make closer communication with students, and parents of students.
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
13. In teaching process, I inform instructions of learning clearly
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
14. I receive feedback from students, parents, and others teachers
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
15. The duration of time is enough for me to inform the lesson
- a. Strongly agree b. Agree c. disagree d. Strongly disagree
16. I am upgrade quality of teaching continuously
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
17. Sometimes I use games in teaching
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
18. I give praise when students able to fulfill their task or answering my questions correctly
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree
19. I motivate students for big purpose, like job opportunities, study in England, when they are able to use English.
- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

20. I believe, clear instruction make students learn easier

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

21. I inform my purposes in teaching to students

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

22. Students condition influence me in choosing strategies of teaching

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree